

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Pond USD involved parents at both public meetings, meeting specifically for LCAP input and through surveys. The dates and target audience are listed below:</p> <ul style="list-style-type: none"> Pond School Board March 11 DAC and Title I Parent Meeting March 12 Parent Surveys sent home March 17 Student Club Live surveys March 25 District English Learner Advisory Committee March 26 Staff Survey March 27 Pond Parent Meeting April 23 Pond School Site Council April 29 English Learner Advisory Committee May 13 	<p>Parent surveys indicated a needed for parent education information on how parents can help students be successful in school. Parent education workshops are included in the LCAP. Staff surveys indicated a need to expand efforts to increase student attendance. Funds to expand attendance strategies are included in the LCAP. Students' surveys indicated a desire for campus and playground improvement. These areas are included in the LCAP. ELAC parent input indicated a desire for culturally relevant assemblies and student performance opportunities. These are included in the LCAP. Site Council input indicated a desire for improved facilities, and these are included in the LCAP as well. If the DAC and/or DELAC have any questions the superintendent will respond in writing.</p>

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
40% of EL students scored proficient or above on the 2013 CST	#1 By the end of 5 th grade 70% of EL students will score proficient in reading as measured by the SBAC and other local assessments by 2017	English learners (5 th grade)	All	SBAC and local reading assessments	50% proficient on local assessments and a baseline for SBAC	60% proficient on local assessments and a baseline for SBAC	70% proficient on local assessments and a baseline for SBAC	1,2, 3, 4, 5, 7, 8
District writing assessment K-8, 45% of students scored at level 2 or above	#2 70% will score at level 2 or higher on the district identified writing assessment by 2017	EL, SED, SPED, Hispanic	All	Trimester writing assessment	50% of all students will score a level 2 or higher on a local writing assessment	60% of all students will score a level 2 or higher on a local writing assessment	70% of all students will score a level 2 or higher on a local writing assessment	2, 4, 5, 7, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
61% of students grades 2-8 scored proficient or advanced on the 2013 CST in math.	#3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	EL, SED, SPED, Hispanic	All	Trimester math assessment, SBAC assessment reviews	65% proficient on local assessments and a baseline for SBAC	75% proficient on local assessments and SBAC	80% proficient on local assessments and SBAC	2, 4, 5, 7, 8
51% of all students scored advanced or proficient in English language arts on the 2013 CST	#4 80% of all students will score proficient on the SBAC and local reading assessment by June of 2017	EL, SED, SPED, Hispanic	All	Trimester math assessment or publisher assessment, SBAC	60% proficient on local assessments and a baseline for SBAC	70% proficient on local assessments and SBAC	80% proficient on local assessments and SBAC	1, 2, 4, 5, 7, 8
96% attendance rate was identified in 2013-14	#5 Monthly attendance rate will increase to 98% by June of 2017 as measured by	EL, SED, SPED, Hispanic, All Students	All	Monthly attendance data reports	96.5% monthly attendance rate	97% monthly attendance rate	98% monthly attendance rate	1, 3, 6,

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	monthly and yearly attendance data							
FIT report of 2013 indicated the facilities were in FAIR condition.	#6 All facilities will be maintained to ensure a safe, secure, healthy and inviting environment.	All	All	Yearly FIT report and weekly work order request. Playground equipment/field yearly inspection	Overall Good Rating on the Williams facility report	Overall Exemplary Rating on the Williams facility report	Overall Exemplary Rating on the Williams facility report	1, 6

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified.

Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 38 below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#2 70% will score at level 2 or higher on the district identified writing assessment by 2017	2, 4, 5, 7, 8	Purchase of supplemental technology and programs	School wide	June of each year Print out of expenditures	\$10,000 REAP Software	\$10,000 REAP Software	\$10,000 REAP Software
#3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	2, 4, 5, 7, 8						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#2 70% will score at level 2 or higher on the district identified writing assessment by 2017	2, 4, 5, 7, 8	Retain highly qualified teachers	School wide	June of each year Review stipends and salary schedule	\$20,000 Title II, LCFF	\$20,000 Title II, LCFF	\$20,000 Title II, LCFF
#3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	2, 4, 5, 7, 8						
#4 80% of all students will score proficient on the SBAC and local reading assessment by June of 2017	2, 4, 5, 7, 8						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#2 70% will score at level 2 or higher on the district identified writing assessment by 2017	5, 7, 8	Purchase supplemental writing programs	School wide	June of each year Inventory of supplemental programs	10,000 LCFF	10,000 LCFF	10,000 LCFF
#2 70% will score at level 2 or higher on the district identified writing assessment by 2017	1, 7	AVID participation and Staff Development	School wide	June of each year Summary of staff development	\$20,000 LCFF	\$20,000 LCFF	\$20,000 LCFF
#3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	2, 4, 5, 8	Maintain small classroom sizes K-8	School wide	June Classroom enrollment	\$21,560 LCFF Salaries	\$35,000 LCFF Salaries	\$50,000 LCFF Salaries

