

**Introduction:**

**LEA:** Pond Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Frank B. Ohnesorgen, Superintendent/Principal, fohnesorgen@pond.k12.ca.us, (661) 792-2545 **LCAP Year:** 2015-2016

### ***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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Pond USD School Board 8/11/15, 9/8/15, 10/13/15, 11/10/15, 12/15/15, 1/12/16, 2/9/16, 3/8/16, 4/12/16, 5/10/16	Continue the AVID Elementary, and AVID K-8,
Pond School Site Council 11/10/15, 1/26/16, 3/8/16, 5/24/16	Maintain and expand level of service, expanding after- school program, AVID program, increase college requirements awareness, improve facilities, all of these will be addressed and included in the LCAP.
English Learner Advisory Committee 11/12/15,12/10/15, 2/11/16, 3/31/16	Increase Cultural Activities i.e. Folkloric Dance, increase library hours during summer, expand library books to include more books in Spanish, offer more

Pond Staff Development Day 4/20/16

AVID Student Leadership, meetings throughout the year

Pond USD involved parents at both public meetings, meeting specifically for LCAP input and through surveys. The dates and target audience are listed below:

- Pond School Board April 12, May 10, 2016
- DAC and Title I Parent Meeting March 2016
- Parent Surveys sent home March 2016- April 2016
- Students surveys April 2016
- District English Learner Advisory Committee March 31,2016
- Staff Survey March 2016-April 2016
- Pond Parent Meeting February 27, 2016 and May 23, 2016
- Pond School Site Council March 8, 2016
- English Learner Advisory Committee March 31, 2016
- Public Meeting/Hearing June 14, 2016
- Adoption Date June 21, 2016

**Annual Update:**

Pond used multiple channels, outreach strategies, and venues to engage with a diverse array of community stakeholders. A special priority was made to meet with representatives of the targeted students populations served through the LCAP, including the students themselves. The efforts began in October with a series of Program Reviews, sharing the progress made as a result of the goals and investments of the PESD’s 2015-16 LCAP. Meetings were held by the District to engage community stakeholders in the work of the LCAP from October through May. A survey was produced in February and ran through

activities/classes for students in the after-school, all of these will be addressed and included in the LCAP.

Continue with AVID Elementary: All teachers attend AVID Summer Institutes, Increase technology professional development, increase library books, specifically expository texts and classroom library sets, increase professional development for differentiation and for EL students, all of these will be addressed and included in the LCAP.

Students would like cleaner restrooms, more library books, increase offerings for the after-school program, fields to be repaired, more college information, increase speakers/assemblies throughout the years, all of these will be addressed and included in the LCAP

Parent surveys indicated a need to increase library books, increase after-school classes offered, specifically music and sports. As a result of the parent requests funds will be addressed for increase of library books and increase after- school classes. Staff surveys indicated a desire for more technology training, to continue with AVID and all the professional development through AVID. Staff also indicated a need to decrease habitual absences. All of the staff suggestions will be included in the LCAP. Students’ surveys indicated a desire for more variety of books in the library, increase after-school options speakers and assemblies throughout the year, cleaner restrooms and repair the play field. The student suggested areas are included in the LCAP. ELAC parent input indicated a desire for culturally relevant assemblies, increase the library hours during summer, expand library books in Spanish. 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.

**Annual Update:**

After community meetings and surveys from various stakeholder groups the District has identified common recurring themes, which are identified below. These themes are reflected in the goals, action/services and investments of the District. Common themes included:

- \* Increase after- school offerings for students
  - Differentiated support for the Common Core State Standards, through AVID and technology
- \* Increased instructional support strategies for teachers, through AVID and

April 2016 to solicit feedback from the community on the priorities of the LCAP and the District's goals. Surveys have been sent to parents, advisory groups, teachers and students in March through April 2016 to gather feedback from stakeholders on the existing goals, targets, and investments of the LCAP and to identify desired revisions to the LCAP. Poudre School District used quantitative and qualitative data for the goal setting process to share with community stakeholders that is included in the Performance Meter. Attendance rate, suspension rate, data, local ELA proficiency rate, local benchmark math proficiency rate, English Learner reclassification rate, parent survey data, and student survey data were all gathered and shared.

technology training

- Increase the reclassification rate of English Learners,
  - Effective teacher support and evaluation,
  - Increase instructional materials, library books, technology and adequate facilities,
- \* Needed attention directed at increasing student attendance.  
\* ELAC parent input indicated a desire for culturally relevant assemblies and student performance opportunities, and increase library books in Spanish.

These areas are included in the LCAP. If the DAC and/or DELAC have any questions the superintendent will respond in writing.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.



**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<p>GOAL 1:</p>	<p>Pond students will make progress toward meeting/exceeding the standards met in Reading/language arts as measured by SBAC and/or local assessments.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>          COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>          Local : Specify</p>
<p>Identified Need :</p>	<p>1) Basic Services: 100% fully credentialed and Highly Qualified Teachers, 100% access to standards-aligned materials, 2016 Fit report indicated the facilities were in Good condition.          2) Common Core implementation: fully in math; substantially in ELA based upon administrative observations          3) Parent involvement: Parent involvement in PIQE: 10%, 8% rate of parent surveys returned          4) Student Achievement: District writing assessment K-8, 45% of students scored at level 2 or above          4) Student Achievement: 51% of all students, and 40% of ELs scored proficient/advanced in ELA on the 2013 CST;          4) Student Achievement: SBAC baseline:          ALL students 43.5%, SES 43%, EL 38.5%, SWD 12.5</p>	
<p>Goal Applies to:</p>	<p>Schools: All          Applicable Pupil Subgroups:</p>	<p>All</p>

## LCAP Year 1: 2016-17

Expected Annual  
Measurable  
Outcomes:

- 1) Basic services:  
 Maintain 100% fully credentialed and HQT Teachers  
 Maintain 100% access to standards-aligned materials  
 Maintain to Good or increase to exemplary FIT report rating  
 No teacher misassignments
- 2) Implementation of State Standards: Maintain fully aligned implementation in all state standards based upon administrative observations  
 Maintain 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations.
- 3) Parental involvement to increase by 5% each year of the original baseline: PIQE participation 10%;  
 parent survey (all students and SWDs) return rate to increase by 5% each year from original baseline: 8%
- Pond School will continue to offer meetings to seek parental input, such as parent conference with teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.
- Pond School will continue to offer the following meetings to promote parental participation in programs for unduplicated pupils: parent conference with teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.
- Pond School will continue to offer the following meetings to promote parental participation in programs for parents of pupils with exceptional needs by; IEP monitoring with special education teacher and special education teacher communications with parents regarding student support and progress, parent conference with classroom teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.
- 4) Pupil Achievement: AYP N/A  
 CST: Increase by 5% each year from original baseline, Science: (5th grade: 81% Proficient) (8th grade: 54% Proficient)  
 API: (All: 817) (Hispanic: 812) (White: 888) (SED: 820) (ELs: 775) N/A  
 Increase baseline by 2% each year from original EL Reclassification rate: 20%  
 AMAO 2: N/A (not Title III)  
 Maintain or exceed the 53% of pupils that made or will make progress toward English as measured by CELDT/ELPAC
- Percentage of pupils completing a-g or CTE sequences/programs: N/A
- Percentage of pupils passing AP exam with 3 or higher: N/A
- Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A

Increase SBAC ELA baseline of standard met or exceeded each year by 5%:  
 ALL students 43.5%  
 SES 43%  
 EL 38.5%  
 SWD 12.5%

District writing assessment K-8, Increase by 5% each year from original baseline 45% of students scored at level 2 or above

