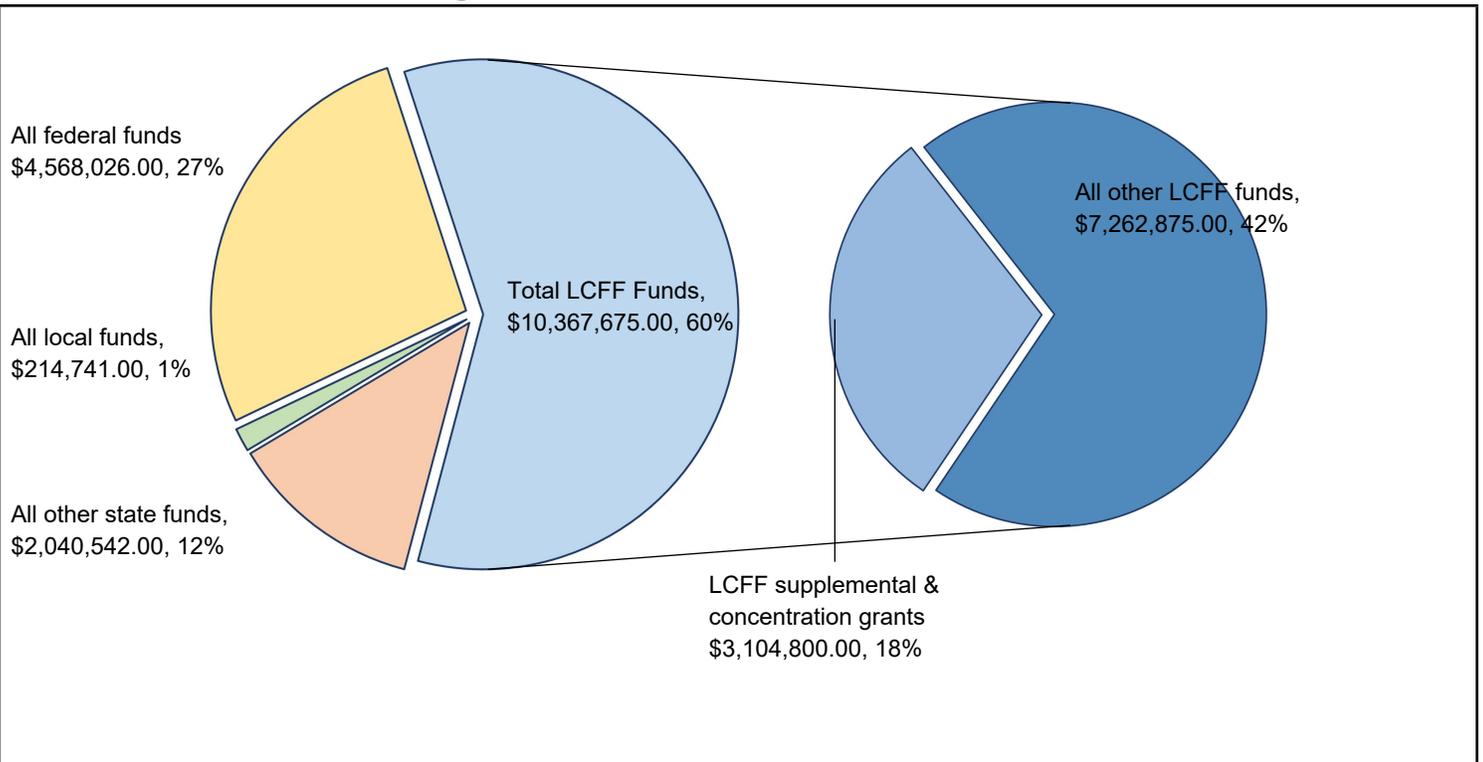


# LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: Planada Elementary School District  
CDS Code: 24 65821 0000000  
School Year: 2022-23  
LEA contact information: Jose Gonzalez, (209) 382-0754, jgonzalez@planada.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 2022-23 School Year

