

LCFF Budget Overview for Parents

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

CDS Code: 35-67520-6035109

School Year: 2024-25

LEA contact information:

Amanda McCraw

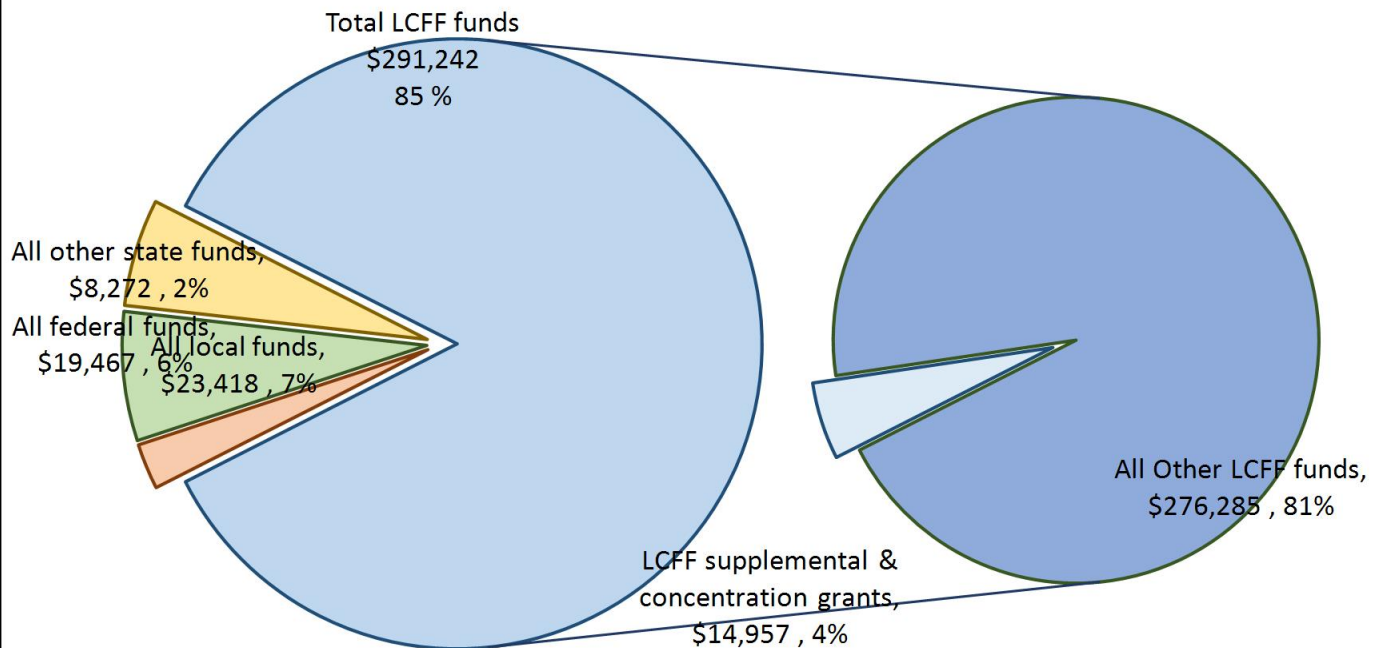
Teacher/Principal

amccraw@sbcoe.org

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

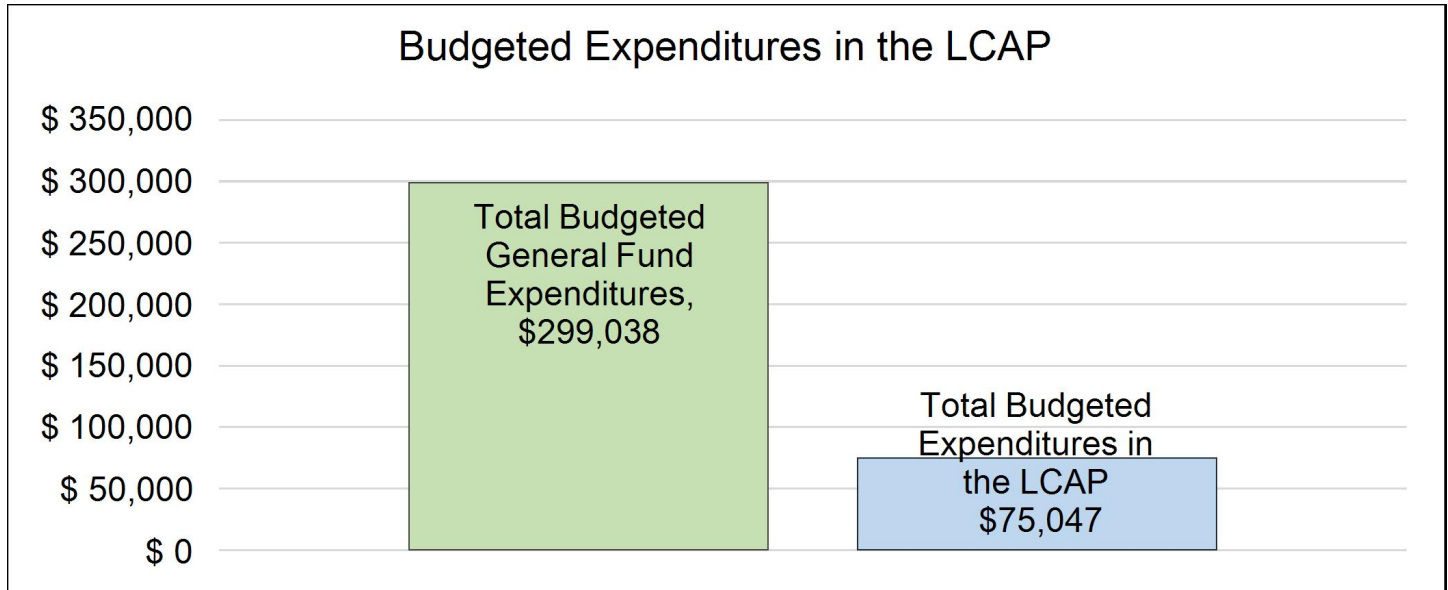


This chart shows the total general purpose revenue Panoche Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Panoche Elementary School District is \$342,399, of which \$291,242 is Local Control Funding Formula (LCFF), \$8,272 is other state funds, \$23,418 is local funds, and \$19,467 is federal funds. Of the \$291,242 in LCFF Funds, \$14,957 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Panoche Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Panoche Elementary School District plans to spend \$299,038 for the 2024-25 school year. Of that amount, \$75,047 is tied to actions/services in the LCAP and \$223,991 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

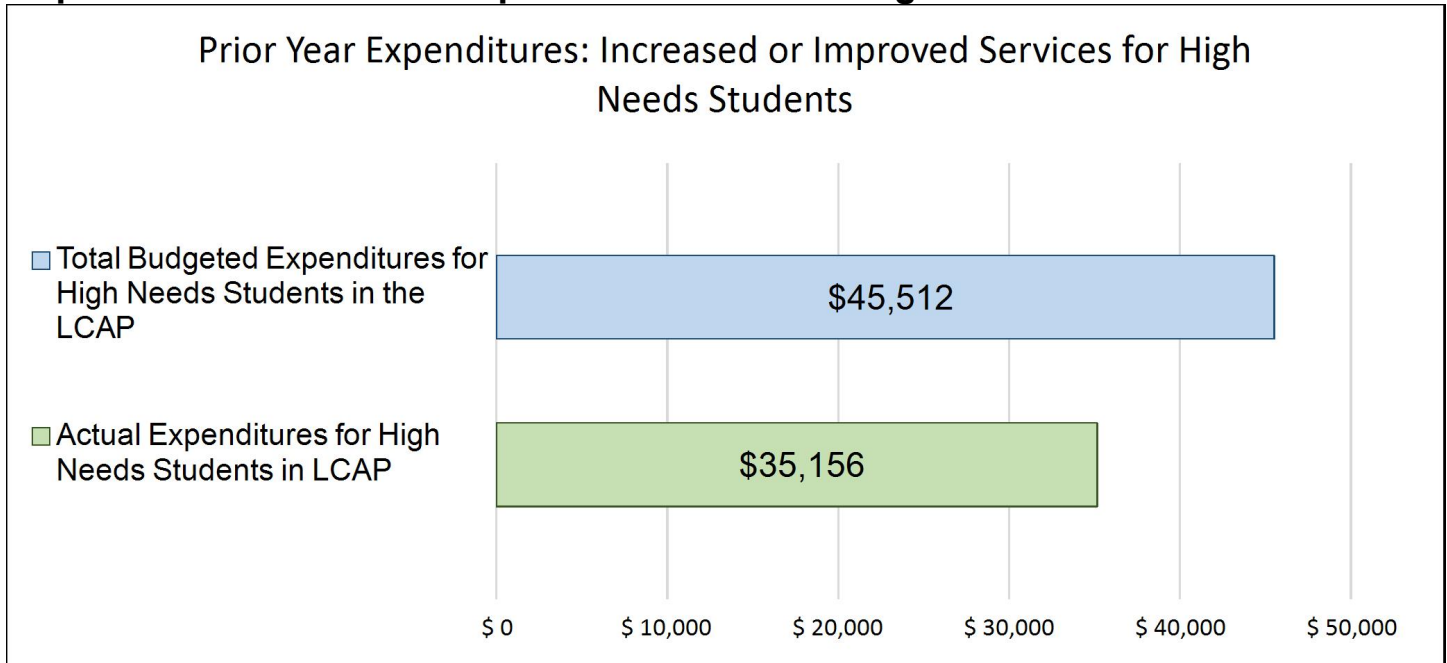
General operations of the district: housekeeping, maintenance, grounds, certificated and classified staffing, administrative operations, and other items to support student learning.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Panoche Elementary School District is projecting it will receive \$14,957 based on the enrollment of foster youth, English learner, and low-income students. Panoche Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Panoche Elementary School District plans to spend \$37,277 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Panoche Elementary School District's LCAP budgeted \$45,512 for planned actions to increase or improve services for high needs students. Panoche Elementary School District actually spent \$35,156 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$10,356 had the following impact on Panoche Elementary School District's ability to increase or improve services for high needs students:

Art Instruction and Mental Health Therapist were originally budgeted out of LCFF funds, but are being paid with Federal and State Funds. A portion of the Instructional Aide was paid out of UPK funds instead of fully funded with LCFF funds.

PANOCHE ELEMENTARY



CONFERENCE

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Panoche Elementary School District	Amanda McCraw Teacher/Principal	AMcCraw@sbcoe.org 831-628-3438

Goals and Actions

Goal

Goal #	Description
1	Panoche School will create, cultivate and strengthen a safe, nurturing environment that supports learning. This broad goal meets LCFF State Priority 1's focus on 'facilities in good repair' and LCFF State Priority 6: School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey-Students	25% of students indicated that they feel safe regarding unidentified visitors on campus during the 20-21 school year	100% of students indicated that they feel safe on campus when responding to the Student School Climate survey administered in April 2022.	100% of students indicated that they feel safe on campus when responding to the Student School Climate survey administered in April 2023.	100% of students indicated that they feel safe on campus when responding to the Student School Climate survey administered in April 2024.	Student School Climate Survey results will indicate that 100% of students feel safe on campus
School Climate Survey-Parents	86% report dissatisfaction with campus safety and security during the 20-21 school year	Parent School Climate Survey results for April 2022 indicate that 86% of parents strongly agree that campus safety and security is satisfactory	Parent School Climate results for May 2023 indicate that 100% of parents responding to the survey strongly agree that campus safety and security is satisfactory.	Parent School Climate results for April 2024 indicate that 100% of parents responding to the survey strongly agree that campus safety and security is satisfactory.	Parent School Climate Survey results will indicate that 100% of parents are satisfied with campus safety and security
School Log-Lockdown Instances	6 occurrences of unidentified visitors present on campus over a 6 month period, with 67% of these instances triggering student lockdown	2 occurrences of unidentified visitors present on campus over an 8 month period during the 2021-2022 school year; with 50% of these instances	0 occurrences of unidentified visitors present on campus over a 9 month period during the 2022-2023 school year and 0 instances of student lockdown.	0 occurrences of unidentified visitors present on campus and 0 instances of lockdown as of 4-24-24	0 occurrences of unidentified visitors present on campus during the regularly scheduled school year. 0 unidentified visitor instance triggered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	during the 20-21 school year. Note: Data limited to 6 month period due to COVID-19 related campus closure.	triggering student lockdown.			school/student lock down events during the regularly scheduled school year.
FIT Report	2020-2021 FIT report rating: Exemplary	2021-2022 FIT report rating: Exemplary	2022-2023 FIT report rating: Exemplary	2023-2024 FIT report rating: Exemplary	Maintain FIT Report rating of Exemplary by addressing and correcting any areas of concern as soon as they are identified.
Williams Report	2020-2021 Williams Report noted 0 complaints in any of the 3 categories listed: Sufficiency of Textbooks, Emergency School Facilities Issues, Vacancy or Misassignment of Teachers	2021-2022 Williams Report complaint history at 0 in all categories.	2022-2023 Williams Report compliant history at 0 in all categories.	2023-2024 Williams Report compliant history at 0 in all categories as of 4-24-24	Maintain Williams Report complaint history at 0 in any/all categories by correcting any areas of concern as soon as they are identified.

Goal Analysis

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

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

Panoche School has made significant progress in implementing actions to achieve Goal 1 of creating, cultivating, and strengthening a safe, nurturing environment that supports learning. The data suggests a mix of successes and challenges in the implementation process.