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Purchase technology support devices K-8th grades, replace as needed, included support technology	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Software/technology: supplies, noncapitalized equipment Title I \$4,000  Contracted Services S/C \$4,000
2. Purchase intervention reading materials	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Books and Supplies S/C \$5,000
3. Purchase supplemental writing programs	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional supplies LCFF S/C \$16,000
4. AVID participation and Staff Development and AVID		<input type="checkbox"/> All	Professional Development

<p>Training , increase student awareness about college requirements</p>	<p>Schoolwide</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Title I - \$29,000 Contracted Services S/C - \$18,000 Certificated Salaries &amp; Benefits S/C - \$18,000</p>
<p>5. Professional development in meeting the literacy needs of English learners, literacy and writing and LinConn professional development.</p>	<p>Schoolwide</p>	<p>_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Contracted Services \$30,000 -S/C  Certificated Salaries/benefits: \$22,000- S/C  Contracted Services \$5,000-S/C</p>
<p>6. Provide professional development for ELA Common Core, targeting strategies for EL, Redesignated, SWD and SES</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Contracted Services: \$9,000 LCFF S/C</p>
<p>7. Extended learning time: after school student support Extended learning opportunities: (Saturday Academy, Saturday School, Summer School)</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Certificated Salaries and Benefits: \$15,000 Classified Salaries and Benefits: \$5,000 Supplies: \$2,000 Transportation: \$3,000 S/C</p>
<p>8. Provide parent education opportunities such as PIQE, Latino Family Literacy, ELD for adults, including child care and light snacks</p>	<p>Schoolwide</p>	<p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Certificated Salaries and Benefits: \$5,000 Classified Salaries and Benefits: \$2,000 Supplies: \$4,000 Contracted Services \$8,000</p>

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	S/C
9. Expand literary collections in class and library specifically class sets in expository texts and Spanish selections.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Books and supplies \$11,000 S/C
10. Extra duty funds for teachers and staff to provide tutoring after-school, specifically differentiation	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries and Benefits \$16,000 S/C
11. Adopt and purchase an ELA CCSS program	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks Base \$45,000
12. Repair and improve facilities including restrooms, playground and cafeteria	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Contracted Services \$80,000 Base

		Other Subgroups: (Specify)	
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**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

- 1) Basic services:
  - Maintain 100% fully credentialed and HQT Teachers
  - Maintain 100% access to standards-aligned materials
  - Maintain to Good or increase to exemplary FIT report rating
  - No teacher misassignments
  
- 2) Implementation of State Standards: Maintain fully aligned implementation in all state standards based upon administrative observations
  - Maintain 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations.
  
- 3) Parental involvement to increase by 5% each year of the original baseline: PIQE participation 10%; parent survey (all students and SWDs) return rate to increase by 5% each year from original baseline: 8%
  - Pond School will continue to offer meetings to seek parental input, such as parent conference with teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.
  - Pond School will continue to offer the following meetings to promote parental participation in programs for unduplicated pupils: parent conference with teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.
  - Pond School will continue to offer the following meetings to promote parental participation in programs for parents of pupils with exceptional needs by; IEP monitoring with special education teacher and special education teacher communications with parents regarding student support and progress, parent conference with classroom teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.
  
- 4) Pupil Achievement: AYP N/A
  - CST: Increase by 5% each year from original baseline, Science: (5th grade: 81% Proficient) (8th grade: 54% Proficient)
  - API: (All: 817) (Hispanic: 812) (White: 888) (SED: 820) (ELs: 775) N/A
  - Increase baseline by 2% each year from original EL Reclassification rate: 20%
  - AMAO 2: N/A (not Title III)
  - Maintain or exceed the 53% of pupils that made or will make progress toward English as measured by CELDT/ELPAC
  - Percentage of pupils completing a-g or CTE sequences/programs: N/A
  - Percentage of pupils passing AP exam with 3 or higher: N/A
  - Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A



Increase SBAC ELA baseline of standard met or exceeded each year by 5%:  
 ALL students 43.5%  
 SES 43%  
 EL 38.5%  
 SWD 12.5%

District writing assessment K-8, Increase by 5% each year from original baseline 45% of students scored at level 2 or above

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Purchase technology support devices K-8th grades, replace as needed, included support technology	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Software/technology: supplies, noncapitalized equipment Title I \$6,000  Contracted Services S/C \$6,000
2. Maintain intervention reading materials	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Books and Supplies S/C \$2,000
3. Purchase supplemental writing materials	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional supplies LCFF S/C \$18,000
4. AVID participation and Staff Development and AVID		<input checked="" type="checkbox"/> All	Professional Development

<p>Training , increase student awareness about college requirements and articulation meetings and AVID tutoring</p>	<p>Schoolwide</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Title I - \$32,000                  Contracted Services                  S/C - \$20,000                  Certificated Salaries &amp; Benefits                  S/C - \$21,000</p>
<p>5. Professional development in meeting the literacy needs of English learners, literacy and writing and LitConn specifically focusing on differentiation strategies</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Contracted Services                  \$37,000 -S/C                    Certificated Salaries/benefits:                  \$24,000- S/C                    Contracted Services                  \$8,000-S/C</p>
<p>6. Provide professional development for ELA Common Core, targeting strategies for EL, Redesignated, SWD and SES specifically differentiation strategies</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Contracted Services: \$12,000                  LCFF S/C</p>
<p>7. Extended learning time: After school student support (Saturday School, Academy, Summer School), focusing on differentiation</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Certificated Salaries and Benefits: \$17,000                  Classified Salaries and Benefits: \$7,000                  Supplies: \$4,000                  Transportation: \$4,000                  S/C</p>
<p>8. Provide parent education opportunities such as PIQE, Latino Family Literacy, ELD for adults, including child care and light snacks, include cultural music babysitting options</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>Certificated Salaries and Benefits: \$7,000                  Classified Salaries and Benefits: \$5,000                  Supplies: \$4,000                  Contracted Services \$10,000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	S/C
9. Expand literary collections in class and library specifically class sets in expository texts and Spanish selections.	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Books and supplies \$14,000 S/C
10. Extra duty funds for teachers and staff to provide tutoring after-school, specifically differentiation	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries and Benefits \$18,000 S/C
11. Maintain ELA CCSS program	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks Base \$14,000
12. Continue to repair and improve facilities including restrooms, playground, cafeteria, painting, and gravel	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Contracted Services \$90,000 Base

		Other Subgroups: (Specify)	
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

- 1) Basic services:
  - Maintain 100% fully credentialed and HQT Teachers
  - Maintain 100% access to standards-aligned materials
  - Maintain to Good or increase to exemplary FIT report rating
  - No teacher misassignments
  
- 2) Implementation of State Standards: Maintain fully aligned implementation in all state standards based upon administrative observations
  - Maintain 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations.
  
- 3) Parental involvement to increase by 5% each year of the original baseline: PIQE participation 10%; parent survey (all students and SWDs) return rate to increase by 5% each year from original baseline: 8%
  - Pond School will continue to offer meetings to seek parental input, such as parent conference with teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.
  - Pond School will continue to offer the following meetings to promote parental participation in programs for unduplicated pupils: parent conference with teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.
  - Pond School will continue to offer the following meetings to promote parental participation in programs for parents of pupils with exceptional needs by; IEP monitoring with special education teacher and special education teacher communications with parents regarding student support and progress, parent conference with classroom teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.
  