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	2, 4, 5, 8	Saturday Academies, Saturday School	School wide	June review of school calendar	\$2,000 LCFF Salaries, supplies	\$2,000 LCFF Salaries, supplies	\$2,000 LCFF Salaries, supplies
#3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	4, 5	Instructional Aides	School wide	June review of staff	\$40,000 title I, LCFF Salaries	\$40,000 Title I, LCFF Salaries	\$40,000 Title I, LCFF Salaries
#3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	7, 8	Adopt math common core program and professional development	School wide	Williams inspection report	\$40,000 Common Core funds, LCFF Curriculum	0	0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	4	Purchase Chromebooks 2-8 th grades, replace as needed, included support technology	School wide	Review inventory	\$10,000 Technology	\$10,000 Technology	\$10,000 Technology
#3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	4	Instructional Technology Support	School wide	Review of Technology work order requests	\$15,000 LCFF Salary for technology support	\$15,000 LCFF Salary for technology support	\$15,000 LCFF Salary for technology support
#3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	4	Summer Bridge Math Program	Grades 6-8	Summer Bridge Attendance	\$10,000 LCFF Salaries, materials	\$10,000 LCFF Salaries, materials	\$10,000 LCFF Salaries, materials

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#4 80% of all students will score proficient on the SBAC and local reading assessment by June of 2017	2, 4	Expand literary collections in class and in library	School wide	Inventory of library collection June	\$5,000 LCFF Classroom library books	\$5,000 LCFF Classroom library books	\$5,000 LCFF Classroom library books
#4 80% of all students will score proficient on the SBAC and local reading assessment by June of 2017.	4, 5, 8	Extra duty funds for teachers and staff to provide tutoring after school and Saturdays	School wide	Student and staff attendance sheets	\$10,000 LCFF Staff salaries	\$10,000 LCFF Staff salaries	\$10,000 LCFF Staff salaries
#4 80% of all students will score proficient on the SBAC and local reading assessment by June of 2017	2, 4, 5, 8	Pilot ELA programs and Adopt an ELA common core program and professional development	School wide	Purchase orders by June of 2015	\$5,000 LCFF, Common core funds Staff time for reviewing adoptions, preparation	\$40,000 LCFF, Common Core Funds Curriculum purchase	0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#5 Monthly attendance rate will increase to 98% by June of 2017 as measured by monthly and yearly attendance	5, 6	Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol	School wide	Review of school calendar	\$20,000 LCFF Salaries, supplies, transportation	\$20,000 LCFF Salaries, supplies, transportation	\$20,000 LCFF Salaries, supplies, transportation
#5 Monthly attendance rate will increase to 98% by June of 2017 as measured by monthly and yearly attendance	6	Counseling services focusing on social skills	School wide	Counseling schedule	10,000 LCFF Contract for counseling services	10,000 LCFF Contract for counseling services	10,000 LCFF Contract for counseling services
#5 Monthly attendance rate will increase to 98% by June of 2017 as measured by monthly and yearly attendance	5,6	Provide extra bussing service to support student attendance at summer school, extra-curricular activities etc.	School wide	Review calendar	\$20,000 LCFF	\$20,000 LCFF	\$20,000 LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#6 All facilities will be maintained to insure a safe, secure, healthy and inviting environment.	1, 6	Repair and improve facilities including playground equipment, playground, restrooms, drinking fountains etc.	School wide	Work order log, Williams Report	\$47,000 developer fees Playground equipment and repairs	\$3,000 developer fees Restroom repairs, drinking fountains	\$3,000 developer fees Restroom repairs, drinking fountains
data							

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
# 2 70% will score at level 2 or higher on the district identified writing assessment by 2017	2, 4, 5, 7, 8	For low income pupils: The district's percent of low income students is 96%. Therefore, all actions in Section 3A for all students will apply to the low income students.	School wide	See Section 3A			
# 3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	2, 4, 5, 7, 8,						
#4 80% of all students will score proficient on the SBAC and local reading assessment by	2, 4, 5, 7, 8						