Successes:

1. The school has successfully implemented several actions, such as the automatic wireless gate system, safety coating of glass, outdoor seating replacement, and regular tree trimming and maintenance, which directly contribute to improving campus safety and security.
2. The school has also ensured the continuation of essential services like pest control, cleaning, and grounds maintenance, which help maintain a clean and well-kept environment conducive to learning.
3. The introduction of music and art instruction, as well as the involvement of a mental health therapist, has supported students' academic and social-emotional well-being, fostering a nurturing environment.
4. The school's efforts have been reflected in the positive outcomes of the School Climate Surveys, with both students and parents expressing high levels of satisfaction with campus safety and security.
5. The school has maintained an exemplary rating on the FIT report and a clean record on the Williams Report, indicating a well-maintained and compliant facility.

Challenges:

1. The implementation of certain actions, such as updating signage and perimeter fence repair, has been hindered by challenges in locating businesses willing to serve the school's rural location. As a result, these actions were either partially completed or not completed.
2. Classroom and restroom upgrades were only partially completed, indicating that further work is needed in this area.

Instances of substantive deviation from the adopted LCAP:

1. The perimeter fence repair action was not completed due to the challenges mentioned above, deviating from the original plan outlined in the LCAP.

Overall, the Panoche School has made commendable efforts in implementing actions to achieve Goal 1, with several successful initiatives contributing to a safer and more nurturing environment for students. However, the school faced challenges in completing certain actions, particularly those requiring external contractors or vendors to service the rural location.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1: Panoche School will create, cultivate and strengthen a safe, nurturing environment that supports learning.

Action 1.1: Automatic Wireless Gate System

Implementation: Implemented as planned

Budgeted Expenditure: \$0

Estimated Actual Expenditure: \$0

Material Difference: None

Action 1.2: Updated Signage

Implementation: Partially completed due to challenges finding businesses willing to serve the rural location

Budgeted Expenditure: \$250

Estimated Actual Expenditure: \$0

Material Difference: -\$250 (-100%)

Explanation: The action was not completed due to difficulties in finding contractors willing to travel to the remote location.

Action 1.3: Perimeter Fence Repair

Implementation: Not completed due to challenges finding businesses willing to serve the rural location

Budgeted Expenditure: \$500

Estimated Actual Expenditure: \$0

Material Difference: -\$500 (-100%)

Explanation: The action was not implemented due to difficulties in finding contractors willing to travel to the remote location.

Action 1.4: Upgrades to classroom and restrooms

Implementation: Partially completed

Budgeted Expenditure: \$800

Estimated Actual Expenditure: \$89.83

Material Difference: -\$710.17 (-88.77%)

Explanation: The significant underspending is due that only a small portion of the planned upgrades were complete due to difficulties in finding contractors willing to travel to the remote location. Maintenance staff and volunteers completed upgrades at a discounted and/or gratis rate.

Action 1.5: Pest Control

Implementation: Completed as planned

Budgeted Expenditure: \$2,500

Estimated Actual Expenditure: \$2,403

Material Difference: -\$97 (-3.88%)

Explanation: Slight underspending, but generally aligned with the budget.

Action 1.6: Cleaning and Grounds Maintenance

Implementation: Completed as planned

Budgeted Expenditure: \$21,650

Estimated Actual Expenditure: \$15,818.81

Material Difference: -\$5,831.19 (-26.93%)

Explanation: Significant underspending due to actual costs for these services being lower than initially estimated.

Action 1.7: Music and Art Instruction; Mental Health Therapist

Implementation: Completed as planned

Budgeted Expenditure: \$9,000

Estimated Actual Expenditure: \$12,232.40

Material Difference: +\$3,232.40 (+35.92%)

Explanation: Overspending indicates that these services required more resources than initially budgeted, due to increase in costs.

Action 1.8: Safety Coating of Glass

Implementation: Completed as planned

Budgeted Expenditure: \$5,500

Estimated Actual Expenditure: \$5,550

Material Difference: +\$50 (+0.91%)

Explanation: Slight overspending, but generally aligned with the budget.

Action 1.9: Outdoor Seating

Implementation: Completed as planned

Budgeted Expenditure: \$3,800

Estimated Actual Expenditure: \$3,710.46

Material Difference: -\$89.54 (-2.36%)

Explanation: Slight underspending, but generally aligned with the budget.

Action 1.10: Tree trimming and maintenance

Implementation: Completed as planned

Budgeted Expenditure: \$2,000

Estimated Actual Expenditure: \$2,000

Material Difference: None

Goal 3, Action 3.12: BrainPop ELL and Combo Subscriptions

Budgeted Expenditure: \$3,550.00

Estimated Actual Expenditure: \$1,763.55

Material Difference: -\$1,786.45 (-50.32%)

Description of Material Difference:

The significant underspending on this action suggests that the actual cost of the BrainPop ELL and Combo Subscriptions was considerably lower than initially budgeted. This amount was incorrectly calculated as a 1 year subscription, when in reality the amount initially reported covered a 3 year subscription.

Goal 4, Action 4.4: Instructional Aide

Budgeted Expenditure: \$17,428.00

Estimated Actual Expenditure: \$10,358.89

Material Difference: -\$7,069.11 (-40.56%)

Description of Material Difference:

The substantial underspending on this action indicates that the actual cost for the instructional aide was significantly less than budgeted. The aide worked fewer hours and for less pay than initially expected.

Goal 4, Action 4.5: Yearbook

Budgeted Expenditure: \$1,250.00

Estimated Actual Expenditure: \$1,000.00

Material Difference: -\$250.00 (-20%)

Description of Material Difference:

While the underspending is less dramatic than in other actions, it still represents a notable difference. The school received donations to cover costs of yearbooks for all students, and photography was completed gratis.

Goal 4, Action 4.6: Folding Tables/Chairs

Budgeted Expenditure: \$500.00

Estimated Actual Expenditure: \$0.00

Material Difference: -\$500.00 (-100%)

Description of Material Difference:

This action was not implemented at all, resulting in a 100% underspending. The LEA reassessed their needs and found existing furniture to be sufficient.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 (Automatic Wireless Gate System): Based on the positive results from the School Climate Surveys and the zero instances of unidentified visitors or lockdowns reported in the School Log, this action can be considered effective in improving campus safety and security, which is a key aspect of creating a safe and nurturing environment. (Effective)

Actions 1.2 (Updated Signage) and 1.3 (Perimeter Fence Repair): While the updated signage was partially completed, the perimeter fence repair was not accomplished. Given the challenges faced in locating contractors willing to serve the rural location, the effectiveness of these actions in enhancing campus safety and security cannot be fully assessed. However, the positive School Climate Survey results and the exemplary FIT report rating suggest that the overall campus environment remained safe and well-maintained despite these incomplete actions. (Effective)

Action 1.4 (Upgrades to classrooms and restrooms): As this action was partially completed, its effectiveness in contributing to a nurturing environment can be considered moderate. The partial upgrades likely had some positive impact, but further improvements may be needed to fully achieve the desired result. (Effective)

Actions 1.5 (Pest Control) and 1.6 (Cleaning and grounds maintenance): These actions were completed as planned, and the exemplary FIT

report rating indicates their effectiveness in maintaining a clean and well-kept campus environment, which is essential for creating a nurturing and supportive learning environment. (Effective)

Action 1.7 (Music and Art Instruction; Mental Health Therapist): The introduction of these programs directly contributes to fostering a nurturing environment that supports students' academic and social-emotional well-being. While specific metrics related to these actions were not provided, their implementation can be considered effective in aligning with the goal's intent. (Effective)

Action 1.8 (Safety coating of glass): This action was completed as planned and can be considered effective in enhancing campus safety, which is a key component of the goal. (Effective)

Action 1.9 (Outdoor Seating): The replacement of seating in the outdoor lunch area addresses potential safety hazards and contributes to a safer and more nurturing environment, making this action effective in supporting the goal. (Effective)

Action 1.10 (Tree Trimming and maintenance): Regular tree trimming and maintenance are essential for maintaining a safe campus environment, and the completion of this action can be considered effective in supporting the goal. (Effective)

In summary, while some actions were more effective than others in producing the desired results, the overall implementation of the actions under Goal 1 appears to have been successful in creating, cultivating, and strengthening a safe and nurturing environment that supports learning. The positive School Climate Survey results, exemplary FIT report rating, and clean Williams Report record suggest that the combined efforts of the implemented actions have contributed to progress toward the goal during the three-year LCAP cycle. However, it is important to note that the actions related to updating signage and perimeter fence repair were either partially completed or not completed due to challenges faced in the rural location. These actions should be reassessed and potentially modified or replaced with more effective strategies in the upcoming LCAP cycle, as per the guidance provided

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

1. Action 1.3 (Perimeter Fence Repair):

- This action was identified as ineffective due to the challenges faced in locating contractors willing to serve the school's rural location.
- Reasons for ineffectiveness: The school's remote location made it difficult to find companies willing to bid on the perimeter fence repair project, resulting in the action not being completed.
- Proposed changes: The school should explore alternative approaches to address the perimeter fence repair, such as:
- Expanding the search radius and considering contractors from neighboring regions or urban areas, even if it means incurring additional transportation costs.
- Considering temporary fencing solutions or exploring DIY options with the involvement of the school community (staff, parents, or volunteers) to complete the repairs.

- Allocating additional funds or seeking grants specifically for this purpose to incentivize contractors to take on the project.

2. Action 1.2 (Updated Signage):

- While partially completed, the effectiveness of this action could be further improved.
- Reasons for partial ineffectiveness: Similar challenges in locating businesses willing to customize and deliver signage for the rural area hindered full implementation.
- Proposed changes: The school should consider the following options:
- Exploring online or mail-order signage companies that can produce and ship customized signage without the need for local contractors.
- Investing in the necessary equipment and materials to create and update signage in-house, potentially involving students or community members in the process.
- Partnering with neighboring schools or districts to leverage collective bargaining power and attract signage companies to service multiple locations in the area.

3. Action 1.4 (Upgrades to classrooms and restrooms):

- This action was only partially completed, indicating a need for further improvements.
- Proposed changes: Allocate additional resources and prioritize the completion of the remaining classroom and restroom upgrades to provide a more conducive and nurturing learning environment for students.

Additionally, the school should consider introducing new actions or modifying existing ones based on the analysis of the data and feedback from educational partners. Some potential areas for improvement could include:

- Enhancing campus security measures, such as surveillance systems or visitor check-in procedures, to further strengthen safety protocols.
- Expanding social-emotional learning programs or counseling services to better support students' mental health and well-being.
- Introducing initiatives to promote a positive school climate and foster a sense of community among students, staff, and families.
- Implementing regular safety drills and training for staff and students to ensure preparedness in case of emergencies.

By addressing the ineffective or partially effective actions, introducing new strategies, and continuously seeking feedback from stakeholders, the school can strengthen its approach to achieving Goal 1 and create a truly safe, nurturing, and supportive learning environment for all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Roster/Hiring Data	One fully credentialed, appropriately assigned staff member employed	There are no teacher vacancies or misassignments for the 2021-2022 school year.	There are no teacher vacancies or misassignments for the 2022-2023 school year.	There are no teacher vacancies or misassignments for the 2023-2024 school year. A part time classroom aide was hired in August 2023.	There will be no teacher vacancies or misassignments. The LEA will employ: <ul style="list-style-type: none"> • 1 certificated employee with appropriate credentials • 1 classroom aide or equivalent with part time hours
Teacher/Principal Daily and Weekly Schedule displaying	2020-2021 Academic Year schedule currently allows for	2021-2022 Teacher/Principal weekly schedule	2022-2023 Teacher/Principal weekly schedule	2023-2024 Teacher/Principal weekly schedule	At least 20 hours weekly available for teacher/principal to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access to a broad course of study	approximately 12 hours weekly for all teacher preparation and planning for all enrolled grade levels K-8, as well as completion of all administrative duties.	currently allows for 19 hours weekly to complete preparation and planning for all enrolled grade levels K-8, as well as completion of all administrative duties.	currently allows for 19 hours weekly to complete preparation and planning for all enrolled grade levels K-8, as well as completion of all administrative duties.	currently allows for 19 hours weekly to complete preparation and planning for all enrolled grade levels K-8, as well as completion of all administrative duties.	complete preparation and planning for all enrolled grade levels K-8 , as well as completion of all administrative duties.
Teacher Wellbeing Audit	Score of 51 on Teacher Wellbeing Audit administered April 2021	Score of 56 on Teacher Wellbeing Audit administered April 2022	Score of 58 on Teacher Wellbeing Audit administered April 2023	Average whole staff score of 70.5 on Teacher Wellbeing Audit administered April 2024.	Score of 75-90 on "Teacher Wellbeing Audit" or similar teacher Social-Emotional wellbeing assessment
STAR360 Reading and Early Literacy Assessment Data-English Learners	Percentage of EL students not meeting Early Literacy benchmark: 100% Percentage of EL students not meeting Reading benchmarks: 100% (March 2021)	Percentage of EL students not meeting Early Literacy benchmark: 100% Percentage of EL students not meeting Reading benchmarks: 100% (March 2022)	Percentage of EL students not meeting Early Literacy benchmark: 67% Percentage of EL students not meeting Reading benchmarks: N/A. All currently enrolled EL students were only age/grade eligible for the Early Literacy assessment. (March 2023)	Percentage of EL students not meeting Early Literacy benchmark: 100% (February 2023)	Percentage of EL students not meeting Early Literacy benchmark: 50% or less Percentage of EL students not meeting Reading benchmarks: 50% or less
ELPAC testing data Revised for 22/23: The Percentage of English Learner	Baseline being established April 2021	20-21 ELPAC testing data identifies 33% of English Learners at Level 1, 33% of English Learners at	21-22 ELPAC testing identified stagnation in testing data results. Student data that was appropriate for year to	22-23 ELPAC testing identified stagnation in testing data results. Student data that was appropriate for year to	100% of students will increase of at least 1 level for each English Learner on ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students who make progress toward English proficiency as measured by the ELPAC		Level 2, and 33% of English Learners at Level 4. One student was reclassified during the 21-22 school year.	year comparison showed no increase in English Language Proficiency levels.	year comparison showed no increase in English Language Proficiency levels.	summative assessment.
National Geographic Learning/Cengage Learning "Reach for Reading"	100% of students will have access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students will have access to standards-aligned materials
Pearson Literature California Reading and Language	100% of students will have access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students will have access to standards-aligned materials
Pearson Scott Foresman/Savvas enVision Math	100% of students will have access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students will have access to standards-aligned materials
Pearson Scott Foresman California Science/Discovery Education	100% of students will have access to standards-aligned materials	In 21-22 the LEA adopted new NGSS aligned materials and 100% of students had access	100% of students had access to standards-aligned materials	LEA has adopted new NGSS aligned materials and 100% of students have access	LEA will adopt new NGSS aligned materials and 100% of students will have access
Houghton Mifflin History-Social Science-California	100% of students will have access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students had access to standards-aligned materials	100% of students will have access to standards-aligned materials