- 4) Pupil Achievement: AYP N/A
  - CST: Increase by 5% each year from original baseline, Science: (5th grade: 81% Proficient) (8th grade: 54% Proficient)
  - API: (All: 817) (Hispanic: 812) (White: 888) (SED: 820) (ELs: 775) N/A
  - Increase baseline by 2% each year from original EL Reclassification rate: 20%
  - AMAO 2: N/A (not Title III)
  - Maintain or exceed the 53% of pupils that made or will make progress toward English as measured by CELDT/ELPAC
  - Percentage of pupils completing a-g or CTE sequences/programs: N/A
  - Percentage of pupils passing AP exam with 3 or higher: N/A
  - Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A

Increase SBAC ELA baseline of standard met or exceeded each year by 5%:  
 ALL students 43.5%  
 SES 43%  
 EL 38.5%  
 SWD 12.5%

District writing assessment K-8, Increase by 5% each year from original baseline 45% of students scored at level 2 or above

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Purchase technology support devices K-8th grades, replace as needed, included support technology	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Software/technology: supplies, noncapitalized equipment Title I \$8,000  Contracted Services S/C \$8,000
2. Maintain intervention reading materials	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Books and Supplies S/C \$3,000
3. Purchase supplemental writing writing materials	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional supplies LCFF S/C \$20,000
4. AVID participation and Staff Development and AVID	Schoolwide	<input checked="" type="checkbox"/> All	Professional Development

<p>Training , increase student awareness about college requirements and articulation meetings, bring in speakers to talk to students</p>	<p>e</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title I - \$34,000 Contracted Services S/C - \$22,000 Certificated Salaries &amp; Benefits S/C - \$23,000</p>
<p>5. Professional development in meeting the literacy needs of English learners, literacy and writing and LitConn specifically focusing on differentiation strategies</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contracted Services \$40,000 -S/C  Certificated Salaries/benefits: \$26,000- S/C  Contracted Services \$10,000-S/C</p>
<p>6. Provide professional development for ELA Common Core, targeting strategies for EL, Redesignated, SWD and SES specifically differentiation strategies</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries: \$10,759 Classified Salaries: \$2,981 Supplies: \$700 Transportation: \$1,225 LCFF S/C</p>
<p>7. Extended learning time: After school student support (Saturday School, Academy, Summer School)</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries: \$17,000 Classified Salaries: \$7,000 Supplies: \$4,000 Transportation: \$4,000 S/C</p>
<p>8. Provide parent education opportunities such as PIQE, Latino Family Literacy, ELD for adults, including child care and light snacks, include cultural music babysitting options</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Certificated Salaries and Benefits: \$9,000 Classified Salaries and Benefits: \$6,000 Supplies: \$4,000 Contracted Services \$12,000</p>

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	S/C
9. Expand literary collections in class and library specifically class sets in expository texts and Spanish selections.	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Books and supplies \$15,000 S/C
10. Extra duty funds for teachers and staff to provide tutoring after-school, specifically differentiation	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries and Benefits \$20,000 S/C
11. Maintain ELA CCSS program	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks Base \$17,000
12. Continue to repair and improve facilities as needed including restrooms, playground, cafeteria, replace window and doors if necessary	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Contracted Services \$100,000 Base



		Other Subgroups: (Specify)	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 2:	Pond students will make progress toward meeting/exceeding the standards met in Math as measured by SBAC and/or local assessments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	2) Common Core implementation: fully in math; substantially in ELA based upon administrative observations 4) Student achievement: 61% of students grades 2-8 scored proficient or advanced on the 2013 CST in math	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 1) Basic services:
  - Maintain 100% fully credentialed and HQT Teachers
  - Maintain 100% access to standards-aligned materials
  - Maintain Good or exemplary FIT report rating
  - No teacher misassignments
  
- 2) Implementation of State Standards: Maintain fully aligned implementation in all state standards based upon administrative observations
  - Maintain 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations.
  
- 4) Pupil Achievement:
  - AYP N/A
  - SBAC baseline met or exceeded in Math: Increase by 5% each year
    - (ALL) 33%
    - SES 32%
    - EL 34.6%
    - SWD 12.5%
  - CST: Increase each year by 5% from original baseline, Science: (5th grade: 81% Proficient) (8th grade: 54% Proficient)
  - API: (All: 817) (Hispanic: 812) (White: 888) (SED: 820) (ELs: 775) (no 2014-15 API Data)
    - Increase by 2% each year from original baseline, EL Reclassification rate: 20%
    - AMAO 2: N/A (not Title III)
  - Metric: % of Pupils made or will make progress toward English as measured by CELDT/ELPAC
 

Baseline	Planned Outcome	Actual Outcome	Progress Noted
51%	51%	53%	Slight increase
  - Percentage of pupils completing a-g or CTE sequences/programs: N/A
  - Percentage of pupils passing AP exam with 3 or higher: N/A
  - Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain small classroom sizes 4-8	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries and benefits: \$ 70,000 LCFF S/C
2. Summer Bridge Math Program	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries and benefits: \$10,000 Classified Salaries and benefits: \$4,000 Instructional materials \$5,000 LCFF S/C
3. Instructional Aides	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Salaries and Benefits \$230,000 LCFF S/C
4. Math common core professional development	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted services LCFF S/C \$15,000

<p>5. Instructional Technology Support for math and science</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Contracted services                  LCFF Base                  \$20,000</p>
<p>6. Analysis of the comprehensive math student assessment system and creation of a pacing guide.</p>	<p>schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Contracted Services: \$10,000                  Certificated Salaries and Benefits: \$10,000                  LCFF S/C</p>
		<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

1) Basic services:  
 Maintain 100% fully credentialed and HQT Teachers  
 Maintain 100% access to standards-aligned materials  
 Maintain Good or exemplary FIT report rating  
 No teacher misassignments

2) Implementation of State Standards: Maintain fully aligned implementation in all state standards based upon administrative observations

Maintain 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations.

4) Pupil Achievement:  
 AYP N/A

SBAC baseline met or exceeded in Math: Increase by 5% each year  
 (ALL) 33%  
 SES 32%  
 EL 34.6%  
 SWD 12.5%

CST: Increase each year by 5% from original baseline, Science: (5th grade: 81% Proficient) (8th grade: 54% Proficient)

API: (All: 817) (Hispanic: 812) (White: 888) (SED: 820) (ELs: 775) (no 2014-15 API Data)  
 Increase by 2% each year from original baseline, EL Reclassification rate: 20%  
 AMAO 2: N/A (not Title III)

Metric: % of Pupils made or will make progress toward English as measured by CELDT/ELPAC

Baseline	Planned Outcome	Actual Outcome	Progress Noted
51%	51%	53%	Slight increase

Percentage of pupils completing a-g or CTE sequences/programs: N/A

Percentage of pupils passing AP exam with 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1. Maintain small classroom sizes 4-8</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Certificated Salaries and benefits: \$ 90,000  LCFF S/C</p>
<p>2. Summer Bridge Math Program</p>	<p>School wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Certificated Salaries and benefits: \$12,000  Classified Salaries and benefits: \$5,000  Instructional materials \$5,000  LCFF S/C</p>
<p>3. Instructional Aides</p>	<p>School wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Classified Salaries and Benefits  \$250,000  LCFF S/C</p>
<p>4. Math common core professional development, focusing on response to intervention students</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Contracted services  LCFF S/C  \$18,000</p>
<p>5. Instructional Technology Support for math and science, targeting response to intervention students</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All  OR:</p>	<p>Contracted services  LCFF Base</p>

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$25,000
6. Maintain and revise comprehensive student assessment system and pacing guide.	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Contracted Services: \$13,000 Certificated Salaries and Benefits: \$13,000 LCFF S/C
7. Supplementary services will be provided to identified response to intervention students. After school tutoring	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Salaries and Benefits: \$15,000 LCFF S/C



**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

1) Basic services:  
 Maintain 100% fully credentialed and HQT Teachers  
 Maintain 100% access to standards-aligned materials  
 Maintain Good or exemplary FIT report rating  
 No teacher misassignments

2) Implementation of State Standards: Maintain fully aligned implementation in all state standards based upon administrative observations

Maintain 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations.