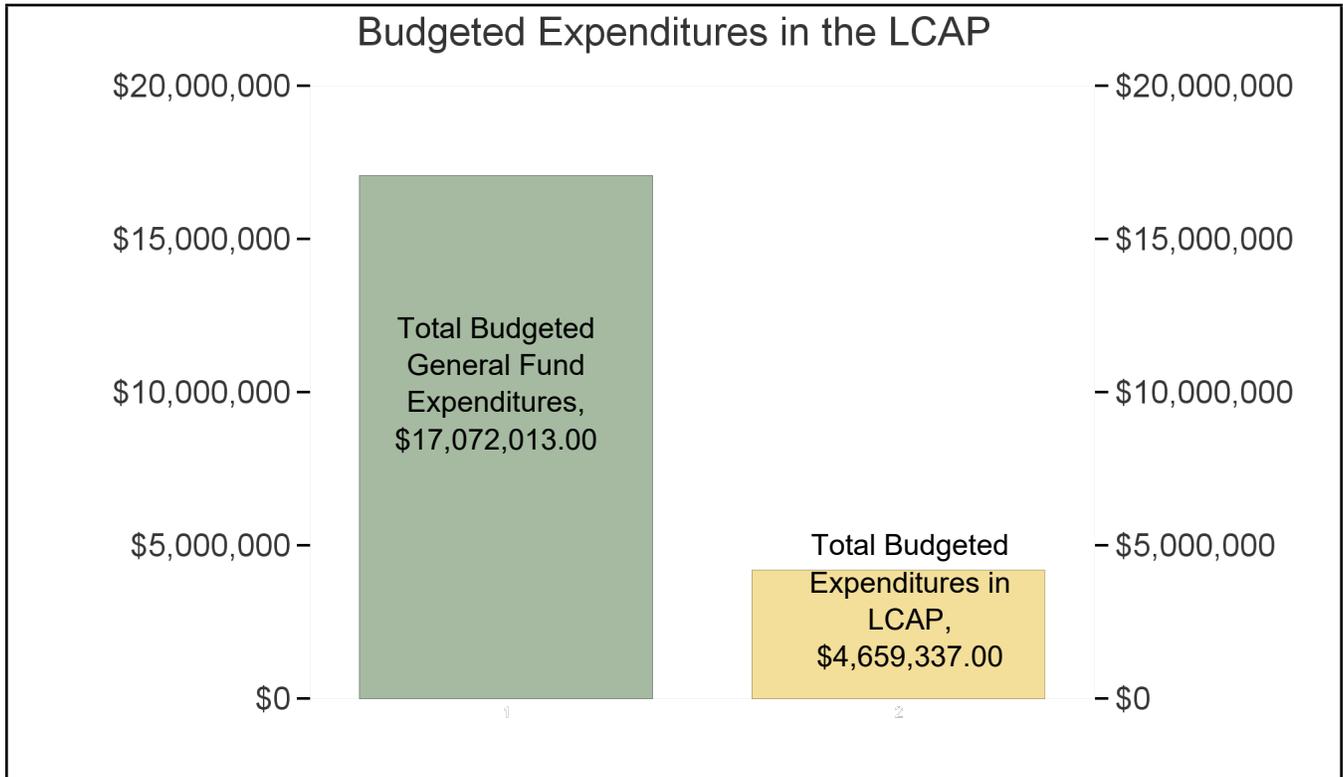


This chart shows the total general purpose revenue Planada Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Planada Elementary School District is \$17,190,984.00 of which \$10,367,675.00 is Local Control Funding Formula (LCFF), \$2,040,542.00 is other state funds, \$214,741.00 is local funds, and \$4,568,026.00 is federal funds. Of the \$10,367,675.00 in LCFF Funds, \$3,104,800.00 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 Planada Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