Goal Analysis

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

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

Successes:

1. The school was able to hire a part-time support teacher and a part-time classroom aide, addressing Action 2.1 of hiring appropriately qualified support staff.
2. All students had access to standards-aligned instructional materials across various subjects, indicating a commitment to providing high-quality instruction.
3. There were no teacher vacancies or misassignments for the 2023-2024 school year, suggesting successful recruitment and retention efforts.

Challenges:

1. Action 2.2 (Staff Professional Development in Spanish Language) was only partially completed. Instead of using the paid program indicated in the LCAP, the staff resorted to a free program due to time constraints faced by the teacher/principal.
2. The Teacher Wellbeing Audit score of 70.5 fell short of the desired range of 75-90, indicating potential issues with staff well-being or work-life balance.
3. 100% of English Learner students did not meet the Early Literacy benchmark, highlighting the need for additional support and interventions for this subgroup.

Substantive Differences from the Adopted LCAP:

1. The planned action for staff professional development in Spanish language acquisition (Action 2.2) was implemented differently from the adopted LCAP. Instead of the paid program mentioned in the LCAP, a free program was used and staff was unable to fully invest themselves into adopting a 2nd language due to the teacher/principal's lack of available scheduled time.

Overall, while the school made efforts to hire support staff and provide access to standards-aligned materials, the implementation of actions related to professional development and supporting English Learners faced challenges. The substantive difference in implementing Action 2.2 (using a free program instead of the planned paid program) should be noted and addressed in future planning and resource allocation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Actions - Material Differences:

Action 2.1 (Attendance and Engagement):

Budgeted: \$500, Actual: \$65.98

Material difference: Significantly less was spent than budgeted (about 87% less). This suggests that fewer resources were needed or used for attendance and engagement initiatives than initially anticipated.

Action 2.3 (Solicit Feedback):
Budgeted: \$100, Actual: \$100
No material difference.

Action 2.4 (Mental Health Supports):
Budgeted: \$4,250, Actual: \$4,620
Material difference: Slightly more was spent than budgeted (about 8.7% more). This indicates a slightly higher demand or cost for mental health support services than initially planned.

Action 2.5 (Pest Control):
Budgeted: \$2,500, Actual: \$2,403
No significant material difference.

Action 2.6 (Cleaning and Grounds Maintenance):
Budgeted: \$21,650, Actual: \$15,818.81
Material difference: Actual expenditures were about 27% less than budgeted. This is due to reduced service needs, cost-saving measures implemented, or fewer maintenance issues than anticipated.

Action 2.7 (Tree trimming and maintenance):
Budgeted: \$2,000, Actual: \$2,000
No material difference.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1 - "Hiring of Appropriately Qualified Support Staff":
Effective: The school was able to hire a part-time support teacher and a part-time classroom aide, which directly addresses this action and supports the goal of providing additional support and intervention for students, especially English Learners.

Action 2.2 - "Staff Professional Development in Spanish Language":
Ineffective: While the action was partially completed, the staff had trouble finding time in the schedule to fully invest themselves in the progress of acquiring mastery of a 2nd language. This deviation from the planned action, coupled with the challenge of finding adequate time for professional development, likely hindered the effectiveness of this action in supporting the goal of providing instructional support for English Learners and promoting Spanish language acquisition.

Metrics related to staffing and access to standards-aligned materials:

Staff Roster/Hiring Data: Effective (no teacher vacancies or misassignments)

Teacher/Principal Daily and Weekly Schedule: Partially effective (19 hours allocated for preparation and planning, but Teacher Wellbeing Audit score fell short)

Access to standards-aligned materials: Effective (100% of students had access across various subjects)

Metrics related to English Learner support:

STAR360 Reading and Early Literacy Assessment Data for English Learners: Ineffective (100% of English Learners did not meet the Early Literacy benchmark)

Progress toward English proficiency as measured by ELPAC: Data not provided, effectiveness unknown

Based on the information provided, the action related to hiring support staff (2.1) was effective, while the action related to professional development in Spanish language acquisition (2.2) was ineffective due to implementation challenges. The metrics related to staffing, access to materials, and teacher preparation time suggest partial effectiveness, but the metrics specifically targeting English Learner achievement highlight the need for more effective actions in this area.

As per the guidance, the school should consider changing or modifying the actions that have not proven effective over the three-year period, particularly those aimed at supporting English Learners, when developing the 2024-25 LCAP.

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

1. Action 2.2 - "Staff Professional Development in Spanish Language" - Ineffective

- Reasons for ineffectiveness:
 - The use of a free program instead of the paid program indicated in the LCAP likely limited the depth and quality of the professional development.
 - The teacher/principal's lack of available time hindered their ability to fully invest in acquiring a second language.
- How changes to the action will result in a new or strengthened approach:
 - Allocate dedicated time in the teacher/principal's schedule specifically for Spanish language acquisition professional development.
 - Consider hiring a language coach or partnering with a local university or language institute to provide high-quality, structured professional development opportunities.
 - Explore online or self-paced professional development options that allow for flexible scheduling.

2. Metrics related to English Learner support:

- The data showed that 100% of English Learner students did not meet the Early Literacy benchmark, highlighting the need for more targeted support and interventions for this subgroup.
- Potential changes:

- Include additional metrics specifically focused on English Learner achievement and progress, such as ELPAC scores, reclassification rates, and performance on state assessments.
- Set more ambitious targets for English Learner performance on the identified metrics.
- Introduce new actions or modify existing actions to provide targeted interventions, instructional strategies, and support for English Learners.

3. Overall Goal 2:

- Considering the challenges faced in supporting English Learners and the ineffectiveness of the Spanish language professional development action, the school may consider revising the goal to place a stronger emphasis on English Learner achievement and support.
- The revised goal could be: "Panoche School will recruit, hire, and retain fully credentialed and appropriately assigned staff to support high-quality instruction of all students, with a particular focus on providing targeted support and interventions to improve academic achievement for English Learners."

By addressing the ineffective actions, introducing more specific metrics for English Learner progress, and potentially revising the goal to prioritize English Learner achievement, the school can strengthen its approach and increase the likelihood of making meaningful progress toward supporting this critical student subgroup.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR360 Early Literacy Data	Percentage of EL students not meeting Early Literacy benchmark: 100%	Percentage of EL students not meeting Early Literacy benchmark for 21-22 school year: 100%	Percentage of EL students not meeting Early Literacy benchmark for 22-23 school year: 100%	Percentage of EL students not meeting Early Literacy benchmark November 2023: 100%	Percentage of EL students not meeting Early Literacy benchmark: 50%
STAR360 Reading Data	Percentage of EL students not meeting Reading benchmarks: 100%	Percentage of EL students not meeting Reading benchmarks for 21-22 school year: 100%	N/A-All currently enrolled EL students were only age/grade eligible for the Early Literacy assessment during the 22-23 school year.	N/A-All currently enrolled EL students were only age/grade eligible for the Early Literacy assessment during the 23-24 school year.	Percentage of EL students not meeting Reading benchmarks: 50%
CAST scores	Baseline data being established Spring 2021	100% met or exceeded during Spring 2021	100% met or exceeded during Spring 2022	100% of students nearly met (level 2) during Spring 2023	80% of students scoring met/exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP scores-ELA	Baseline data being established Spring 2021	50% of students met or exceeded in Spring 2021	60% of students met or exceeded in Spring 2022	20% met or exceeded in Spring 2023	15% increase in students scoring met/exceeded
CAASPP scores-Math	Baseline data being established Spring 2021	50% of students met or exceeded in Spring 2021	20% of students met or exceeded in Spring 2022	20% met or exceeded in Spring 2023	15% increase in students scoring met/exceeded
Master Schedule	100% of students have access to a broad course of study (Social Science, Science, Health, VAPA, World Language) 20-21 school year	100% of students continue to have access to a broad course of study for the 21-22 school year.	100% of students continue to have access to a broad course of study for the 22-23 school year	100% of students continue to have access to a broad course of study for the 23-24 school year	100% of students will continue to have access to a broad course of study
EI Reclassification Rate	0% Reclassified during the 2019-2020 school year	In 20-21, 100% of eligible students reclassified.	No students met the criteria to be considered for reclassification during the 2022-2023 school year.	No students met the criteria to be considered for reclassification during the 2023-2024 school year.	100% of EL's will be reclassified by the end of their 8th grade year.
Physical Fitness Test Added for 22/23	Baseline will be established during the 2022-2023 school year	N/A, baseline to be established 22-23	100% of eligible student completed testing in the 22-23 school year.	There were no 5th or 7th grade students enrolled at Panoche for the 2023-2024 school year.	100% of 5th and 7th grade students eligible/required to take the PFT will complete the testing.

Goal Analysis

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

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

Successes:

1. The LEA purchased and implemented supplemental ELA curricula (Zoophonics and Footsteps2Brilliance) to support ELs.

2. The LEA purchased and implemented NGSS-aligned science curriculum.
3. The LEA utilized various assessment tools (STAR360, IXL) and instructional programs (ST Math, BrainPOP ELL, and Combo Subscriptions) to monitor student progress, address learning gaps, and provide differentiated instruction.
4. The LEA successfully partnered with the San Benito County Office of Education to provide additional support for students with disabilities.
5. The LEA implemented a digital library management system to facilitate access to reading materials for students, including those from socioeconomically disadvantaged backgrounds.

Challenges and Deviations from the Planned Actions:

1. The LEA did not purchase additional library content as planned (Action 3.3) because the community donated a large quantity of books and materials.
2. The digital reading log system (Action 3.4) was trialed but discontinued due to poor reception from parents.
3. The LEA did not purchase Newsela (Action 3.5) and Vooks (Action 3.6) subscriptions, opting for a free current events website and non-digital literature, respectively, based on student preferences.

Despite implementing most of the planned actions, the results from the metrics suggest ongoing challenges in improving ELA and math achievement, as well as supporting ELs. The STAR360 Early Literacy Data and EL Reclassification Rate indicate that ELs continue to struggle with literacy and language acquisition. Additionally, the CAASPP scores for both ELA and math show that only 20% of students met or exceeded standards, suggesting a need for continued efforts to improve overall academic achievement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1: Supplemental English Language Arts curriculum

Budgeted: \$0

Estimated Actual: \$0

Material Difference: None

Explanation: No material difference as no funds were budgeted or spent.

Action 3.2: NGSS science experiences and curriculum

Budgeted: \$1,600

Estimated Actual: \$0

Material Difference: -\$1,600 (100% decrease)

Explanation: The entire budgeted amount was not spent. The LEA utilized a free program and existing science curriculum and supplemental materials instead of purchasing new resources.

Action 3.3: Library Content Upgrade - Book Purchases

Budgeted: \$0

Estimated Actual: \$39.75

Material Difference: +\$39.75

Explanation: A small amount was spent on book purchases despite no initial budget allocation. Class copies of novels and student requested books were purchased.

Action 3.4: Reading Log System

Budgeted: \$100

Estimated Actual: \$0

Material Difference: -\$100 (100% decrease)

Explanation: The budgeted amount was not spent. The digital reading log system was trialed but discontinued due to poor reception from parents.

Action 3.5: Newsela subscription

Budgeted: \$180

Estimated Actual: \$0

Material Difference: -\$180 (100% decrease)

Explanation: The subscription was not purchased. The LEA opted for a free current events website based on student preferences.

Action 3.6: Vooks subscription

Budgeted: \$50

Estimated Actual: \$0

Material Difference: -\$50 (100% decrease)

Explanation: The subscription was not purchased. The LEA chose to use non-digital literature based on student preferences.