4) Pupil Achievement:  
 AYP N/A

SBAC baseline met or exceeded in Math: Increase by 5% each year  
 (ALL) 33%  
 SES 32%  
 EL 34.6%  
 SWD 12.5%

CST: Increase each year by 5% from original baseline, Science: (5th grade: 81% Proficient) (8th grade: 54% Proficient)

API: (All: 817) (Hispanic: 812) (White: 888) (SED: 820) (ELs: 775) (no 2014-15 API Data)  
 Increase by 2% each year from original baseline, EL Reclassification rate: 20%  
 AMAO 2: N/A (not Title III)

Metric: % of Pupils made or will make progress toward English as measured by CELDT/ELPAC

Baseline	Planned Outcome	Actual Outcome	Progress Noted
51%	51%	53%	Slight increase

Percentage of pupils completing a-g or CTE sequences/programs: N/A

Percentage of pupils passing AP exam with 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A

Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
1. Maintain small classroom sizes 4-8	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries and benefits: \$ 100,000 LCFF S/C
2. Summer Bridge Math Program	School wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries and benefits: \$12,000 Classified Salaries and benefits: \$5,000 Instructional materials \$5,000 LCFF S/C
3. Instructional Aides	School wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Salaries and Benefits \$260,000 LCFF S/C
4. Math common core professional development, focusing on response to intervention students  Instructional Technology Support	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted services LCFF S/C \$20,000
5. Instructional Technology Support for math and	schoolwid	<input type="checkbox"/> All	Contracted services

<p>science, targeting response to intervention students</p>	<p>e</p>	<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>LCFF Base                  \$28,000</p>
<p>6. Continue to maintain and revise comprehensive student assessment system and pacing guide.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Contracted Services: \$8,000                  Certificated Salaries and benefits: \$8,000                  LCFF S/C</p>
<p>7. Supplementary services will be provided to identified response to intervention students. After school tutoring</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Certificated Salaries and benefits: \$18,000                  LCFF S/C</p>
<p>8. Parent workshops to assist their children in math</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Contracted Services: \$10,000                  Certificated Salaries and benefits: \$10,000                  LCFF S/C</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 3:</p>	<p>Monthly attendance rate will increase to 98%, as measured by monthly and yearly attendance data</p> <p>Outreach to parents regarding research on academic achievement and attendance</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>5) Pupil Engagement : 96% attendance rate was identified in 2013-14</p> <p>8) Other Student Outcomes:          % of students at health risk on Aerobic Capacity Physical Fitness Test: 5th grade: 10.7%, 7th grade: 23.8          % of students at health risk on Body Composition Physical Fitness Test: 5th grade: 50%, 7th grade: 33.4%</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All Students</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

3) Parent Education:  
Give parents information about the connection between academic achievement and attendance to help improve attendance by .5%

5) Pupil Engagement:  
Increase by .5% each year from the original baseline: 96% monthly attendance rate \*See page 11.  
Maintain Chronic Absenteeism rate: 3%  
Maintain Middle school dropout rate: 0%  
High School Drop Out Rate: n/a  
High School Graduation Rate: n/a

6) School Climate:  
Maintain original baseline: Suspension rate: 0%  
Maintain original baseline: Expulsion rate: 0%  
Maintain or exceed 75% school connectedness for students, parents and staff as measured by surveys.

7) Course Access:  
CTE enrollment, UC/CSU, AP Course enrollment: N/A K-8  
The district will maintain 100% access to all courses listed in Ed Code Section 51210 in addition to AVID and intervention classes

Maintain 100% of pupils have access to and are enrolled in programs/services for unduplicated pupils

Maintain 100% of pupils have access to and are enrolled in programs/services for pupils with exceptional needs such as RSP classes

8) Other Student Outcomes:  
Physical Fitness: Decrease the % of students who need improvement on health risk factors by 5% per year.

Local Benchmark Assessments  
Metric: Local math assessment (proficiency, 75% in math)  
Increase Baseline: 34% by 5% each year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries and benefits: \$5,000 Supplies: \$2,000 Transportation \$5,000 Contracted Services \$5,000  LCFF S/C

<p>2. Counseling services focusing on social skills</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Contracted service for counseling services  LCFF S/C  \$10,000</p>
<p>3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Transportation  LCFF S/C  \$15,000</p>
<p>4. After- school activities for developing healthy lifestyles for students</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Certificated salaries and benefits  \$25,000  LCFF S/C</p>
<p>5. Learning Lab—Garden to promote healthy lifestyles for students</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Supplies  LCFF S/C  \$7,000</p>
<p>6. Incentives to increase attendance Activities and</p>	<p>School</p>	<p><input checked="" type="checkbox"/> All  _____</p>	<p>Supplies \$5,000</p>

<p>rewards for perfect attendance will be developed for students</p>	<p>wide</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>LCFF S/C</p>
<p>7. Targeted focus on chronic absenteeism</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Certificated Salaries and Benefits, \$2,000                  Classified Salaries and Benefits, \$1,000                  LCFF S/C</p>
<p>8. All parents are given opportunities to participate in discussion groups and trainings offered by the district.</p>		<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>No additional cost</p>
		<p><input type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>3)Parent Involvement:                  Parents have the opportunity to request needs - i.e. PIQE, Latino Family Literacy, computer skills                  Parents of unduplicated pupils and students with exceptional needs are included.</p> <p>5) Pupil Engagement:                  Increase by .5% each year from the original baseline: 96% monthly attendance rate                  Maintain Chronic Absenteeism rate: 3%                  Maintain Middle school dropout rate: 0%                  High School Drop Out Rate: n/a                  High School Graduation Rate: n/a</p> <p>6) School Climate:                  Maintain original baseline: Suspension rate: 0%                  Maintain original baseline: Expulsion rate: 0%                  Maintain or exceed 75% school connectedness for students, parents and staff as measured by surveys.</p> <p>7) Course Access:                  CTE enrollment, UC/CSU, AP Course enrollment: N/A K-8                  The district will provide 100% access to all courses listed in Ed Code Section 51210 in addition to AVID and intervention classes</p> <p>Maintain 100% of pupils have access to and are enrolled in programs/services for unduplicated pupils</p> <p>Maintain 100% of pupils have access to and are enrolled in programs/services for pupils with exceptional needs</p> <p>8) Other Student Outcomes:                  Physical Fitness: Decrease the % of students who need improvement on health risk factors by 5% per year.</p> <p>Local Benchmark Assessments                  Metric: Local math assessment (proficiency, 75% in math)                  Increase Baseline: 34% by 5% each year</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Certificated Salaries and benefits: \$7,000 Supplies: \$2,000 Transportation \$5,000 Contracted Services \$10,000  LCFF S/C



		(Specify)	
2. Counseling services focusing on social skills	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted service for counseling services LCFF S/C \$10,000
3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation LCFF S/C \$20,000
4. After- school activities for developing healthy lifestyles for students	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salaries and benefits \$30,000 LCFF S/C
5. Learning Lab—Garden to promote healthy lifestyles for students.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies LCFF S/C \$7,000