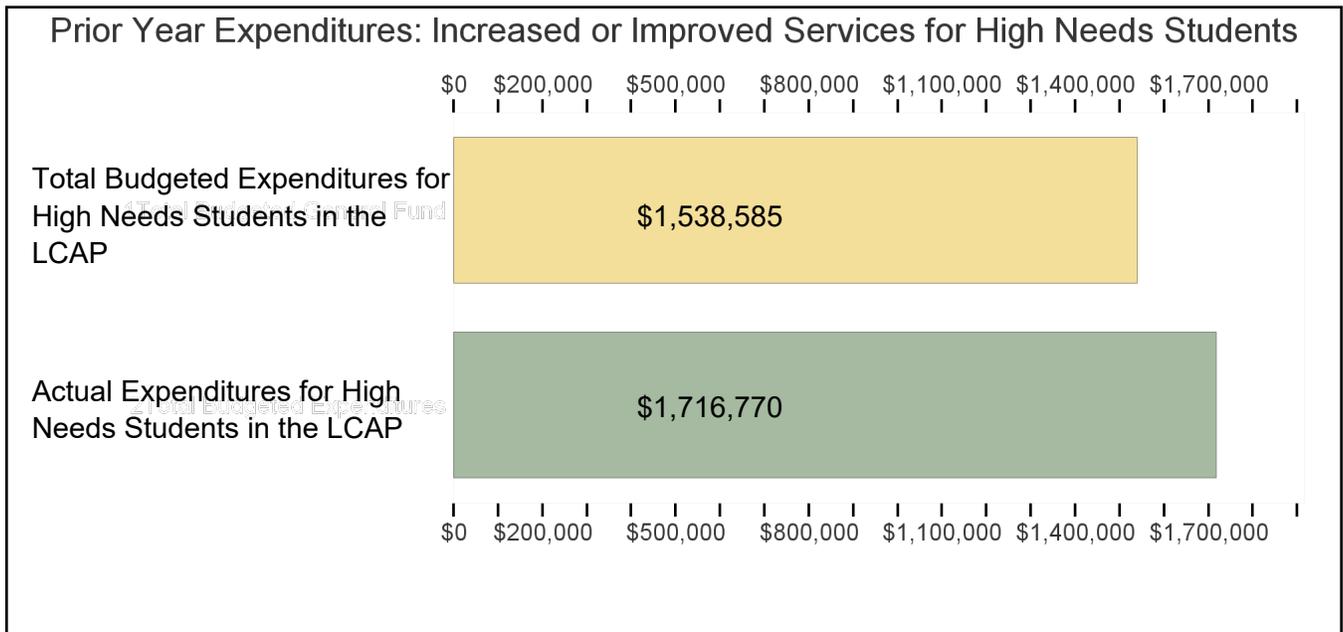
Planada Elementary School District plans to spend \$17,072,013.00 for the 2022-23 school year. Of that amount, \$4,659,337.00 is tied to actions/services in the LCAP and \$12,412,676.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund budget expenditures not shown in the LCAP are general operating costs such as facilities, leasing, and some contracts with service providers as well as the majority of staff costs.

## Increased or Improved Services for High Needs Students in in the LCAP for the 2022-23 School Year

In 2022-23, Planada Elementary School District is projecting it will receive \$3,104,800.00 based on the enrollment of foster youth, English learner, and low-income students. Planada Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Planada Elementary School District plans to spend \$3,104,800.00 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 2021-22



This chart compares what Planada 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 Planada 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 2021-22, Planada Elementary School District's LCAP budgeted \$1,538,585.00 for planned actions to increase or improve services for high needs students. Planada Elementary School District actually spent \$1,716,770.00 for actions to increase or improve services for high needs students in 2021-22.



Our teachers and staff work hard to provide the best educational experience for our students. Parent partnership is a high priority and is essential for student success. Planada Elementary School has a rich tradition of outstanding student achievement and we provide a sound, standards-based education, while promoting high moral character of all students.

## Reflections: Successes

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

The LEA is most proud of the progress on the following state and local indicators.