Action 3.7: STAR360

Budgeted: \$900

Estimated Actual: \$898.90

Material Difference: -\$1.10 (0.12% decrease)

Explanation: No material difference. The actual expenditure was very close to the budgeted amount.

Action 3.8: IXL

Budgeted: \$530

Estimated Actual: \$519

Material Difference: -\$11 (2.08% decrease)

Explanation: No material difference. The actual expenditure was very close to the budgeted amount.

Action 3.9: ST Math

Budgeted: \$281

Estimated Actual: \$280

Material Difference: -\$1 (0.36% decrease)

Explanation: No material difference. The actual expenditure was very close to the budgeted amount.

Action 3.10: Additional support for students with disabilities

Budgeted: \$18,923

Estimated Actual: \$40,945

Material Difference: +\$22,022 (116.38% increase)

Explanation: Significantly more was spent than budgeted. This substantial increase was due to 44.44% of the entire student body having Individualized Education Programs (IEPs) and requiring support from the special education team.

Action 3.11: Digital Library Management System

Budgeted: \$75

Estimated Actual: \$72

Material Difference: -\$3 (4% decrease)

Explanation: No material difference. The actual expenditure was very close to the budgeted amount.

Action 3.12: BrainPop ELL and Combo Subscriptions

Budgeted: \$3,550

Estimated Actual: \$1,763.55

Material Difference: -\$1,786.45 (50.32% decrease)

Explanation: Significantly less was spent than budgeted. This is due to an error in calculating the BrainPop pricing. The \$3,550 was actually a multi year quote, with the single year quote being \$1,763.55

Overall, there was a significant 70% increase between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 3. This was primarily driven by the substantial increase in expenditure for supporting students with disabilities (Action 3.10), which was not accurately budgeted initially. This increase was partially offset by savings in other areas, particularly in Actions 3.2, 3.5, 3.6, and 3.12, where budgeted funds were either not spent or significantly less was spent than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1 (Purchase/Implement Supplemental English Language Arts Curriculum):

- Effectiveness: The implementation of Zoophonics and Footsteps2Brilliance, with a focus on English Learners, can be considered effective in addressing the goal of increasing English Learner pupil achievement, as these curricula are specifically designed to support EL literacy development.
- Applicable Metric: STAR360 Early Literacy Data, CAASPP scores-ELA, English Learner Reclassification Rate.

- However, the data shows that 100% of EL students did not meet the literacy benchmark on the STAR360 Early Literacy assessment, and no students were reclassified as Fluent English Proficient during the 2023-2024 school year, suggesting that the action may not have been fully effective in achieving the desired results within the LCAP cycle.

Action 3.2 (Purchase/Implement NGSS science experiences and curriculum):

- Effectiveness: The implementation of NGSS-aligned science curriculum can be considered effective in addressing the goal of providing standards-aligned curriculum and instructional materials for all students in the area of science.
- Applicable Metric: CAST scores.
- The data shows that 100% of students nearly met (level 2) the CAST standards during Spring 2023, indicating that the action was moderately effective in aligning science instruction with the NGSS standards.

Actions 3.7 (Purchase/Implement STAR360 assessment system), 3.8 (Subscribe to IXL for assessment/monitoring in ELA and Math), and 3.9 (Subscription to ST math for differentiated math practice/instruction):

- Effectiveness: These actions can be considered effective in supporting the goal of implementing programs to assist staff with designing curriculum appropriate to student needs and monitoring student progress.
- Applicable Metrics: STAR360 Early Literacy Data, STAR360 Reading Data, CAASPP scores-ELA, CAASPP scores-Math.
- While the CAASPP scores for ELA and math show room for improvement, the availability of these assessment and instructional tools provides valuable data and resources for tailoring instruction to student needs.

Action 3.10 (Partnership with San Benito County Office of Education for additional support for students with disabilities):

- Effectiveness: The successful partnership with the San Benito County Office of Education can be considered effective in addressing the goal of supporting students with disabilities.
- Applicable Metric: While there is no specific metric provided for students with disabilities, this action aligns with the overall goal of supporting all students.

Action 3.11 (Purchase Digital Library Management System):

- Effectiveness: The implementation of a digital library management system can be considered effective in supporting the goal of providing access to reading materials for socioeconomically disadvantaged students.
- Applicable Metric: STAR360 Reading Data, CAASPP scores-ELA.
- By facilitating access to library titles for at-home reading, this action supports literacy development and addresses potential barriers for socioeconomically disadvantaged students.

Action 3.12 (Purchase/Implement BrainPOP ELL and Combo Subscriptions):

- Effectiveness: The implementation of BrainPOP ELL and Combo Subscriptions can be considered effective in addressing the goal of building ELA skills for English Language Learners.
- Applicable Metric: STAR360 Early Literacy Data, CAASPP scores-ELA, English Learner Reclassification Rate.
- However, the data shows that EL students continue to struggle with literacy benchmarks and reclassification, suggesting that while the action aligns with the goal, additional support may be needed to achieve desired results for ELs.

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

Based on the analysis of the data and the effectiveness or ineffectiveness of the actions implemented to achieve LCAP Goal 3, the following changes could be considered for the 2024–25 LCAP:

1. Action 3.1 (Purchase/Implement Supplemental English Language Arts Curriculum):

- While the action aligns with the goal of increasing English Learner pupil achievement, the data suggests that the implemented curricula (Zoophonics and Footsteps2Brilliance) may not have been fully effective in achieving the desired results within the LCAP cycle.
- Reasons for ineffectiveness: The curricula alone may not have provided sufficient support for English Learners, or additional interventions or instructional strategies may have been needed to address the specific needs of the EL population.
- Strengthened approach: In addition to the existing curricula, the LEA could consider implementing targeted professional development for teachers on effective EL instructional strategies, providing additional language support services, or exploring alternative/supplemental EL curricula or interventions.

2. Action 3.4 (Digital Reading Log System):

- This action was not effectively implemented due to poor reception from parents, and it was subsequently discontinued.
- Reasons for ineffectiveness: The digital reading log system may not have aligned with the preferences or needs of the parent community, or there may have been implementation challenges or lack of proper training/support.
- Strengthened approach: The LEA could gather feedback from parents and stakeholders to understand the concerns or challenges with the digital reading log system. Based on this feedback, the LEA could explore alternative approaches to encourage and monitor reading at home, such as traditional reading logs, parent workshops, or incentive programs.

3. Actions 3.5 (Purchase Newsela subscription) and 3.6 (Purchase Vooks subscription):

- These actions were not implemented due to student preferences for non-digital literature and a free current events website.
- Reasons for ineffectiveness: The planned actions did not align with student preferences and needs, or there may have been more cost-effective alternatives available.
- Strengthened approach: The LEA could continue to prioritize student preferences and explore alternative resources or strategies to support ELA instruction and engage students with current events or multimedia resources, while considering cost-effectiveness and accessibility.

4. Metrics related to English Learner achievement:

- The data showed persistent challenges in English Learner literacy development and reclassification rates, despite the implementation of actions targeting EL support.

- Reasons for ineffectiveness: The existing actions and interventions may not have been comprehensive or targeted enough to address the specific needs of the EL population.
- Strengthened approach: The LEA could consider revising or adding new metrics specifically focused on monitoring English Learner progress, such as English Language Proficiency Assessments for California (ELPAC) scores, EL progress monitoring tools, or EL-specific benchmark assessments. These metrics would provide more targeted data to evaluate the effectiveness of EL support actions and inform necessary adjustments.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Panoche Elementary will restore and maintain opportunities for parental involvement, as well as family and pupil engagement strategies. Additionally, the LEA will recruit and hire within the community for a food services worker. This goal address LCFF State Priority 3: Parental Involvement and Family Engagement, LCFF State Priority 5: Pupil Engagement, and LCFF State Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey-Student	100% of students report feeling happy to be at school each day.	100% of students report feeling happy to be at school each day during the 21-22 school year.	100% of students report feeling happy to be at school each day during the 22-23 school year.	100% of students report feeling happy to be at school each day during the 23-24 school year.	100% of students report feeling happy to be at school each day.
Parent Survey	100% of parents agree with the statement "My child's learning needs are being met."	85% of parents agree with the statement "My child's learning needs are being met." during the 2022 survey.	100% of parents agree with the statement "My child's learning needs are being met" during the 2023 survey.	100% of parents agree with the statement "My child's learning needs are being met" during the 2024 survey.	100% of parents agree with the statement "My child's learning needs are being met."
Attendance Rates	95.1% in 2021	88.2% End of 21-22 school year	90.8% end of 22-23 school year	Information not available until conclusion of 2023-2024 school year.	Consistent or increased attendance rate as compared to 2020-2021 school year
Suspension/Expulsion Rates	0% Suspension/ 0%Expulsion 2020-2021	0% Suspension/ 0% Expulsion 2021-2022	0% Suspension/ 0%Expulsion 2022-2023	0% Suspension/0%Expulsion 2-2-24	Maintain 0% Suspension/ 0% Expulsion rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout rate	0% of students dropped out during the 2020-2021 school year	0% of students dropped out during the 2021-2022 school year	0% of students dropped out during the 2022-2023 school year	0% of students dropped out as of 2-2-24.	Maintain 0% middle school dropout rate
Chronic Absenteeism rate	14.3% in 2021	44.4% end of 21-22 school year	66.7% end of 22-23 school year	Information not available until conclusion of 2023-2024 school year.	10% or less Chronic Absenteeism rate
Parent Participation in programs for Unduplicated Students	75% of parents participated in parent teacher conferences and Back to School Night in the 2020-2021 school year.	88% of parents participated in parent teacher conferences and Back to School Night in the 2021-2022 school year.	88% of parents participated in parent teacher conferences and Back to School Night in the 2022-2023 school year.	100% of parents participated in parent teacher conferences and Back to School Night in the 2023-2024 school year.	90% of parents will participate in parent teacher conferences and Back to School Night in the 2023-2024 school year.

Goal Analysis

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

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

Based on the information provided, here is a description of the overall implementation of the actions to achieve LCAP Goal 4, including relevant challenges and successes experienced with the implementation process, and instances where the LEA did not implement a planned action or implemented it differently from how it was described in the adopted LCAP:

The LEA successfully implemented several actions to restore and maintain opportunities for parental involvement and family/pupil engagement strategies. Action 4.1 (Family Involvement/Engagement Opportunities) and Action 4.5 (Yearbook creation/purchase for all students at no cost to families) were fully implemented, which likely contributed to fostering a positive school climate and encouraging family and student engagement.

Additionally, the LEA successfully hired an Instructional Aide (Action 4.4), which could support student learning and potentially enhance engagement efforts.

However, the LEA faced challenges in implementing certain actions as initially planned. Action 4.2 (Student Incentives-Effort and Achievement) was not implemented due to lack of student buy-in and perceived inequalities. This suggests that the LEA may need to re-

evaluate the approach to incentivizing student effort and achievement, possibly involving stakeholders (students, parents, staff) in the planning process to ensure buy-in and address any potential concerns about inequalities.

Action 4.3 (Student Incentives-Attendance) was also not implemented because of poor attendance rates, likely due to the lingering effects of the pandemic. While the pandemic presented an external challenge, the LEA may need to explore alternative strategies or adjust the timing of implementing attendance incentives once attendance rates stabilize.

Furthermore, Action 4.6 (Folding Tables/Chairs for parent engagement events) was not implemented because the LEA determined they did not need it. This decision may have been based on logistical considerations or resource constraints, but it could potentially impact the ability to facilitate parent engagement events effectively, depending on the specific circumstances.

A notable success was the implementation of Action 4.5 (Yearbook creation/purchase for all students at no cost to families), which removed potential financial barriers and could foster a sense of inclusivity and community among students and families.

Overall, while the LEA made progress in implementing certain actions, there were instances where planned actions were not implemented or implemented differently from how they were described in the adopted LCAP. The challenges faced, such as lack of student buy-in, perceived inequalities, and the impact of the pandemic, highlight the importance of ongoing stakeholder engagement, flexibility in implementation, and the need to adapt strategies based on evolving circumstances and feedback.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1: Family Involvement/Engagement Opportunities

Budgeted: \$500

Estimated Actual: \$65.98

Material Difference: -\$434.02 (86.8% decrease)

Explanation: Significantly less was spent than budgeted. This lower expenditure can be attributed to families contributing to the events themselves, as well as the cancellation of the Winter concert event due to the music teacher contracting COVID-19.

Action 4.2: Student Incentives-Effort and Achievement

Budgeted: \$500

Estimated Actual: \$0

Material Difference: -\$500 (100% decrease)

Explanation: The entire budgeted amount was not spent. Upon reflection, there was a concern that incentivizing achievement could potentially make students with Individualized Education Plans (IEPs) or those significantly behind grade level feel discouraged or demoralized if they are unable to meet the achievement criteria. The aim is to promote an inclusive learning environment that celebrates effort and growth for all students, regardless of their current academic standing.

Action 4.3: Student Incentives-Attendance

Budgeted: \$500

Estimated Actual: \$0

Material Difference: -\$500 (100% decrease)

Explanation: The entire budgeted amount was not spent. The reason provided is a perspective that attendance challenges may be beyond the students' control, leading to a decision not to implement attendance incentives.

Action 4.4: Instructional Aide

Budgeted: \$17,428

Estimated Actual: \$10,358.89

Material Difference: -\$7,069.11 (40.56% decrease)

Explanation: Significantly less was spent than budgeted. This is due to fewer hours worked than anticipated and a lower hourly rate than initially budgeted.