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
June of 2017							
#5 Monthly attendance rate will increase to 98% by June of 2017 as measured by monthly and yearly attendance data	1, 3, 6						
#6 All facilities will be maintained to insure a safe, secure, healthy and inviting environment.	1, 6						
#1 By the end of 5 th grade 70% of EL students will score proficient in reading as measured by the SBAC and other local assessments	1, 2, 3, 4, 5, 6, 7, 8	For EL Students: Professional Development focused on EL strategies and curriculum	School wide	June of each year: summary of staff development	10,000 LCFF Staff salaries	10,000 LCFF Staff salaries	10,000 LCFF Staff salaries

Goal (include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
by 2017		Professional development in meeting the literacy needs of English learners, literacy and writing	Schoolwide	Classroom observations, June annually review of staff development summary	\$10,000 LCFF Staff salaries	\$5,000 LCFF Staff Salaries	\$5,000 LCFF Staff salaries
# 2 70% will score at level 2 or higher on the district identified writing assessment by 2017	2, 4, 5, 7, 8	Hire additional instructional aides and tutors	Schoolwide	June review of expenditures, salaries	\$35,000 LCFF Salaries	\$35,000 LCFF Salaries	\$35,000 LCFF Salaries
# 3 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	2, 4, 5, 7, 8	Provide parent education opportunities such as PIQE, Latino Family Literacy Program, ELD for adults including child care and light snacks	Schoolwide	Professional development attendance sheets	\$10,000 LCFF Staff salaries, supplies	10,000 LCFF Staff salaries, supplies	10,000 LCFF Staff salaries, supplies
#4 80% of all students will score proficient on the SBAC and local reading assessments	2, 4, 5, 7, 8						

Goal (include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
All goals 1-6	1, 2, 3, 4, 5, 6, 7, 8	For foster youth: The district has one foster youth enrolled. It will support foster youth students with all actions detailed in Section 3A.					
		For redesignated fluent English proficient pupils: The district will support redesignated fluent English proficient students with all actions detailed in Section 3A.					

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

1. Pond School District's increase in funds from LCFF for 2014-15 (supplemental and concentration funds) will be: \$278,110.

2. The district is expending its LCFF supplemental and concentration grant funds as determined by the goals outlined in Sections 3A and 3B of this LCAP.

3. **Districtwide and Schoolwide Justifications:**
The districts unduplicated pupil percentage is 98.19%. Therefore, the district has determined that the most effective use of its LCFF Supplemental and Concentration Grant funds would be to enhance services to targeted students on a schoolwide basis.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

1. Ponds Minimum Proportionality Percentage (MPP) is: 19.42%.

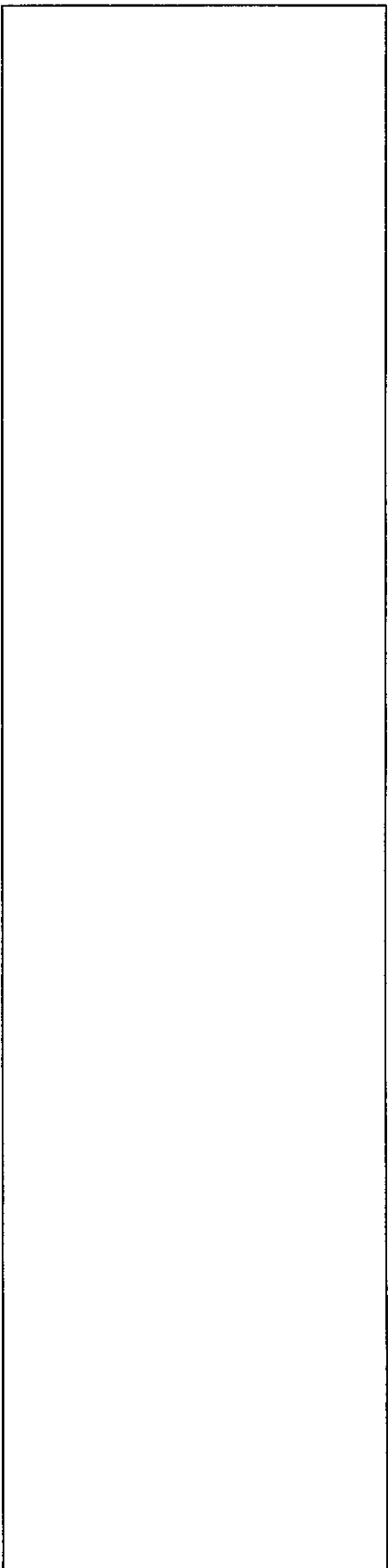
2. Services for low income, English Learners, Foster Youth and Redesignated students will be increased and improved as follows:

Increased:

- a) Staffing (classified and certificated)
- b) Technology infrastructure and support
- c) Instructional materials and EL support
- d) Academic interventions

Improved:

- a) Classroom instruction through professional development
- b) Common Core implementation
- c) Attendance rates
- d) Facilities



NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.