<p>6. Incentives to increase attendance Activities and rewards for perfect attendance will be developed for students</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Supplies: \$ 5,000                  LCFF S/C</p>
<p>7. Targeted focus on chronic absenteeism</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Certificated Salaries and Benefits, \$2,000                  Classified Salaries and Benefits, \$1,000                  LCFF S/C</p>
<p>8. Review the possibility of starting a SARB at Pond and inviting other local small schools to participate</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Certificated Salaries and Benefits, \$2,000                  Base</p>
		<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>3) Parent Education: Give parents information about the connection between academic achievement and attendance to help improve attendance by 5%</p> <p>5) Pupil Engagement: Increase by .5% each year from the original baseline: 96% monthly attendance rate Maintain Chronic Absenteeism rate: 3% Maintain Middle school dropout rate: 0% High School Drop Out Rate: n/a High School Graduation Rate: n/a</p> <p>6) School Climate: Maintain original baseline: Suspension rate: 0% Maintain original baseline: Expulsion rate: 0% Maintain or exceed 75% school connectedness for students, parents and staff as measured by surveys</p> <p>7) Course Access: CTE enrollment, UC/CSU, AP Course enrollment: N/A K-8 The district will provide 100% access to all courses listed in Ed Code Section 51210 in addition to AVID and intervention classes</p> <p>Maintain 100% of pupils have access to and are enrolled in programs/services for unduplicated pupils</p> <p>Maintain 100% of pupils have access to and are enrolled in programs/services for pupils with exceptional needs, such as RSP classes</p> <p>8) Other Student Outcomes: Physical Fitness: Decrease the % of students who need improvement on health risk factors by 5% per year.</p> <p>Local Benchmark Assessments Metric: Local math assessment (proficiency, 75% in math) Increase Baseline: 34% by 5% each year</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries and benefits: \$7,000 Classified Salaries and Benefits, \$2,000 Supplies: \$2,000 Transportation \$5,000 Contracted Services \$10,000  LCFF S/C

2. Counseling services focusing on social skills	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contracted service for counseling services LCFF S/C \$10,000
3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation LCFF S/C \$20,000
4. After- school activities for developing healthy lifestyles for students	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated salaries and benefits \$30,000 LCFF S/C
5. Learning Lab—Garden to promote healthy lifestyles for students	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies LCFF S/C \$9,000
6. Incentives to increase attendance Activities and	School	<input checked="" type="checkbox"/> All	Supplies: \$ 5,000

<p>rewards for perfect attendance will be developed for student</p>	<p>wide</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>LCFF S/C</p>
<p>7. Targeted focus on chronic absenteeism</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Certificated Salaries and Benefits, \$2,000                  Classified Salaries and Benefits, \$1,000                  LCFF S/C</p>
<p>8. If feasible start a SARB at Pond and inviting other local small schools to participate</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Certificated Salaries and Benefits, \$4,000                  Classified Salaries and Benefits, \$2,000                  LCFF S/C</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	70% of all students will score proficient in reading/ language arts by the end of their 5th grade year, as measured by the SBAC and local assessments by 2017	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8  COE only: 9 _ 10 _  Local : Specify																																													
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All																																														
Expected Annual Measurable Outcomes:	<p>1) Basic services: 100% fully credentialed and HQT Teachers 100% access to standards-aligned materials Good or exemplary FIT report rating</p> <p>2) Implementation of State Standards: fully aligned implementation in all state standards based upon administrative observations</p> <p>3) Parental involvement: PIQE participation to increase from 10% to 15%; parent survey (all students and SWDs) return rate to increase from 8% to 15%</p> <p>4) Pupil Achievement: AYP (all) ELA: 52.3% Proficient, Math: 61.9% Proficient CST: Proficient, Science: (5th grade: 81% Proficient) (8th grade: 100% Proficient) API: (All: 817) (Hispanic: 812) (White: 888) (SED: 820) (ELs: 775) EL Reclassification rate: 20% AMAO 2: N/A (not Title III)</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1) Basic Services *100% fully credentialed and Highly Qualified Teachers *100% access to standards-aligned materials *Good FIT report rating *No teacher misassignments</p> <table border="0"> <tr> <td>Metric: Fully credentialed and HQT Teachers</td> <td>Baseline</td> <td>Planned Outcome</td> <td>Actual Outcome</td> <td>Progress</td> </tr> <tr> <td>Noted</td> <td>100%</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>Maintained</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <table border="0"> <tr> <td>Metric: Access to Standards-aligned materials</td> <td>Baseline</td> <td>Planned Outcome</td> <td>Actual Outcome</td> <td>Progress</td> </tr> <tr> <td>Noted</td> <td>100%</td> <td>100%</td> <td>100%</td> <td></td> </tr> <tr> <td>Maintained</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <table border="0"> <tr> <td>Metric: FIT report rating</td> <td>Baseline</td> <td>Planned Outcome</td> <td>Actual Outcome</td> <td>Progress</td> </tr> <tr> <td>Noted</td> <td>Good Fit</td> <td>Good Fit</td> <td>Good Fit</td> <td></td> </tr> <tr> <td>Maintained</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>2) Implementation of State Standards: fully aligned implementation in all state standards based upon administrative observations</p>	Metric: Fully credentialed and HQT Teachers	Baseline	Planned Outcome	Actual Outcome	Progress	Noted	100%	100%	100%		Maintained					Metric: Access to Standards-aligned materials	Baseline	Planned Outcome	Actual Outcome	Progress	Noted	100%	100%	100%		Maintained					Metric: FIT report rating	Baseline	Planned Outcome	Actual Outcome	Progress	Noted	Good Fit	Good Fit	Good Fit		Maintained				
Metric: Fully credentialed and HQT Teachers	Baseline	Planned Outcome	Actual Outcome	Progress																																											
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		<p>Metric: Implementation of State Standards</p> <table border="1"> <thead> <tr> <th>Baseline</th> <th>Planned Outcome</th> <th>Actual Outcome</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Noted</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fully</td> <td>Fully</td> <td>Fully</td> <td>Maintained</td> </tr> </tbody> </table> <p>100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations.</p> <p>3) Parent involvement: PIQE Participation; parent survey return rate increased to 15%</p> <p>Metric: Parent Involvement PIQE</p> <table border="1"> <thead> <tr> <th>Baseline</th> <th>Planned Outcome</th> <th>Actual Outcome</th> <th>Progress</th> <th>Noted</th> </tr> </thead> <tbody> <tr> <td>10%</td> <td>15%</td> <td>n/a</td> <td></td> <td>Did not use</td> </tr> </tbody> </table> <p>PIQE</p> <p>Metric: Parent Survey Return Rate/increase in meetings to gather parental input</p> <table border="1"> <thead> <tr> <th>Baseline</th> <th>Planned Outcome</th> <th>Actual Outcome</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Noted</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8%</td> <td>15%</td> <td>15%</td> <td>Increased</td> </tr> </tbody> </table> <p>Pond School will continue to offer meetings to seek parental input, such as parent conference with teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.</p> <p>Pond School will continue to offer the following meetings to promote parental participation in programs for unduplicated pupils: parent conference with teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.</p> <p>Pond School will continue to offer the following meetings to promote parental participation in programs for parents of pupils with exceptional needs by; IEP monitoring with special education teacher and special education teacher communications with parents regarding student support and progress, parent</p>	Baseline	Planned Outcome	Actual Outcome	Progress	Noted				Fully	Fully	Fully	Maintained	Baseline	Planned Outcome	Actual Outcome	Progress	Noted	10%	15%	n/a		Did not use	Baseline	Planned Outcome	Actual Outcome	Progress	Noted				8%	15%	15%	Increased
Baseline	Planned Outcome	Actual Outcome	Progress																																	
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Fully	Fully	Fully	Maintained																																	
Baseline	Planned Outcome	Actual Outcome	Progress	Noted																																
10%	15%	n/a		Did not use																																
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Noted																																				
8%	15%	15%	Increased																																	



conference with classroom teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.