Action 4.5: Yearbook

Budgeted: \$1,250

Estimated Actual: \$1,000

Material Difference: -\$250 (20% decrease)

Explanation: Slightly less was spent than budgeted. This is due to the printing costs being donated by a community member.

Action 4.6: Folding Tables/Chairs

Budgeted: \$500

Estimated Actual: \$0

Material Difference: -\$500 (100% decrease)

Explanation: The entire budgeted amount was not spent. The LEA determined they did not need to purchase folding tables and chairs for parent engagement events.

Overall, there was a 15% decrease between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 4. This decrease can be primarily attributed to:

1. Lower expenditure on family involvement/engagement activities due to family contributions and event cancellations (Action 4.1)
2. No expenditure on student incentives for effort, achievement, and attendance (Actions 4.2 and 4.3)
3. A lower-than-budgeted cost for hiring an instructional aide (Action 4.4)
4. No expenditure on folding tables and chairs (Action 4.6)

These decreases were slightly offset by the yearbook costs, which were close to the budgeted amount. The largest single contributor to the overall decrease was the lower cost for the instructional aide, which accounted for a significant portion of the total difference.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Family and Community Engagement Metrics:

- School Climate Survey-Student
- Parent Survey
- Parent Participation in programs for Unduplicated Students

Actions: 4.1 (Family Involvement/Engagement Opportunities), 4.5 (Yearbook creation/purchase for all students), 4.6 (Folding Tables/Chairs for parent engagement events)

The implementation of Action 4.1 (Family Involvement/Engagement Opportunities) and Action 4.5 (Yearbook creation/purchase for all students) were effective in fostering a positive school climate and increasing family engagement, as evidenced by the successful completion of these actions and the student/parent survey metric. However, the lack of implementation of Action 4.6 (Folding Tables/Chairs for parent engagement events) could have potentially limited the effectiveness of creating a welcoming environment for family events. The impact of this was not formally studied.

Student Engagement and Behavior Metrics:

- Attendance Rates
- Suspension/Expulsion Rate
- Middle School Dropout Rate
- Chronic Absenteeism rate

Actions: 4.2 (Student Incentives-Effort and Achievement), 4.3 (Student Incentives-Attendance)

The ineffectiveness of Action 4.2 (Student Incentives-Effort and Achievement) due to lack of student buy-in and perceived inequalities may have hindered progress in improving student engagement and achievement. Similarly, the non-implementation of Action 4.3 (Student Incentives-Attendance) due to poor attendance rates caused by the pandemic's lingering effects suggests that these actions were ineffective in positively impacting attendance, suspension/expulsion, dropout, and chronic absenteeism rates during the LCAP cycle.

Overall, while the LEA made efforts to increase family and community engagement through successful actions like 4.1 and 4.5, the ineffectiveness or non-implementation of actions targeting student engagement, incentives, and attendance (4.2 and 4.3) likely limited progress in improving metrics related to student behavior and participation.

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

Based on the analysis of the implementation and effectiveness of the actions taken to achieve LCAP Goal 4, as well as the analysis of the relevant data from the Dashboard or other local sources, the following changes may be considered for the 2024-25 LCAP cycle:

Actions Identified as Ineffective:

1. Action 4.2 (Student Incentives-Effort and Achievement)

- Reasons for Ineffectiveness:
- Lack of student buy-in and perceived inequalities in the implementation of the incentives program.
- Potential disconnect between the incentives offered and the motivational factors for students.
- Changes to Strengthen the Approach:
- Conduct stakeholder surveys and focus groups with students, parents, and teachers to gather feedback on preferred incentives and potential concerns.
- Involve students in the planning and design of the incentives program to ensure buy-in and address any perceived inequalities.
- Consider a more personalized or differentiated approach to incentives based on student interests, grade levels, or other relevant factors.
- Align incentives with specific, measurable goals related to effort and achievement to enhance their effectiveness.

2. Action 4.3 (Student Incentives-Attendance)

- Reasons for Ineffectiveness:
- Poor attendance rates due to lingering effects of the pandemic, which likely impacted the implementation and effectiveness of attendance incentives.
- Changes to Strengthen the Approach:
- Assess the current attendance data and identify any specific patterns or subgroups with higher rates of absenteeism.
- Collaborate with families, community organizations, and local health agencies to address underlying factors contributing to chronic absenteeism.
- Implement a multi-tiered system of support for attendance, including targeted interventions and personalized outreach for students with excessive absences.
- Consider adjusting the timing and approach of attendance incentives to better align with the evolving attendance patterns and needs of the student population.

Additionally, the LEA may consider the following changes to the goal, expected outcomes, metrics, or other actions:

- Revise the goal statement or expected outcomes to reflect a more specific and measurable focus on targeted areas, such as improving student engagement, attendance, or family involvement.
- Adjust or add metrics to better capture the desired outcomes and align with the revised actions or strategies.

- Explore additional actions or strategies to address areas of concern, such as providing professional development for staff on effective family engagement practices or implementing evidence-based interventions to improve attendance and reduce chronic absenteeism.
- Continuously monitor and evaluate the implementation and effectiveness of the revised actions, using data from the Dashboard, local sources, and stakeholder feedback to make necessary adjustments throughout the LCAP cycle.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2021 Technology Inventory-student devices	64% of devices are classified as outdated and/or nonfunctional during the 20-21 school year	36% of devices are classified as outdated and/or nonfunctional during the 21-22 school year	36% of devices are classified as outdated and/or nonfunctional during the 22-23 school year	0% of devices are classified as outdated and/or nonfunctional at the close of the 23-24 school year.	15% (or less) of devices are classified as outdated and/or nonfunctional
2021 Technology Inventory-connectivity devices	6 devices/lines on campus available for student home use during the 20-21 school year	10 devices/lines on campus available for student home use during the 21-22 school year	10 devices/lines on campus available for student home use during the 22-23 school year	10 devices/lines on campus available for student home use during the 23-24 school year.	10 devices/lines on campus available for student home use
Parent Distance Learning/Connectivity surveys	100% of EL and/or SED families reported little to no at-home internet connectivity during the 20-21 school year	40% of EL and/or SED families reported little to no at-home internet connectivity during the 21-22 school year	33% of EL and/or SED families reported little to no at-home internet connectivity during the 22-23 school year	100% of families report that they understood that they had school sponsored access to satisfactory home internet connectivity.	100% of families will report satisfactory home internet connectivity.

Goal Analysis

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

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

There were no substantive difference in planned actions and actual implementation of these actions.

Based on the metrics of technology inventories for student devices and connectivity devices as well as a parent connectivity survey, it appears the district made significant strides this year in achieving the LCAP goal of ensuring all students have equitable access to rigorous tech resources both at school and home.

The student device inventory showed an increase in both the quality and availability of devices for student use, allowing more opportunities for educational technology integration across classrooms. Up-to-date connectivity devices (WiFi hotspots) were also secured, per the connectivity device inventory, to facilitate remote access for students who lack reliable home internet.

The parent connectivity survey results further validated that these investments helped bridge the digital divide - more families reported having the necessary technology and internet access at home for students to engage with online resources, digital curricula, and virtual learning when needed. This enabled more consistent learning opportunities beyond the school day.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a significant 37% increase between the Budgeted Expenditures and the Estimated Actual Expenditures for this goal, indicating a substantial material difference.

The reason for this material difference is directly related to the expenditure on upgrading student devices. Initially, \$1,500 was budgeted for this purpose. However, the actual expenditure was \$4,269.48, which is a substantial increase of \$2,769.48 from the budgeted amount.

This increase in expenditure was driven by a strategic decision to ensure that every student from Transitional Kindergarten through 8th grade had access to a fully functional and up-to-date Chromebook for daily use in the classroom. Rather than limiting the device upgrades to the originally budgeted amount, a larger investment was made to provide equitable access to modern technology for all students across grade levels.

The substantial increase in expenditure for student devices, while exceeding the initial budget, aligns with the goal of providing a high-quality educational experience and ensuring that all students have the necessary technological resources to support their learning effectively.

In summary, the material difference of a 37% increase between the Budgeted Expenditures and the Estimated Actual Expenditures for LCAP goal 5 can be attributed to the decision to invest in providing every student with a functional and up-to-date Chromebook, prioritizing equitable access to technology over the initially budgeted amount for device upgrades.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 5.1 - Upgrade Student Devices:

This action was highly effective in ensuring students had access to modern, capable devices for learning. Refreshing outdated hardware with new Chromebooks equipped students with the computing power and functionality needed to run current educational software, multimedia tools, and online resources. Up-to-date devices better facilitate technology integration across the curriculum.

Action 5.2 -Internet Hotspots:

Increasing the number of internet hotspots and data plans for student home use directly addressed barriers to equitable access outside of school hours. This action enabled more students, regardless of socioeconomic status, to get online and leverage digital resources from home for research, collaboration, practice, and exploration. Removing this connectivity hurdle was critical for continuity of rigorous, tech-based learning.

Action 5.3 - Device Management Program:

Partnering with San Benito County Office of Education in deploying a device management system was a smart operational move to secure, monitor usage, and centrally control the growing device inventory. This allows more efficient updating, filtering, and app deployment to maximize instructional value.

Action 5.4 - Coding Program:

Intentionally investing in a coding/computer science curriculum directly aligns to the goal of building 21st century technology skills. Exposing all students to coding principles and practices, starting from an early age, develops critical thinking abilities and competencies that translate across disciplines. This proactive approach prepares students for future STEM pathways and tech-infused careers.

Collectively, these four strategic actions provided a strong foundation and infrastructure for technology integration and digital learning opportunities across the district. The investments spanned devices, connectivity, operational systems, and skills-based curricula - each complementing the others.

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

Looking ahead, the district could build on this year's progress by continuing to assess for equity gaps, refresh aging hardware, enhance digital citizenship education, and further expand opportunities for student creation and exploration using technology across all grades and content areas. By also building staff capacity through ongoing training, the district could more effectively facilitate the development of the

critical technology skills required for college and future careers in our digital world. But meeting all metrics demonstrates key objectives were accomplished this year to empower students as effective and responsible technology users.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

PANOCHE ELEMENTARY



PIONEER

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Panoche Elementary School District	Amanda McCraw Teacher/Principal	AMcCraw@sbcoe.org 831-628-3438

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Certainly! Here's the complete revised general information section incorporating the new demographic percentages:

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Nestled in the heart of Central California's rural landscape, Panoche Elementary School District stands as a testament to the enduring power of small, close-knit learning communities. With a mere 10 students enrolled for the 2023-2024 academic year, this one-room schoolhouse transcends the boundaries of traditional education, offering a truly personalized and nurturing environment for every child.

The student population reflects a diverse set of needs:
English Learners: 44.4%
Socioeconomically Disadvantaged: 44.4%
Students with Disabilities: 44.4%

At Panoche School, cooperation and collaboration form the bedrock of a productive classroom culture. The school's mission is to cultivate an individualized educational experience for each student, fostering an atmosphere that motivates and challenges learners to reach their fullest potential, both academically and as responsible citizens.

The school's rural setting and intimate class sizes, often comprising just one student per grade level, create an unparalleled opportunity for differentiated instruction. This approach empowers students to learn and demonstrate their knowledge in ways that resonate with their unique learning styles, ensuring that no child is left behind. To support this endeavor, the school employs a part-time classroom aide, further enhancing the personalized attention each student receives.

At the heart of this remarkable institution lies a true educational pioneer – the teacher/principal/superintendent. This multitasking individual wears many hats, seamlessly transitioning between the roles of educator, administrator, and visionary leader. With unwavering dedication, they navigate the intricate demands of teaching all grade levels while simultaneously fulfilling the responsibilities of a principal and superintendent, ensuring that every aspect of the school's operation runs smoothly.

Panoche Elementary School District stands as a shining example of how a collaborative, close-knit community can foster an environment where every student's potential can blossom. Through its commitment to personalized learning, the support of a dedicated classroom aide, and the tireless efforts of its teacher/principal/superintendent, this one-room schoolhouse continues to shape the lives of its students, equipping them with the knowledge, skills, and values necessary to thrive in an ever-changing world.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Due to our small student population, Panoche Elementary School District does not have sufficient data to populate the California School Dashboard. However, our local data provides valuable insights into our annual performance, successes, challenges, and identified needs.

Successes:

1. High attendance rate: Our attendance rate for the 2023-2024 school year is 92.27%, indicating strong student engagement and a positive school environment.
2. Zero suspension and expulsion rates: We've maintained a 0% suspension and expulsion rate, reflecting our commitment to positive behavior support and a nurturing school climate.
3. Positive school climate: 100% of parents who returned the School Climate Survey strongly agreed that their children's learning needs are being met. Similarly, 100% of students agreed that they understand school rules and feel their teacher cares about them and wants them to be successful.
4. Broad course offerings: Despite our small size, we've been able to provide a range of supplemental programs in ELA and Mathematics, as well as enrichment activities like music and art instruction.

Challenges:

1. Chronic absenteeism: Our chronic absenteeism rate for the 2023-2024 school year is 18.18%, which is a concern given our small student population.
2. Academic performance for English Learners and students with disabilities: Local assessment data (STAR360) indicates that these student groups are performing below grade-level standards in both ELA/Early Literacy and Mathematics.
3. Limited resources for accelerated learners: Currently, we do not offer specialized curriculum or programs for accelerated learners.