27.2% - % meeting standard on CAASPP ELA ( baseline = 36.1% ) Data Source: CA CAASPP

95.7% - School attendance rate ( baseline = 96.1% ) Data Source: Local-3rd Qtr Last Day

100% - % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching ( baseline = 92.7% ) Data Source: SARC

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 01.02, 01.10, 01.11 and 03.10 These actions include continuing to ensure that students receive ELD and intervention time during the instructional day and additional teacher FTE's at CECMS to provide smaller class size and a broader variety of courses. Increased quantity and quality of intervention time will along with smaller class sizes will assist the district in getting more students to standard on the CAASPP ELA. In addition, the district will staff a full time counselor.

PESD noted that the CAASPP ELA average of 27.2% was a success despite a drop in performance from the baseline of 36.1% because it represented significant work on the part of teachers, parents, and students in the spring of 2021 to ensure that the test was completed and that students did as well as they did considering that the majority of the instruction during the previous 12 months was delivered online.

## Reflections: Identified Need

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

There were no state indicators on the 21-22 school year CA School Dashboard in which any student group was Red or Orange.

Local data show the following:

- School attendance rate - ( BL: 96.1%, 21-22: 95.7% )

- % of households responding to the *District Parent Survey* - ( BL: 23.0%, 21-22: 8.0% )

Base on these local data points PESD needs to improve the School Attendance Rate and the household reporting rate at the same time. Note that the district views the School Attendance Rate as both a success and an indicator of need.

To make improvements on these local data points the district will continue to expand the MTSS tiered behavioral intervention system and continue to staff a full

time counselor position with job duties to include discipline, academic support, social emotional support, MASTERS coordination, SSTs, and other duties.

There were no state indicators on the 21-22 school year CA School Dashboard in which any student group was two or more performance levels below the all student performance.

## LCAP Highlights

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

The 2022-23 LCAP has the following goals as top priorities:

01 - Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.

To measure this progress the LCAP calls for the following expected outcomes:

42% - % meeting standard on CAASPP ELA ( Baseline: 36.1% )

The ELA performance on CAASPP was 27.2%. The district considers this to be a success considering that the ELA instruction that is reflected by this outcome took place during the pandemic when most instruction was online.

The following actions are designed to assist in meeting the highlighted goals: 01.03, 03.10, 03.11

- 01.03: Continue to modify and expand the MTSS tiered intervention system's academic supports for all students in need of strategic or intensive academic. The academic interventions will include both ELA and Math, will comply with SBE time requirements, and will include after school tier II academic support. This action is expanded for the 22-23 year to include the Learning Lab at CECMS.
- 03.10: Staff a full time counselor position with job duties to include discipline, academic support, social emotional support, MASTERS coordination, SSTs, and other duties. ( 1 FTE @ \$130,000 / FTE )
- 03.11: Create a Planada Virtual Academy ( TK-5 ) to provide online learning opportunities to students ( This action will be discontinued for the 2022- 2023 LCAP ) ( 1 FTE @ \$123,613 / FTE )

Some highlights from the LCAP include

the continued full staffing of the ELD and intervention programs and the continued development and implementation of the the MTSS program. In addition, PESD will ensure that every student had a chromebook with support.

The district will also continue to have a psychologist, speech pathologist, school nurse, Special Ed Coordinator and a full-time counselor.

## 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.

No schools were 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.

No schools were identified for CSI.

### **Monitoring and Evaluating Effectiveness**

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

No schools were identified for CSI.



the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.

#### A summary of the feedback provided by specific educational partners.

The board gave input that they were pleased with the focus and direction of the LCAP and encouraged the district to effectively implement the plan. The board held a Public Hearing on 6/28/2022 and approved the final version of the LCAP on 6/30/2022.

The administration team's feedback was primarily to discuss how to implement the LCAP and what specific priorities from the various educational partner groups were more readily achievable and based on this to provide a direction for the goals and actions within the LCAP.

The certificated staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

##### Traits:

- 13% - Academically Proficient (Reading, Writing, Math)
- 10% - Critical Thinker (Analytical, Independent)
- 10% - Emotionally Healthy (compassionate / empathetic)
- 08% - Problem Solvers
- 06% - College / Career Ready

##### Actions:

- 05% - Provide more project based learning.
- 04% - Provide more problem solving classes.
- 04% - Provide social-emotional health curriculum and instruction to all students.
- 04% - Provide PD to teachers to on facilitating critical thinking skills.
- 04% - Provide more hands-on learning activities.