4) Pupil achievement

AYP n/a

API n/a

(ALL:817) (Hispanic:812) (White:888) (SED:820) (ELs: 775)

AMAO2: N/A (not in Title III)

Metric: % of Pupils made or sill make progress toward English as measured by CELDT/ELPAC

Baseline Noted	Planned Outcome	Actual Outcome	Progress
51%	51%	53%	Slight increase

Percentage of pupils completing a-g or CTE sequences/programs: N/A

Percentage of pupils passing AP exam with 3 or higher: N/A

Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A

CAASPP ELA Baseline: met or exceeded  
 (ALL)43.5%  
 SES 43%  
 EL 38.5%  
 SWD 12.5%

CAASPP met or exceeded in Math : Baseline  
 (ALL) 33%  
 SES 32%  
 EL 34.6%  
 SWD 12.5%

Metric

CST: Science: 5th grade:

Baseline	Planned Outcome	Actual Outcome	Progress Noted
81%	85%	80%	Almost maintained

			<p>Metric CST: Science: 8th grade:</p> <table border="1"> <tr> <th>Baseline</th> <th>Planned Outcome</th> <th>Actual Outcome</th> <th>Progress</th> </tr> <tr> <td>Noted 100%</td> <td>100%</td> <td>54%</td> <td>Drastic reduction, an error was caught, the 100% baseline in last years LCAP was for participation rate and we are reporting 54% proficiency, not participation rate. We will use the 54% as a baseline for next year.</td> </tr> </table> <p>Metric: Reclassification</p> <table border="1"> <tr> <th>Baseline</th> <th>Planned Outcome</th> <th>Actual Outcome</th> <th>Progress</th> </tr> <tr> <td>Noted 20% Increase</td> <td>22%</td> <td>22%</td> <td>Slight</td> </tr> </table>	Baseline	Planned Outcome	Actual Outcome	Progress	Noted 100%	100%	54%	Drastic reduction, an error was caught, the 100% baseline in last years LCAP was for participation rate and we are reporting 54% proficiency, not participation rate. We will use the 54% as a baseline for next year.	Baseline	Planned Outcome	Actual Outcome	Progress	Noted 20% Increase	22%	22%	Slight
Baseline	Planned Outcome	Actual Outcome	Progress																
Noted 100%	100%	54%	Drastic reduction, an error was caught, the 100% baseline in last years LCAP was for participation rate and we are reporting 54% proficiency, not participation rate. We will use the 54% as a baseline for next year.																
Baseline	Planned Outcome	Actual Outcome	Progress																
Noted 20% Increase	22%	22%	Slight																

**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Purchase technology support devices K-8th grades, replace as needed, included support technology	Software/technology: supplies, noncapitalized equipment REAP \$13, 707	1. Purchased laptops and ipads	1. Supplies (4000) REAP \$10,590
		2. Purchased classroom sets for lower grades	2. Supplies (4000) S/C \$10,000
		3. Professional development	3. Contracted Services (5000) Base \$1,950
Scope of Service	School wide	Scope of Service	School wide

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Retain highly qualified teachers</p>	<p>Certificated Salaries and benefits: \$11,850</p> <p>Supplies: \$3,445</p> <p>Title II</p>	<p>1. 2% increase to returning teachers</p>	<p>Certificated Salaries and Benefits (1000,3000)</p> <p>Title II</p> <p>\$10,432</p>
<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Purchase supplemental writing programs LitConn writing materials</p>	<p>Instructional supplies</p> <p>LCFF S/C</p> <p>\$12, 941</p>	<p>Purchased LitConn supplemental writing materials</p>	<p>Books and supplies (4000)</p> <p>S/C</p> <p>\$5,960.00</p>
<p>Scope of Service   school wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   school wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>4. AVID participation and Staff Development Training and articulation meetings</p>	<p>Professional Development Title I - \$26,608</p> <p>Contracted Services S/C - \$14,713</p> <p>Certificated Salaries &amp; Benefits S/C - \$14,288</p>	<p>AVID Summer Professional Development</p>	<p>Contracted Services(5000) Title I \$19,091</p> <p>Contracted Services ( 5000) S/C \$7,800</p> <p>Certificated Salaries and Benefits (1000/3000) S/C \$12,000</p> <p>Contracted Services (5000) S/C \$20,050</p>
<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   school wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Professional development in meeting the literacy needs of English learners, literacy and writing LitConn and AVID training</p>	<p>Contracted Services \$9,100 S/C</p> <p>Classified Salaries/benefits: \$21,594 S/C</p> <p>Contracted Services \$3,500 Base</p>	<p>Will focus on this next year, in 2016-2017</p>	<p>Zero - no cost</p>
<p>Scope of Service   school wide</p>		<p>Scope of Service   school wide</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Extended learning time: After school student support Teachers (Saturday Academy, Saturday School, summers school)</p>	<p>Certificated Salaries: \$10,759</p> <p>Classified Salaried: \$2,981</p> <p>Supplies: \$700</p> <p>Transportation: \$1,225</p> <p>LCFF S/C</p>	<p>Summer School</p>	<p>Certificated Salaries and Benefits (1000/3000) S/C \$4,907</p> <p>Classified Salaries and Benefits (2000/3000) S/C \$2,150</p> <p>Classified Salaries and Benefits (2000/3000) Transportation S/C \$550</p>
<p>Scope of Service   school wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   school wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Repair and improve facilities including playground equipment, playground, restrooms, drinking fountains, etc.</p>	<p>Contracted services</p> <p>QEIA- \$190,23</p>	<p>Repair and improve playground, restrooms, drinking fountains, fencing, gutters, doors and cafeteria floor</p>	<p>Contracted Services (5000) QEIA \$160,000</p>

Scope of Service   school wide		Scope of Service   school wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8. Expand & maintain literary collections in class and in library & accountability system	Library books/books other than textbooks LCFF S/C \$9,040	Purchased books for library and classrooms	Library books (4000) S/C \$6,100
Scope of Service   school wide		Scope of Service   school wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
9. Extra duty funds for teachers and staff to provide tutoring after school	Certificated salaries & benefits: \$8,505 LCFF S/C	Tutoring after-school, teacher extra pay	Certificated Salaries/Benefits (1000/3000) S/C \$11,970
Scope of Service   school wide		Scope of Service   school wide	
X All ----- OR: _ Low Income pupils _ English Learners		X All ----- OR: _ Low Income pupils _ English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
10. Pilot, adopt and purchase an ELA CCSS program.	Textbooks LCFF Base - \$45,000	Pilot ELA CCSS program	Textbooks (4000) Base \$13,100
Scope of Service   School wide		Scope of Service   School wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
11. Provide parent education opportunities such as PIQE, Latino Family Literacy, ELD for adults, including child care and light snacks	Certificated Salaries and benefits: \$2,143 Classified Salaries and Benefits: \$1,010 Supplies: \$2,000 Contracted Services \$5,000 LCFF S/C	Provided trainings	Certificated Salaries and Benefits (1000/3000) S/C \$500  Classified Salaries and Benefits (2000/3000) S/C \$100  Supplies (4000) S/C \$400
Scope of Service   School wide		Scope of Service   school wide	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Action Step 1 had a variance in funds from original budget due to purchase of classroom sets of Chromebooks. Action Step 3 also had a slight variance from original budget, decrease noted was a result of teachers using materials from previous years, good use of extra materials located during inventory. Action Step 5 we did not do this school year will be included in next years Goal 1, action step will be altered to only include EL and LitConn. The AVID portion will be removed since this is already included in Action Step 4. AVID will remain only in Action Step 4 for clear transparency in next years plan. This years Action Step 4 had an increase due to summer professional development being offered in June vs in July. Action Step 6 also had a significant savings from original budget due to only offering summer school and not the Saturday options, the Saturday options were not implemented this year due to new implementation of curriculum for both Math and ELA, will consider this for the upcoming years. Action Step 7 had a dramatic decrease due to obtaining lower bids than had anticipated for repairs of facilities. The pilot materials for ELA was given at a lower amount, therefore a significant savings is noted. For Action Step 11, PIQE was not contracted this year, will consider implementing PIQE or another EL parent group.</p> <p>Baselines were established for the SBAC assessments, comparing our data from Pond in both ELA and Math to Kern County, Pond did score higher in both areas in standards met and exceeded.</p> <p>In reference to the Science test scores will need to consider altering the outcomes for both grades, would like to be realistic in our goals and maintaining a 100% score is unlikely. The drop in Science scores will be addressed in a variety strategies, of which expository texts for classroom libraries and for the library, plus focusing on technology for science, use of science reading in AVID will be increased, after-school options including science will be increased for the subsequent years.</p> <p>Similarly, our reclassification outcome is expected to increase at a 2% each year, since we have high reclassification rates, will need to consider altering this to maintain realistic expectations.</p> <p>Goal #1 language will be changed, in order to encompass the vision of the District, in next years plan.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.



Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	#2 80% of all students will score proficient or above on the SBAC and local assessments in math by 2017.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify																																																																											
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All Students																																																																											
Expected Annual Measurable Outcomes:	<p>1) Basic services: 100% fully credentialed and HQT Teachers 100% access to standards-aligned materials Good or exemplary FIT report rating</p> <p>2) Implementation of State Standards: fully aligned implementation in all state standards based upon administrative observations</p> <p>4) Pupil Achievement: AYP (all) ELA: 52.3% Proficient, Math: 61.9% Proficient (SBAC baseline data to be generated) CST: Science: (5th grade: 81% Proficient) (8th grade: 100% Proficient) 75% proficient on local assessments and SBAC API: (All: 817) (Hispanic: 812) (White: 888) (SED: 820) (ELs: 775) (no 2014-15 API Data) EL Reclassification rate: 20% AMAO 2: N/A (not Title III)</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1) Basic Services</p> <p>*100% fully credentialed and HQT Teachers *100% access to standards-aligned materials *Good FIT report rating *No misassigned teachers</p> <table border="1"> <tr> <td colspan="5">Metric: Fully credentialed and HQT Teachers</td> </tr> <tr> <td>Baseline</td> <td>Planned Outcome</td> <td>Actual Outcome</td> <td colspan="2">Progress</td> </tr> <tr> <td>Noted</td> <td></td> <td></td> <td colspan="2"></td> </tr> <tr> <td>100%</td> <td>100%</td> <td>100%</td> <td colspan="2"></td> </tr> <tr> <td>Maintained</td> <td colspan="4"></td> </tr> </table> <table border="1"> <tr> <td colspan="5">Metric: Access to Standards-aligned materials</td> </tr> <tr> <td>Baseline</td> <td>Planned Outcome</td> <td>Actual Outcome</td> <td colspan="2">Progress</td> </tr> <tr> <td>Noted</td> <td></td> <td></td> <td colspan="2"></td> </tr> <tr> <td>100%</td> <td>100%</td> <td>100%</td> <td colspan="2"></td> </tr> <tr> <td>Maintained</td> <td colspan="4"></td> </tr> </table> <table border="1"> <tr> <td colspan="5">Metric: FIT report rating</td> </tr> <tr> <td>Baseline</td> <td>Planned Outcome</td> <td>Actual Outcome</td> <td colspan="2">Progress</td> </tr> <tr> <td>Noted</td> <td></td> <td></td> <td colspan="2"></td> </tr> <tr> <td>Good Fit</td> <td>Good Fit</td> <td>Good Fit</td> <td colspan="2"></td> </tr> <tr> <td>Maintained</td> <td colspan="4"></td> </tr> </table> <p>2) Implementation of State Standards: fully aligned implementation in all state standards based upon administrative observations</p> <p>Metric: Implementation of State Standards</p>	Metric: Fully credentialed and HQT Teachers					Baseline	Planned Outcome	Actual Outcome	Progress		Noted					100%	100%	100%			Maintained					Metric: Access to Standards-aligned materials					Baseline	Planned Outcome	Actual Outcome	Progress		Noted					100%	100%	100%			Maintained					Metric: FIT report rating					Baseline	Planned Outcome	Actual Outcome	Progress		Noted					Good Fit	Good Fit	Good Fit			Maintained				
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Maintain small classroom sizes 4-8	Certificated Salaries and benefits: \$ 67,977  LCFF S/C	Maintain small classrooms in grades 4-8	Certificated Salaries and Benefits (1000/3000) S/C \$79,310
Scope of Service	School wide	Scope of Service	school wide
<input checked="" type="checkbox"/> All	-----	<input checked="" type="checkbox"/> All	-----
OR:		OR:	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>2. Instructional Aides to support all students</p>	<p>Classified Salaries and benefits \$223,644 LCFF S/C</p>	<p>Instructional Aides to support students</p>	<p>Classified Salaries and Benefits (2000/3000) S/C \$248,850</p>
<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   School wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Low Income pupils</li> <li><input checked="" type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input checked="" type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>3. Instructional Technology Support</p>	<p>Contracted services LCFF Base \$15,000</p>	<p>Technology Support</p>	<p>Contracted Services (5000) Base \$4,800</p>
<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   school wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	

<p>4. Develop and implement a comprehensive student assessment system and pacing guide</p>	<p>Contracted services LCFF Base \$10,000</p>	<p>Developed a comprehensive student assessment</p>	<p>Contracted Service (5000) S/C \$4,000</p>
<p>Scope of Service   School wide</p>		<p>Scope of Service   school wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Scope of Service  </p>		<p>Scope of Service  </p>	
<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Scope of Service  </p>		<p>Scope of Service  </p>	
<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Action Step 3 had a decrease in spending from original anticipated amount due to less contracted service in repairs . The Math local benchmarks were lower than expected, a focus on implementing math and science technology will be added in the subsequent years. A realistic analysis of the math benchmarks will occur next year, need to verify the content of the math benchmark is grade appropriate. If the math content is found to be appropriate then an increase in math professional development will be added.  Action Step 4 had a decrease from original budget due to creation only of assessments and not the pacing guide this year.  Goal #2 language will be changed, in order to encompass the vision of the District, in next years plan.		

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Monthly attendance rate will increase to 98% by June of 2017 as measured by monthly and yearly attendance data	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify				
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All students				
Expected Annual Measurable Outcomes:	<p>5) Pupil Engagement: 97% monthly attendance rate Chronic Absenteeism rate: 0% Middle school dropout rate: 0%</p> <p>6) School Climate: Suspension rate: 0% Expulsion rate: 0%</p> <p>7) Course Access: CTE enrollment, UC/CSU, AP Course enrollment: N/A K-8 The district will provide access to all courses listed in Ed Code Section 51210 in addition to AVID and intervention classes</p> <p>8) Other Student Outcomes: AMAO 1: N/A not Title III Physical Fitness: Decrease the % of students who need improvement on health risk factors by 5% per year.</p>	Actual Annual Measurable Outcomes:	<p>5) Pupil Engagement Metric: Monthly Attendance Rate Baseline Planned Outcome Actual Outcome Progress Noted 96% 96.5% 96% Slight Decrease</p> <p>Metric: Chronic Absenteeism rate: Baseline Planned Outcome Actual Outcome Progress Noted 3% 2% 5% Slight Increase</p> <p>Metric: Middle school dropout rate: Baseline Planned Outcome Actual Outcome Progress Noted 0% 0% 0% Maintained High School Drop Out Rate: n/a High School Graduation Rate: n/a</p> <p>6) School Climate: Metric: Suspension rate Survey responses Baseline Planned Outcome Actual Outcome Progress Noted 0% 0% 1% Slight Increase</p>			