Identified Needs and How We're Addressing Them:

1. Improved support for English Learners and students with disabilities: We're addressing this need through several actions, including:
 - Hiring appropriately qualified support staff (Action 1.7)
 - Hiring a part-time instructional aide (Action 1.8)

- Implementing supplemental instructional materials (Action 1.2)
- Utilizing comprehensive progress monitoring systems like STAR360 (Action 1.3)

2. Reducing chronic absenteeism: We're implementing a comprehensive attendance and engagement program (Action 2.1) to promote regular attendance and reduce chronic absenteeism.

3. Enhancing opportunities for accelerated learners: We're planning to offer accelerated learning opportunities and programs for students performing at least one full year above grade level standards (Action 1.5).

4. Strengthening family and community engagement: We're addressing this through various actions, including:

- Hiring a family engagement coordinator (Action 3.1)
- Organizing parent education workshops (Action 3.2)
- Providing technology access to families (Action 3.3)

5. Professional development: We're providing targeted professional development for our teacher on effective instructional strategies for teaching a multi-grade classroom, with a focus on differentiated instruction, Early Childhood Education, and supporting English Learners (Action 1.1).

By focusing on these identified needs and implementing targeted actions, we aim to improve student outcomes, enhance our educational program, and further strengthen our school community in the coming years.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A, LEA is not eligible for or has not requested technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers/Principals/Administrators	N/A. One individual fills all of these roles and wrote the LCAP.
Certificated Staff and Other School Personnel	While there are no official bargaining units, the district's teacher's aide and substitute/music teacher provided informal input and feedback several times over the course of the year.
Board Members	Formal and informal opportunities were provided at regular board meetings to gather input and feedback from board members on district priorities, goals, and planned actions/services for the LCAP.
Parents	A school climate survey was distributed to solicit parent input on areas of priority. Parents were also invited to attend board meetings where LCAP development was discussed.
Students	Students had the opportunity to share their voice on the LCAP through a school climate survey.
SELPA	Consultation with SELPA on the creation of this LCAP took place June 17, 2024.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The input and feedback gathered from educational partners through various methods significantly shaped the development of the Local Control and Accountability Plan (LCAP). Here's how specific partner feedback influenced our actions:

1. Board Members:
Feedback Method: Informal and ongoing discussions throughout the year during board meetings.
Feedback: Emphasized the importance of maintaining safe, well-maintained facilities and providing robust academic interventions.
Related Actions:

- Action 1.4: Upgrades to classroom and restrooms

- Action 1.5: Pest Control
- Action 1.6: Cleaning and Grounds Maintenance
- Action 1.3: Progress Monitoring (STAR360) to inform interventions

2. Staff (including teacher's aide and substitute/music teacher):

Feedback Method: Informal and ongoing discussions throughout the year.

Feedback: Highlighted the need for ongoing professional development opportunities.

Related Action:

- Action 1.1: Professional Development focused on multi-grade classroom instruction, ECE, and ELD strategies

3. Parents:

Feedback Method: Parental School Climate Survey-April 2024

Data: 100% of parents who returned the April 2024 School Climate Survey responded "strongly agree" to the statement "The school encourages parent involvement in school activities."

Feedback: Expressed desire for expanded enrichment opportunities and a nurturing school environment.

Related Actions:

- Action 1.6: Music and Art Instruction
- Action 2.4: Mental Health Supports
- Action 3.1: Family Engagement Coordinator to organize events and activities

4. Students:

Feedback Method: Student School Climate Survey April 2024

Data: 100% of students who responded to the Student School Climate Survey agreed to the statements "I understand the school rules" and "My teacher cares about me and wants me to be successful."

Feedback: Emphasized the importance of engaging, hands-on learning experiences.

Related Actions:

- Action 1.4: Broad Course of Study, including enrichment activities
- Action 1.5: Accelerated Learning Opportunities

5. SELPA Consultation:

Feedback Method: Formal document shared between SELPA and the LEA. Formal meeting 6/17/2024

Feedback: Advised on strategies to better support students with disabilities and align with special education requirements.

Related Actions:

- Action 1.7: Hiring of Appropriately Qualified Support Staff
- Action 1.8: Hiring of Instructional Aide to provide additional support
- Action 1.2: Supplemental Instructional Materials, including those tailored for students with disabilities

6. School Climate Survey Results:

Feedback Method: Combined analysis of Student and Parent School Climate Surveys

Data: High satisfaction rates (100% positive responses) in key areas such as understanding school rules, teacher care, and parent

involvement.

Related Actions:

- Action 2.1: Attendance and Engagement program to address chronic absenteeism (18.18% rate for 2023-2024)
- Action 2.3: Continued solicitation of feedback through annual surveys
- Action 3.2: Parent Education Workshops to further engage families

While the democratic input process had limitations due to our small, single-staff context, we made concerted efforts to authentically incorporate diverse educational partner perspectives into the LCAP. This collaborative approach, utilizing both formal surveys and ongoing informal feedback, ensures that our plan addresses the unique needs of our school community and upholds stakeholder interests to the extent possible.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure a high-quality teaching and learning environment that supports continuous academic progress and achievement for all students, including English Learners and students with disabilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>The LEA has developed the goal to address the diverse needs and challenges faced by its student population, particularly those who may not be meeting grade-level standards.</p> <p>The assessment data presented indicates significant academic gaps for English Learners and students with disabilities. Specifically, the data shows:</p> <p>1. Low ELPAC scores and limited progress for English Learners in advancing to the next proficiency level, highlighting the need for improved English language acquisition support.</p> <p>2. Unsatisfactory CAASPP results in math and language arts, with a majority of students not meeting grade-level standards, indicating a need for enhanced instruction and support in these subject areas.</p> <p>3. Notably, 100% of English Learners are not meeting grade-level standards in ELA/Early Literacy and mathematics, as per the STAR360 Assessment Data, signaling a critical need to address the academic needs of this student population.</p> <p>5. The LEA has a significant population of English Learners (80%) who also have IEPs (Individualized Education Programs), affecting their capacity to perform at grade-level standards and requiring individualized support and accommodations.</p> <p>By recognizing that a "one-size-fits-all" approach to meeting grade-level standards may not be effective for all students, the LEA has developed this goal to ensure a high-quality teaching and learning environment that supports continuous academic progress and achievement. The goal acknowledges the diverse needs of the student population, particularly English Learners and students with disabilities, and emphasizes the importance of measuring individual growth and progress in addition to grade-level proficiency.</p>
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The LEA aims to create an environment that provides targeted support, personalized instruction, and accommodations to ensure that all students, regardless of their starting points or unique challenges, have the opportunity to make meaningful academic gains and achieve their full potential. By focusing on continuous progress and achievement, the LEA can better address the specific needs of its student population and work towards closing the identified achievement gaps.

The LEA also recognizes the importance of supporting and challenging its high-performing students. While addressing the needs of struggling students is a priority, the LEA aims to ensure that no student is left behind, including those performing at or above grade level standards. To that end, the goal of ensuring a high-quality teaching and learning environment also encompasses the purchase and introduction of accelerated learning opportunities and programs for students performing at least one full year above grade level standards. By providing enrichment and advanced learning pathways, the LEA seeks to nurture the potential of its high-achieving students and ensure that they continue to progress and excel academically.

The actions outlined in this goal work synergistically to address the identified needs and support continuous academic progress for all students:

Action 1.1 (Professional Development) will equip our educator with strategies tailored for our unique multi-grade, diverse classroom. Actions 1.2 (Supplemental Instructional Materials) and 1.3 (Progress Monitoring) will provide the resources and data necessary to implement targeted interventions. Action 1.4 (Broad Course of Study) ensures a well-rounded education for all students, while Action 1.5 (Accelerated Learning Opportunities) addresses the needs of high-performing students. Actions 1.6 (Music and Art Instruction), 1.7 (Hiring of Appropriately Qualified Support Staff), and 1.8 (Hiring of Instructional Aide) provide additional support and enrichment to enhance the overall learning experience. Together, these actions create a comprehensive approach to improving academic outcomes, supporting English Learners and students with disabilities, and fostering a high-quality teaching and learning environment for all students at Panoche Elementary School District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Professional Development with focus on ECE/ELD, and Multigrade Classrooms. Data Source: PD Calendar, Panoche Elementary	2022-2023 school year Total hours - 0 ECE Focus - 0 hours ELD Focus- 0 hours Multigrade Focus: 0 hours			2026-2027 school year Total hours - 6 ECE Focus - 0 hours ELD Focus- 0 hours	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Multigrade Focus: 0 hours	
1.2	Every pupil in the school district has sufficient access to the standards-aligned instructional materials Data Source: Sufficiency of Instructional Materials	2022-2023 100% of students had sufficient access to standards-aligned instructional materials.			2026-2027 100% of students continue to have sufficient access to standards-aligned instructional materials.	
1.3	Summative ELPAC scores and the percentage of English Learners progressing to the next proficiency level each year Data Source: ELPAC	2022-2023 average overall scale score on the summative ELPAC for all EL students was 1,386.			Increase the average overall scale score on the summative ELPAC for all EL students to at least 1,436 points (50 point increase) by the end of the third year	
1.4	Percentage of students, including English Learners and students with disabilities, demonstrating growth or maintaining proficiency on CAASPP assessments in ELA Data Source: CAASPP	The average CAASPP ELA assessment score for all students, including English Learners and students with disabilities, was 2467 during the 2022-2023 academic year.			Increase the average CAASPP ELA assessment score for all students, including English Learners and students with disabilities, by 15-20 points from the baseline score of 2467 by the end of year 3.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	<p>Percentage of students, including English Learners and students with disabilities, demonstrating growth or maintaining proficiency on CAASPP assessments in mathematics</p> <p>Data Source: CAASPP</p>	The average CAASPP Math assessment score for all students, including English Learners and students with disabilities, was 2426 during the 2022-2023 academic year.			Increase the average CAASPP Math assessment score for all students, including English Learners and students with disabilities, by 15-20 points from the baseline score of 2426 by the end of year 3.	
1.6	<p>Percentage of students, including English Learners and students with disabilities, demonstrating growth or maintaining proficiency on CAST assessments.</p> <p>Data Source: CAASPP</p>	The average CAST assessment score for all students, including English Learners and students with disabilities, was 398 during the 2022-2023 academic year.			Increase the average CAST assessment score for all students, including English Learners and students with disabilities, by 5-10 points from the baseline score of 398 by the end of year 3.	
1.7	<p>Percentage of English Learners demonstrating growth or maintaining proficiency on STAR360 assessments in ELA/Early Literacy.</p> <p>Data Source: Star 360</p>	EL Student-Average Scaled Score STAR360 Early Literacy/Reading: 717 in May of 2023			Increase the average scaled score on the STAR360 Early Literacy/Reading assessment for English Learners (ELs) by 25 points, from a baseline of 717 to 742.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of English Learners demonstrating growth or maintaining proficiency on STAR360 assessments in mathematics. (Note: Only grades 1 and up are eligible for this assessment.) Data Source: Star 360	EL Student (eligible for testing) Average Scaled Score STAR360 Math: 740 in May 2023			Increase the average scaled score on the STAR360 Math assessment for English Learners (ELs) eligible for testing by 25 points, from a baseline of 740 to 765.	
1.9	Percentage of students with disabilities demonstrating growth or maintaining proficiency on STAR360 assessments in ELA/Early Literacy. Data Source: Star 360	Students with disabilities Average Scaled Score STAR360 Early Literacy/Reading: 716 in May 2023			Increase the average scaled score on the STAR360 Early Literacy/Reading assessment for students with disabilities by 25 points, from a baseline of 716 to 741	
1.10	Percentage of students with disabilities demonstrating growth or maintaining proficiency on STAR360 assessments in mathematics (Note: Only grades 1 and up are eligible for this assessment.) Data Source: Star360	Students with disabilities Average Scaled Score STAR360 Math: 740 in May 2023			Increase the average scaled score on the STAR360 Math assessment for students with disabilities by 25 points, from a baseline of 740 to 765.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Course Schedule/Curriculum Offerings-Accelerated Learning Focus Data Source: Course Schedule, Curriculum Inventory	May 2023-Panoche currently offers no specialized curriculum or programs for Accelerated Learners			Panoche will offer at least 1 specialized curriculum or student program for Accelerated Learners.	
1.12	Course Schedule/Curriculum Offerings-English Language Arts (supplemental) and Mathematics (supplemental) Data Source: Course Schedule	May 2023-Panoche currently offers 2 supplemental ELA programs, 2 supplemental math programs, and 2 combination supplemental programs.			Panoche will maintain its supplemental curriculum offerings in both ELA and Mathematics.	
1.13	Teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Data Source: California Commission on Teacher Credentialing (CTC) Records:	2022-2023 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teacher.			100% of teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teacher.	
1.14	School facilities are maintained in good repair.	2023 - 2024 School facilities were maintained in good			2026 - 2027 School facilities were maintained in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Fit Report	repair. (Exemplary Status for 23-24)			good repair. (Exemplary Status)	
1.15	The implementation of state board adopted academic content and performance standards for all students. Data Source: Local Lesson Plans	2023 2024 100% implementation of state board adopted academic content and performance standards for all students.			2026 2027 100% implementation of state board adopted academic content and performance standards for all students.	
1.16	The English learner reclassification rate Data Source: Summative ELPAC	2023-2024 0% reclassification rate.			2026-2027 10% reclassification rate.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide professional development for the teacher on effective instructional strategies for teaching a multi-grade classroom, with focus on differentiated instruction, Early Childhood Education, and supporting English Learners.	\$850.00	No
1.2	Supplemental Instructional Materials	Research, adopt, and implement supplemental standards-aligned instructional materials at all levels, including intervention, and English Language Development.	\$4,466.00	Yes
1.3	Progress Monitoring	Implement a comprehensive assessment system to monitor student progress in English Language Arts and Mathematics and use data to inform instructional practices. (STAR360)	\$750.00	Yes
1.4	Broad Course of Study	Ensure access to a broad course of study, including core subjects, enrichment activities, and support services for all students, including low-income, English Learners, and students with disabilities.	\$2,200.00	No
1.5	Accelerated Learning Opportunities	Offer accelerated learning opportunities and programs for students performing at least one full year above grade level standards, such as high-level readers, STEM kits, and/or coding programs.	\$500.00	Yes
1.6	Music and Art Instruction	A local music instructor will continue to provide weekly music instruction to all students to support their academic and social-emotional education and	\$7,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		well-being. A local art instructor will provide monthly art instruction to all students to support their academic and social-emotional education and well-being.		
1.7	Hiring of Appropriately Qualified Support Staff	Panoche Elementary will maintain an appropriately qualified support staff member for a 1/2 day each week to support students EL learning needs and teacher/principals scheduling constraints.	\$4,183.00	Yes
1.8	Hiring of Instructional Aide	Panoche Elementary will maintain a part-time instructional aide to support EL student learning needs.	\$17,428.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster a positive, inclusive, and safe school climate.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA has developed the goal for the following reasons:

1. Attendance Rates: While an attendance rate of 90% is relatively high, there is still room for improvement. Consistent attendance is crucial for student learning and academic success. By focusing on fostering a positive and inclusive school climate, the LEA aims to encourage regular attendance and reduce absenteeism.