The classified staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

##### Traits:

- 17% - Technologically Proficient
- 13% - Critical Thinker (Analytical, Independent)
- 13% - Emotionally Healthy (compassionate / empathetic)
- 09% - Bi-lingual
- 09% - Sociable

##### Actions:

- 09% - Implement/continue Wellness Wednesdays
- 06% - Initiate/continue book clubs, book talks.
- 06% - Expand the number of extra curricular activities.
- 06% - Increase after school activities.

06% - Implement/continue the Dual Language Academy.

The student focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 13% - Bi-lingual
- 09% - Creative
- 09% - Critical Thinker (Analytical, Independent)
- 09% - Self Disciplined
- 09% - Productive

Actions:

- 09% - Increase after school activities.
- 05% - Take field trips to colleges.
- 05% - Provide more socialization activities.
- 05% - Implement/continue the bilingual program.
- 05% - Implement/continue implementing AVID

The parent / community focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

- 09% - Communicators (Active listener, articulate speaker)
- 09% - Critical Thinker (Analytical, Independent)
- 09% - Physically Healthy (healthy, physically fit)
- 09% - Problem Solvers
- 09% - Self-Aware (confident, focused, responsible)

Actions:

- 08% - Provide more opportunities for presentations and public speaking.
- 08% - Provide more enrichment opportunities.
- 05% - Teach organization and responsibility through senior portfolio, community service projects, interactive notebooks, etc.
- 05% - Provide more opportunities for community service projects.
- 05% - Provide financial literacy instruction.

The LCAP Committee is serving as the advisory body to the superintendent with regards to edit and revisions of the LCAP. Any suggestions given by this committee were taken under advisement and if possible were incorporated into the Final LCAP.

The DELAC had several questions which were answered and a few comments for the plan. Any suggestions given by the DELAC were taken under advisement and if possible were incorporated into the Final LCAP.

The LCAP Annual Update Committee provided information on the progress, successes and challenges of the previous year's plans. While this committee did not provide specific feedback regarding the coming years' LCAP, the information from this group was used by administration and the LCAP Committee to inform the goals and actions in the LCAP.

The feedback from the SELPA was to provide some actions items in the LCAP that relate to the Special Education program as well as to briefly describe the program in the introductory section of the plan.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

PESD values the significant role that all educational partners played in contributing to the development of this LCAP. The process used for educational partner engagement is reflective of PESD's commitment to all members of the school community. The input of educational partners was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success. The following traits and actions were cited repeatedly by multiple educational partner groups signaling the importance attached to these and the desire to see these reflected in the LCAP.

Traits:

- 10% - Critical Thinker (Analytical, Independent)
- 8% - Emotionally Healthy (compassionate / empathetic)
- 8% - Academically Proficient (Reading, Writing, Math)
- 7% - Problem Solvers
- 6% - Technologically Proficient

The traits Academically Proficient (Reading, Writing, Math) and Problem Solvers helped to inform the development of goal 01. The traits Emotionally Healthy (compassionate / empathetic) helped to inform the development of goal 03. These two goals are:

01: Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.

03: Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.

Actions:

- 4% - Implement/continue Wellness Wednesdays
- 3% - Provide more enrichment opportunities.
- 3% - Provide more opportunities for presentations and public speaking.
- 3% - Provide more project based learning.
- 3% - Provide PD to teachers to on facilitating critical thinking skills.

The suggested actions listed above helped to inform the development of the following actions within the LCAP.

01.05: Continue to run AVID at CECMS and implement at PES as needed.

02.03: Continue to run the CCR and 21st Century Skills program that includes a Jr. Doctors Academy, a STEM program, and a computer literacy program.

02.04: Provide a coding class for students after school.

02.05: Continue to research new ways to provide opportunities to for all students participate in art, music, and vocational education programs by utilizing community resources like Playhouse Merced, Art Tree, etc.