Metric: Expulsion rate

Baseline Noted	Planned Outcome	Actual Outcome	Progress
0%	0%	0%	Maintained

Metric: School Contentedness for students, parents and staff

Baseline Noted	Planned Outcome	Actual Outcome	Progress
50%	55%	75%	Increase

7) Course Access: CTE enrollment, UC/CSU, AP Course enrollment: N/A K-8 The district provides 100% access to all courses listed in Ed Code Section 51210 in addition to AVID and intervention classes

100% of pupils have access to and are enrolled in programs/services for unduplicated pupils

100% of pupils have access to and are enrolled in programs/services for pupils with exceptional needs such as RSP students

8) Other Student Outcomes:

Metric: Physical Fitness: % of students at health risk on Aerobic Capacity:

5th grade:

Baseline Noted	Planned Outcome	Actual Outcome	Progress
10.7%	Decrease by 5%	65.4%	Drastic Increase

7th grade: 65.4%

Baseline Noted	Planned Outcome	Actual Outcome	Progress
23.8%	Decrease by 5%	65.4%	Drastic Increase

Metric: Physical Fitness: % of students at health risk on Body Composition Test:

5th grade:



		Baseline Noted 50% Decrease	Planned Outcome Decrease by 5%	Actual Outcome 34.6%	Progress Drastic
		7th grade: Baseline Noted 33.4% Increase	Planned Outcome Decrease by 5%	Actual Outcome 42.3%	Progress Slight
		Local Benchmark Assessments Metric: Local writing assessment (proficiency, a 3 or higher in the writing)			
		Baseline Noted 50% Increase	Planned Outcome 65%	Actual Outcome 88%	Progress Drastic
		Local Benchmark Assessments Metric: Local math assessment (proficiency, 75% in math)			
		Baseline Noted 66% Decrease	Planned Outcome 65%	Actual Outcome 34%	Progress Drastic

**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites.	Certificated Salaries and benefits: \$1,000 Supplies: \$1,000 Transportation \$5,000 Contracted services: \$5,000 LCFF S/C	Camp Keep and Mission Trips	Certificated Salaries and Benefits (1000/3000) S/C \$600  Classified Salaries and Benefits (2000/3000) Transportaion \$275 S/C  Contracted Services (5000) S/C \$5805

<p>Scope of Service   School wide</p>		<p>Scope of Service   school wide</p>	
<p>X All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>X All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Counseling services focusing on social skills</p>	<p>Contracted service for counseling services          LCFF S/C          \$10,000</p>	<p>Contract for counseling services</p>	<p>Contracted Service (5000)          S/C          \$10,000</p>
<p>Scope of Service   School wide</p> <p>X All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   school wide</p> <p>X All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Provide extra busing service to support student attendance at summer school , extra-curricular activities etc.</p>	<p>Transportation          LCFF S/C          \$20,000</p>	<p>Transportation for summer school and extra- curricular activities</p>	<p>Classified Salaries/ Benefits (2000/3000) Transportation          S/C          \$11,340</p>
<p>Scope of Service   School wide</p> <p>X All          OR:  <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service   school wide</p> <p>X All          OR:  <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>4. After- school activities for developing healthy lifestyles for students.</p>	<p>Certificated salaries and benefits: \$28,916 LCFF S/C</p>	<p>After- school activities</p>	<p>Certificated Salaries and Benefits (1000/3000) S/C \$27,140</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Schhol wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Schhol wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">school wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	school wide	
Scope of Service	Schhol wide						
Scope of Service	school wide						
<p>5. Learning Lab—Garden to promote healthy lifestyles for students.</p>	<p>Supplies - \$5,000 LCFF S/C</p>	<p>Supplies for Learning Lab- Garden</p>	<p>Supplies (4000) S/C \$3,000</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	School wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">school wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	school wide	
Scope of Service	School wide						
Scope of Service	school wide						
<p>6. Resources provided to school to receive support to increase</p>	<p>Classified salaries and benefits: - \$1,750</p>	<p>Did not need this action step since we hired a bilingual office staff member this</p>	<p>\$0 (0 cost)</p>				

attendance. Additional clerical support to communicate with parents about attendance.	LCFF S/C	year					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	School wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	School wide	
Scope of Service	School wide						
Scope of Service	School wide						
7. Incentives to increase attendance activities and rewards for perfect attendance will be developed for students	Supplies: \$2,000 LCFF S/C	This year we used inventory/materials found at school, no additional cost	\$0 0 Cost				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	School wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">school wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	school wide	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>An increase in the Physical Fitness scores was noted, will reconsider the outcomes as well as addressing and identifying areas to improve the wellness and fitness of our students. After-school programs will be added, purchase of student fitness equipment, ensuring students have a variety of physical activities in all grades to further improve the wellness and fitness of all of our students in Pond for the subsequent years.</p> <p>Action Step 1 was lower in expenditures due to less trips than anticipated.</p> <p>Action Step 3 was lower in expenditures due to less students needing bus transportation during summer school and less trips offered throughout the year than had anticipated.</p> <p>Action Step 6 was lower in expenditures as a result of Pond hiring a bilingual office member, this action step will be removed for the subsequent years.</p> <p>Action Step 7 was lower in expenditures due to utilizing current inventory.</p> <p>The Goal language for next year will be changed to encompass the Districts vision.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner 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, schoolwide, countywide, or charterwide 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 schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$539,954
<p>Pond School District has an allocated amount of \$539,954.00 in Supplemental and Concentration grant funds. Pond has a 94.23% unduplicated pupil percent, of which are either low income, English language learners or Foster Youth. All of these students are enrolled in grades proportionately throughout the school. The District has determined that the most effective use of it LCFF Supplemental and Concentration Funds would be to enhance the educational services of all of the students in a school-wide manner.</p> <p>The LCFF Supplemental and Concentration funds will be used to increase the educational experiences and achievement for unduplicated students: professional development for all staff, improve student attendance via incentives and monitoring, funding teachers and support personnel for additional extra hours through out the day, Saturday School and Summer School. Extra curricular opportunities/services to enhance and foster a well- rounded education will be added and a focus on improving safety and the facilities. A focus on expanding unduplicated parental programs through the use of the Supplemental and Concentration Funds is also noted.</p>	

B. In the box below, 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).

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). 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.

35.8	%
5	
<p>Pond School District will be able to use the LCFF Supplemental and Concentration Funds to increase quality first instruction and maintain small classroom sizes by maintaining teachers and support staff. Provide and increasing professional development to teachers and support staff such as increased research based training in ELA and Math common core curriculum, AVID strategies, language acquisition, differentiation instruction and in using technology to enhance quality first instruction and student engagement. Purchasing curriculum and support materials/technology to support students, the teachers and support staff will focus on targeted intervention to increase student achievement. Research based System aligned training using the new Common Core Math and ELA materials and collaboration time focusing on assessments/data will</p>	

allow staff the time and opportunity to plan for increasing student achievement and engagement. An increase in counseling, research based parental workshops/opportunities, extra curricular opportunities for students to promote school collaboration/connectedness and in strategies for parents to assist their children in achieving in school will be added. Pond School is an older school school just over 100 years old, based on stakeholder feedback and in order to promote student engagement, safety and wellness the use of funds will be used to improve and repair the school. Items such as the grounds will be improved, classroom repairs, and restrooms will be improved to promote learning for all students with the intent of obtaining an exemplary rating on our next FIT Report. Supplemental and concentration funds are principally directed to unduplicated pupils above base program based on identified need and stakeholder input.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).



(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).