2. Chronic Absenteeism: The data indicates that a significant number of students are at risk of becoming chronically absent or have already reached that status. Chronic absenteeism can have detrimental effects on student achievement, engagement, and overall well-being. By creating a positive and welcoming school environment, the LEA aims to address the underlying factors contributing to chronic absenteeism and encourage students to attend school regularly.

3. Suspension and Expulsion Rates: Although the suspension and expulsion rates are consistently at zero, maintaining a positive and safe school climate is essential to sustain this achievement. A positive school climate fosters a sense of belonging, respect, and support, which can reduce disciplinary incidents and promote positive behavior among students.

4. School Climate Survey Results: The consistently positive attitudes towards the school and its offerings, as reflected in the school climate survey results for students and parents, indicate that the school is on the right track in terms of creating a favorable learning environment. However, continuous efforts are necessary to maintain and further improve the positive school climate, ensuring that all students and families feel included, respected, and supported.

By prioritizing this goal, the LEA aims to create an environment that is conducive to learning, where students feel safe, valued, and motivated to attend school regularly. A positive, inclusive, and safe school climate can foster academic success, social-emotional well-being, and a sense of community among students, staff, and families. Furthermore, addressing attendance and chronic absenteeism issues through a positive school climate can lead to improved student outcomes and overall educational experiences.

The actions outlined in this goal collectively contribute to fostering a positive, inclusive, and safe school climate:

Action 2.1 (Attendance and Engagement) directly addresses our chronic absenteeism concerns by implementing a comprehensive program to promote regular attendance. Action 2.3 (Solicit Feedback) ensures we continually gather input from our educational partners to inform our improvement efforts. Action 2.4 (Mental Health Supports) addresses the social-emotional needs of our students, contributing to a supportive environment. Actions 2.5 (Pest Control), 2.6 (Cleaning and Grounds Maintenance), and 2.7 (Tree trimming and maintenance) collectively ensure a safe and well-maintained physical environment for our students. Together, these actions create a holistic approach to improving school climate, enhancing student engagement, and maintaining a safe and welcoming learning environment at Panoche Elementary School District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rates Data Source: Local Attendance Records	Attendance rate for 2023-2024 92.27%			Increase the overall attendance rate by 1.5 percentage points from the baseline year	
2.2	Chronic Absenteeism rates Data Source: Local Attendance Records	Chronic Absenteeism rate for 23-24 school year is 18.18%			Decrease the chronic absenteeism rate (students absent 10% or more of school days) by 5 percentage points from the baseline year.	
2.3	Suspension/Expulsion rates Data Source: Suspension/Expulsion Records	0% Suspension, 0% Expulsion rate for 2023-2024 school year			Maintain 0% Suspension/Expulsion Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	School Climate Survey Results-parents Data Source: School Climate Survey	100% of parents who returned the Parent School Climate Survey strongly agreed to the statement "My child(ren)'s learning needs are being met."			Maintain 100% of parents who returned the Parent School Climate Survey strongly agreed to the statement "My child(ren)'s learning needs are being met."	
2.5	School Climate Survey Results-students Data Source: School Climate Survey	100% of students who responded to the Student School Climate Survey agreed to the statements "I understand the school rules." and " My teacher cares about me and wants me to be successful."			Maintain 100% of students who responded to the Student School Climate Survey agreed to the statements "I understand the school rules." and " My teacher cares about me and wants me to be successful."	
2.6	Access to Broad Course of Study Data Source: Course Offerings and Master Schedule	In the 2023-2024 school year, 100% of students, including unduplicated pupils and students with exceptional needs, had access to a broad course of study as evidenced by the school's course			Maintain 100% of students, including unduplicated pupils and students with exceptional needs, having access to a broad course of study as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		offerings and master schedule.			evidenced by the school's course offerings and master schedule.	
2.7	Middle School Drop Out Rate Data Source - Calpads	2023-2024 Middle School Drop out rate - 0%			2026-2027 Maintain Middle School Drop out rate - 0%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance and Engagement	Implement a comprehensive attendance and engagement program to promote regular attendance and reduce chronic absenteeism.	\$600.00	Yes
2.3	Solicit Feedback	Conduct annual school climate surveys to gather feedback from students, parents, and staff and use the data to inform improvement efforts. There are no direct costs associated with this action, but will be completed by the Teacher/Principal.	\$0.00	No
2.4	Mental Health Supports	Provide counseling and support services to address the social-emotional needs of students. MOU with SBCOE for \$3,500 and supplemental SEL program entitled MooZoom for \$750 that will be paid using LREBG funds in 2024-25 fiscal year.	\$4,250.00	No
2.5	Pest Control	A pest control company will continue monthly treatment of the school and grounds to ensure the safety and health of all students and staff.	\$2,000.00	No
2.6	Cleaning and Grounds Maintenance	A cleaning and Grounds Maintenance company will continue to perform daily cleaning and weekly grounds services on campus to ensure the safety and health of all students and staff.	\$24,850.00	No
2.7	Tree trimming and maintenance	Regularly scheduled tree trimming and maintenance will be scheduled to ensure safety of the student play areas and avoid damage to the school buildings.	\$2,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strengthen family and community engagement to support student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The LEA has developed this goal to promote active involvement and collaboration between the school, families, and the community. This goal recognizes the crucial role that family and community engagement plays in fostering a positive learning environment and supporting student achievement.

The metrics and baselines provided highlight the areas of focus within this goal:

1. Participation rates in family engagement events and workshops: By tracking and aiming for high participation rates, the LEA aims to create opportunities for families to be involved in their children's education, fostering a sense of partnership and supporting student success.
2. Parent survey results related to school climate and engagement: Positive feedback from parents regarding school safety, academic offerings, and encouragement of parent involvement indicates the LEA's commitment to creating a welcoming and supportive environment for families.
3. Calendar of events and community engagement activities: Organizing various events and activities throughout the school year allows the LEA to engage families and the broader community, promoting a sense of belonging and collaboration.
4. Monthly activity calendars for families: Providing at-home learning opportunities and supports for families ensures that the learning process extends beyond the classroom and involves families as partners in their children's education.

By setting targets and monitoring progress in these areas, the LEA aims to strengthen the connection between the school, families, and the community. Actively engaging families and leveraging community resources can lead to improved student outcomes, increased motivation, and a more supportive learning environment.

Furthermore, this goal aligns with research that highlights the positive impact of family and community engagement on student achievement, attendance, behavior, and overall well-being. By fostering strong partnerships and providing opportunities for involvement, the LEA is taking a holistic approach to support student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Participation Rates in family engagement events and workshops. Data Source: Attendance records, family events	89% of families participated in events during the 2023-2024 school year.			100% of families will participate in at least one family engagement activity during the school year.	
3.2	Parent Survey Results related to school climate and engagement Data Source: School Climate Survey	100% of parents who returned the April 2024 School Climate Survey responded "strongly agree" to the statement "The school encourages parent involvement in school activities."			Maintain the percentage of 100% of parents who respond "strongly agree" to the statement "The school encourages parent involvement in school activities." on the School Climate Survey.	
3.3	Calendar of events-community engagement activities Data Source: School Calendar of Events	3 Community Engagement Activities took place in 2023-2024: Back to School Night, Parent Breakfast To-Go, and Spring Concert/Graduation.			Five or more Community Engagement Activities will be scheduled and take place over the 2026-2027 school year.	
3.4	Monthly activity calendars for families	No at-home learning opportunities/supports provided to families May 2024.			25% of families will complete an average of 30 activities or more from the provided	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Activity Calendar records/hard copies				monthly calendars over the course of the full school year.	
3.5	School-to-Home Communication Effectiveness Data Source: Monthly Newsletters digital copies	0 monthly communication folders were sent home in 2023-2024.			9 monthly communication folders sent home per year (accounting for summer months)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement Coordinator or Liaison and event funding.	Contract with a member of the community to plan, organize, and facilitate family engagement activities, events, and/or workshops, with the goal of meeting the 5 event per year 3 year LCAP target. This person would be responsible for planning, organizing, and facilitating these events while building relationships between the school and families, particularly those from unduplicated student groups (low-income, English learners, and foster youth), and ensuring their active involvement in the school community.	\$1,000.00	Yes
3.2	Parent Education Workshops	Organize a series of workshops or classes for parents, focusing on topics such as academic support strategies, parenting skills, college and career readiness, and navigating the educational system. These workshops could be facilitated by school staff, community partners, or external experts, and could be offered in multiple languages to accommodate diverse family needs.	\$1,000.00	Yes
3.3	Technology Access	Continue to provide access to internet hotspots for families who may have limited access.	\$1,850.00	Yes
3.4	Yearbook	Panoche Elementary will contract with a community member and/or parent to complete a school yearbook; including planning, and layout. This funding will also cover the cost of a professional photographer for formal yearbook/school photos of all students and full class, as well as allowing for the LEA to supply each enrolled student with a yearbook at no cost to families.	\$1,000.00	Yes
3.5	Monthly Home Communication Folder	Implement a monthly school-to-home communication system. Each month, send home a communications folder containing a monthly newsletter, lunch menus, and important documents to keep families informed and engaged with school activities and student progress.	\$0.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$14,957	\$736

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.457%	1.227%	\$3,327.96	6.684%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Supplemental Instructional Materials</p> <p>Need: Diverse learning materials to support differentiated instruction for our high percentage of English Learners (44.4%) and students with disabilities (44.4%) in a multi-grade classroom setting.</p>	Given our small student population and high percentage of English Learners (44.4%) and students with disabilities (44.4%), supplemental instructional materials are crucial for addressing diverse learning needs. These materials are provided LEA-wide because all students, regardless of their status, can benefit from additional resources that support differentiated instruction in our multi-grade classroom setting.	Metrics 1.3, 1.7, 1.8, and 1.10 will be used to monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	Action: Progress Monitoring Need: Consistent and comprehensive assessment tools to track academic progress and inform instruction for all students, particularly given our diverse learner needs and multi-grade classroom structure. Scope: LEA-wide	With our diverse student needs and multi-grade classroom, consistent progress monitoring is essential for all students. This LEA-wide approach ensures that we can track progress, identify areas of need, and adjust instruction promptly for every student, regardless of their learning status.	Metric 1.3, Metric 1.7, Metric 1.8, Metric 1.9: and Metric 1.10 will be used to monitor the effectiveness of this action.
1.5	Action: Accelerated Learning Opportunities Need: Enrichment and challenge opportunities for high-achieving students to ensure their continued growth and engagement within our small school environment. Scope: LEA-wide	While this action primarily targets high-achieving students, it's provided LEA-wide because in our small, mixed-ability classroom, all students can potentially benefit from exposure to advanced content. This approach also ensures we're prepared to support any student who shows readiness for accelerated learning.	Metrics 1.7, 1.8, 1.9, and 1.10 will be used to monitor the effectiveness of this action.
1.6	Action: Music and Art Instruction Need: Well-rounded educational experiences that support alternative modes of learning and	Music and art instruction support a well-rounded education for all students. In our small school, providing these enrichment activities LEA-wide ensures equity of access and can particularly benefit our high proportion of English Learners and students with disabilities by offering alternative modes of expression and learning.	Metrics 2.4 and 2.5 will be used to monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>expression, particularly beneficial for our English Learners and students with disabilities.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Hiring of Appropriately Qualified Support Staff</p> <p>Need: Specialized support to address the diverse learning needs of our student population, particularly our high percentage of English Learners and students with disabilities.</p> <p>Scope: LEA-wide</p>	Given our high percentage of students with additional needs, qualified support staff benefit all students in our multi-grade classroom. This LEA-wide approach ensures that support is flexible and can be directed where needed most at any given time.	Metrics 1.3, 1.7, 1.8, 1.9, and 1.10 will be used to monitor the effectiveness of this action.
1.8	<p>Action: Hiring of Instructional Aide</p> <p>Need: Additional classroom support to enable more individualized attention and differentiated instruction in our multi-grade classroom, particularly benefiting our English Learners and students with disabilities.</p> <p>Scope: LEA-wide</p>	An instructional aide provides crucial support in our multi-grade classroom, particularly benefiting our English Learners and students with disabilities. However, the aide's support is provided LEA-wide to ensure all students can benefit from additional individualized attention as needed.	Metrics 1.3, 1.7, 1.8, 1.9, and 1.10 will be used to monitor the effectiveness of this action.
2.1	<p>Action: Attendance and Engagement</p>	Implementing a comprehensive attendance and engagement program addresses the need to improve attendance rates for all students. It's	Metrics 2.1 and 2.2 will be used to monitor the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Reduce chronic absenteeism rate, which is currently at 18.18% for the 2023-2024 school year.</p> <p>Scope: LEA-wide</p>	provided LEA-wide because in our small school, every student's attendance significantly impacts our overall rate and school climate.	effectiveness of this action.
2.4	<p>Action: Mental Health Supports</p> <p>Need: Address the social-emotional needs of students to support their overall well-being and academic success.</p> <p>Scope:</p>	Providing counseling and support services addresses the social-emotional needs of all students. It's offered LEA-wide because in our small, close-knit school community, supporting each student's mental health contributes to a positive school climate for all.	Metrics 2.4 and 2.5 will be used to monitor the effectiveness of this action.
3.1	<p>Action: Family Engagement Coordinator or Liaison and event funding.</p> <p>Need: Strengthen the connection between school and families to support student success.</p> <p>Scope: LEA-wide</p>	A dedicated staff member to coordinate family engagement activities addresses the need for strong school-family partnerships. It's LEA-wide because in our small school, engaging all families is crucial for building a supportive community.	Metrics 3.1, 3.2, and 3.3 will be used to monitor the effectiveness of this action.
3.2	<p>Action: Parent Education Workshops</p> <p>Need:</p>	Parent education workshops address the need for informed and engaged parents. It's offered LEA-wide because all parents, regardless of their children's academic standing, can benefit from these learning opportunities.	Metrics 3.1 and 3.2 will be used to monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Empower parents with knowledge and skills to support their children's education.</p> <p>Scope: LEA-wide</p>		
3.3	<p>Action: Technology Access</p> <p>Need: Ensure all families have access to digital resources and communication tools.</p> <p>Scope: LEA-wide</p>	Providing internet hotspots addresses the need for equitable access to technology. It's offered LEA-wide to ensure all families, particularly our 44.4% socioeconomically disadvantaged students, have equal access to digital learning resources and school communication.	Metrics 3.2 and 3.4 will be used to monitor the effectiveness of this action.
3.4	<p>Action: Yearbook</p> <p>Need: Foster school pride and create lasting memories for our small school community.</p> <p>Scope: LEA-wide</p>	Creating a school yearbook addresses the need for community building and documenting school history. It's LEA-wide because it includes all students and staff, contributing to a sense of belonging in our small school.	Metrics 3.1 and 3.2 will be used to monitor the effectiveness of this action.
3.5	<p>Action: Monthly Home Communication Folder</p> <p>Need:</p> <ul style="list-style-type: none"> English Learners: Need for consistent communication that bridges language barriers and keeps families informed 	<p>The Monthly Home Communication Folder addresses these needs by providing a consistent, tangible method of communication that ensures all families, especially those of unduplicated pupils, receive important school information regularly.</p> <p>This action is provided LEA-wide because:</p>	Metric 3.5 will be used to monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>about their child's education and school activities.</p> <ul style="list-style-type: none"> • Foster Youth: Need for stable and consistent information flow to support their educational journey, regardless of potential changes in living situations. • Low-Income Students: Need for equal access to school information and resources, which may be limited due to technology constraints or work schedules of parents/guardians. <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> • It ensures equity in information access for all students, particularly benefiting unduplicated pupils who may face communication barriers. • In our small school setting, implementing this system universally promotes a culture of inclusive communication and family engagement. • While principally benefiting unduplicated pupils, this consistent communication benefits all students by fostering stronger school-home connections. <p>The folders will include translations for English Learner families, provide stability of information for Foster Youth, and ensure Low-Income families have equal access to school news and resources without relying on digital means.</p>	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Panoche Elementary School District received \$736 in additional concentration grant add-on funding. We have utilized this funding as part of our plan to increase staffing that directly supports our high-need student population. Specifically, this additional funding has contributed to Action 1.8 of our LCAP: Hiring of Instructional Aide.

Action 1.8 involves hiring a part-time instructional aide to support EL student learning needs. While the \$736 covers only a portion of the instructional aide's salary, it has been crucial in our ability to provide this additional support. The remainder of the aide's salary is funded through other sources, demonstrating our commitment to maximizing the impact of every dollar we receive to support our students. This additional staff member provides targeted support to English Learners, offering more individualized attention and specialized instruction. The instructional aide works closely with the classroom teacher to implement strategies that enhance English language acquisition, support academic content understanding, and foster overall student success.

By implementing Action 1.8 and increasing our staffing in this way, we are able to provide more intensive and personalized support to our English Learners, which is crucial given their significant representation in our small school community. This additional support not only benefits our English Learners directly but also allows our teacher to provide more focused attention to all students, including our low-income students and any foster youth we may serve.

This staffing increase aligns with our LCAP goals, particularly Goal 1, which focuses on ensuring a high-quality teaching and learning environment that supports continuous academic progress and achievement for all students, including English Learners and students with disabilities.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:7
Staff-to-student ratio of certificated staff providing direct services to students		1:7

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$274,080	\$14,957	5.457%	1.227%	6.684%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$63,127.00	\$8,050.00	\$0.00	\$5,350.00	\$76,527.00	\$4,183.00	\$72,344.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	All	No			All Schools	3 years	\$0.00	\$850.00				\$850.00	\$850.00	
1	1.2	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	\$0.00	\$4,466.00	\$4,466.00				\$4,466.00	
1	1.3	Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	\$0.00	\$750.00	\$750.00				\$750.00	
1	1.4	Broad Course of Study	All	No			All Schools	ongoing	\$0.00	\$2,200.00		\$2,200.00			\$2,200.00	
1	1.5	Accelerated Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	\$0.00	\$500.00	\$500.00				\$500.00	
1	1.6	Music and Art Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	\$0.00	\$7,600.00	\$6,000.00	\$1,600.00			\$7,600.00	
1	1.7	Hiring of Appropriately Qualified Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	\$4,183.00	\$0.00	\$4,183.00				\$4,183.00	
1	1.8	Hiring of Instructional Aide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	\$0.00	\$17,428.00	\$17,428.00				\$17,428.00	
2	2.1	Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth		ongoing	\$0.00	\$600.00	\$600.00				\$600.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.3	Solicit Feedback	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Mental Health Supports	All	No			All Schools	ongoing	\$0.00	\$4,250.00		\$4,250.00			\$4,250.00	
2	2.5	Pest Control	All	No			All Schools	ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.6	Cleaning and Grounds Maintenance	All	No			All Schools	ongoing	\$0.00	\$24,850.00	\$20,350.00			\$4,500.00	\$24,850.00	
2	2.7	Tree trimming and maintenance	All	No			All Schools	ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.1	Family Engagement Coordinator or Liaison and event funding.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.2	Parent Education Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.3	Technology Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	\$0.00	\$1,850.00	\$1,850.00				\$1,850.00	
3	3.4	Yearbook	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.5	Monthly Home Communication Folder	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$274,080	\$14,957	5.457%	1.227%	6.684%	\$38,777.00	0.000%	14.148 %	Total:	\$38,777.00
								LEA-wide Total:	\$38,777.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		\$4,466.00	
1	1.3	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		\$750.00	
1	1.5	Accelerated Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$500.00	
1	1.6	Music and Art Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,000.00	
1	1.7	Hiring of Appropriately Qualified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$4,183.00	
1	1.8	Hiring of Instructional Aide	Yes	LEA-wide	English Learners Foster Youth Low Income		\$17,428.00	
2	2.1	Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth		\$600.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.1	Family Engagement Coordinator or Liaison and event funding.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	
3	3.2	Parent Education Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	
3	3.3	Technology Access	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,850.00	
3	3.4	Yearbook	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	
3	3.5	Monthly Home Communication Folder	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$103,535.00	\$109,341.93

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Automatic Wireless Gate System	No	\$0.00	\$0.00
1	1.2	Updated Signage	No	\$250.00	\$0.00
1	1.3	Perimeter Fence Repair	No	\$500.00	\$0.00
1	1.4	Upgrades to classroom and restrooms	No	\$800.00	\$89.83
1	1.5	Pest Control	No	\$2,500.00	\$2,403.00
1	1.6	Cleaning and Grounds Maintenance	No	\$21,650.00	\$15,818.81
1	1.7	Music and Art Instruction; Mental Health Therapist	Yes	\$9,000.00	\$12,232.40
1	1.8	Safety Coating of Glass	No	\$5,500.00	\$5,550.00
1	1.9	Outdoor Seating	No	\$3,800.00	\$3,710.46
1	1.10	Tree trimming and maintenance	No	\$2,000.00	\$2,000.00
2	2.1	Hiring of Appropriately Qualified Support Staff	Yes	\$4,183.00	\$2,300.93

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Staff PD in Spanish language	Yes	\$85.00	\$0.00
3	3.1	Supplemental English Language Arts curriculum	Yes	\$0.00	\$0.00
3	3.2	NGSS science experiences and curriculum	No	\$1,600.00	\$0.00
3	3.3	Library Content Upgrade - Book Purchases	Yes	\$0.00	\$39.75
3	3.4	Reading Log System	Yes	\$100.00	\$0.00
3	3.5	Newsela subscription	Yes	\$180.00	\$0.00
3	3.6	Vooks subscription	Yes	\$50.00	\$0.00
3	3.7	STAR360	Yes	\$900.00	898.90
3	3.8	IXL	Yes	\$530.00	519.00
3	3.9	ST Math	Yes	\$281.00	280.00
3	3.10	Additional support for students with disabilities	No	\$18,923.00	\$40,945.00
3	3.11	Digital Library Management System	Yes	\$75.00	\$72.00
3	3.12	BrainPop ELL and Combo Subscriptions	Yes	\$3,550.00	\$1,763.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Family Involvement/Engagement Opportunities	Yes	\$500.00	\$65.98
4	4.2	Student Incentives-Effort and Achievement	Yes	\$500.00	\$0.00
4	4.3	Student Incentives- Attendance	Yes	\$500.00	\$0.00
4	4.4	Instructional Aide	Yes	\$17,428.00	\$10,724.32
4	4.5	Yearbook	Yes	\$1,250.00	\$1,000.00
4	4.6	Folding Tables/Chairs	No	\$500.00	\$0.00
5	5.1	Upgrade student devices	Yes	\$1,500.00	\$4,269.48
5	5.2	Internet Hotspots	Yes	\$2,400.00	\$2,158.50
5	5.3	Device Management Program	No	\$0.00	\$0.00
5	5.4	Coding Program - Life is Tech	Yes	\$2,500.00	\$2,500.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$22,400.00	\$45,512.00	\$34,204.83	\$11,307.17	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Music and Art Instruction; Mental Health Therapist	Yes	\$9,000.00	\$7,612.40		
2	2.1	Hiring of Appropriately Qualified Support Staff	Yes	\$4,183.00	\$2,300.93		
2	2.2	Staff PD in Spanish language	Yes	\$85.00	\$0.00		
3	3.1	Supplemental English Language Arts curriculum	Yes	\$0.00	\$0.00		
3	3.3	Library Content Upgrade - Book Purchases	Yes	\$0.00	\$39.75		
3	3.4	Reading Log System	Yes	\$100.00	\$0.00		
3	3.5	Newsela subscription	Yes	\$180.00	\$0.00		
3	3.6	Vooks subscription	Yes	\$50.00	\$0.00		
3	3.7	STAR360	Yes	\$900.00	\$898.90		
3	3.8	IXL	Yes	\$530.00	\$519.00		
3	3.9	ST Math	Yes	\$281.00	\$280.00		
3	3.11	Digital Library Management System	Yes	\$75.00	\$72.00		
3	3.12	BrainPop ELL and Combo Subscriptions	Yes	\$3,550.00	\$1,763.57		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	Family Involvement/Engagement Opportunities	Yes	\$500.00	\$65.98		
4	4.2	Student Incentives-Effort and Achievement	Yes	\$500.00	\$0.00		
4	4.3	Student Incentives-Attendance	Yes	\$500.00	\$0.00		
4	4.4	Instructional Aide	Yes	\$17,428.00	\$10,724.32		
4	4.5	Yearbook	Yes	\$1,250.00	\$1,000.00		
5	5.1	Upgrade student devices	Yes	\$1,500.00	\$4,269.48		
5	5.2	Internet Hotspots	Yes	\$2,400.00	\$2,158.50		
5	5.4	Coding Program - Life is Tech	Yes	\$2,500.00	\$2,500.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$271,197	\$22,400.00	5.58%	13.840%	\$34,204.83	0.000%	12.613%	\$3,327.96	1.227%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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