LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Pond Union Elementary School District
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2017-20 Plan Summary

THE STORY

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

Pond Union Elementary School District's Local Control and Accountability Plan (LCAP) 2016-21 is the blueprint for building on our strong foundation and improving our services to meet the challenges of a rapidly evolving world. Above all is a commitment to reducing the academic opportunity gap by ensuring that all students have equal access to the opportunities, supports and the tools they need to be successful in high school and beyond.

The LCAP promises a vision to the community that "The District will provide a quality education, providing the basis for students to become life-long learners as well as moral, ethical, and compassionate people. A partnership of staff, students, parents, and the community will prepare students to become responsible citizens and productive members of the communities in which they live." reflects the need to focus every member of the community in order to achieve this vision.

Pond Union Elementary School District (PUESD), established in 1914, is one of the oldest single school K-8 school districts in Kern County and serves 196 students. PUESD employs 26 people (11 teachers) and operates with a budget of $2.5 million.

PUESD students reflect the rich cultural diversity that is the hallmark of the central valley. The student population is 93.8 percent Hispanic or Latino; 2 percent Asian; 0.5 percent American Indian or Alaskan; and 3.1 percent White. Residents within PUESD speak more than 5 languages; 45 percent of students speak a language other than English at home. Ninety percent (90.4%) of students are Low Income.

Mission Statement

Pond Union School District will provide each student the opportunity to develop intellectually, emotionally, physically, and socially in a safe and orderly environment

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The LCAP process through thorough analysis of local and state date points, conversations with all stakeholders promises a vision to the community that "The District will provide a quality education, providing the basis for students to become life-long learners as well as moral, ethical, and compassionate people. A partnership of staff, students, parents, and the community will prepare students to become responsible citizens and productive members of the communities in which they live." reflects the need to focus every member of the community in order to achieve this vision.

Mission Statement

Pond Union School District will provide each student the opportunity to develop intellectually, emotionally, physically, and socially in a safe and orderly environment

The Pond Union Elementary School District's LCAP has 3 goals

1) Pond students will make progress toward meeting/exceeding the standards met in Reading/language arts as measured by SBAC and/or local assessments.

2) Pond students will make progress toward meeting/exceeding the standards met in Math as measured by SBAC and/or local assessments.

3) Monthly attendance rate will increase to 98%, as measured by monthly and yearly attendance data

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Analysis of PUESD's performance on state indicators reported in the California School Dashboard (Dashboard), as well as more recent and locally-generated and -monitored data, shows the district has made progress in English Learner Reclassification. PUESD's reclassification rate decreased by 4 percent over the 2016-17 target goal of 20 percent, meaning there were 84 English Learner students this year in comparison to 98 in 2016-2017, a decrease in the amount of English Learner students equates an increase in reclassification . This is a direct reflection of focus on academic achievement for English Learners, greater participation in English Language Development (ELD) professional learning, and culturally competent bilingual staff provided by funds targeted to English learners at the district level as well as those at the school level. We will continue within our focus areas in the coming year as we have seen much progress.

Another area of progress for PUESD has been in closing the achievement gap for students in the following groups, Hispanic/Latino, English Learner, Special Education and Low Income student in academic achievement on state testing. While the academic indicators for English Language Arts (ELA) and Mathematics are "Yellow" on the Dashboard for all students, the district's growth on those indicators surpassed last year's LCAP-identified targets in all but two subgroups. Using the Dashboard measure of Distance from Level 3 (DF3), all but one student group in grades 3 through 8 increased their DF3 in a positive direction on the ELA portion; and all but two student groups increased their DF3 in a positive direction on the Mathematics portion. Reclassified English Learner students score on the State Wide Assessment, Smarter Balanced Results, ELA Standard Met or Exceeded for this year was 77% and 57% for math respectively. These areas of progress are a direct reflection of continued emphasis on high quality professional learning and the targeted efforts to recruit, hire, and retain fully credentialed teachers.

The positive growth seen in local assessments made by all student groups are a direct reflection of district actions to increase access to academic and career counseling for unduplicated students, and point to

efforts of closing the achievement gap.The local writing benchmark increased by 17% while the math benchmark grew by an astounding 24% for K-8 grades, Pond's target goal was 5%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

PUESD's results for all students are less reflective of performance gaps and more indicative of multiple areas of high needs. The California School Dashboard (Dashboard) indicators for Suspension Rate for ALL students as well as EL, Hispanic and Socially Disadvantaged are "Red" confirming a potential need in this area. A special note is being made as the Dashboard pulls Suspension Data that is 2 years old, therefore, it is not the most accurate data, but to comply with the use of "Dashboard" we are stating the results as such.

Though the district met the LCAP-identified target of increasing the percent of students meeting or exceeding standards on the English Language Arts (ELA) and Mathematics portions of the CAASPP assessment, English learner students in grades 3-8, specifically in Math scored "Orange" versus a "Yellow for All students, are two performance levels below All Students on the Math portion. As stated in "Greatest Needs." With further analysis of the English Learner subgroup last year our CAASPP ELA Baseline was 38.5% and this year our English Learner students scored 16%. In math last year our baseline was 34.6 and this our English Learner students scored 12%. Our students with special disabilities showed a slight decrease from 12.5% to 12% in math in the CAASPP as well.

While the Local Control Funding Formula (LCFF) does not permit targeting LCFF funds for SWD, district-wide activities and services can be leveraged to enhance supports for this student group, students with disabilities fall into the unduplicated student category as Low Income and a significant percentage are also English learners. Leadership reflection on the audit findings will provide direction to ensure appropriate support and services with a focus on closing gaps and fully addressing the needs of the district's lowest-performing student group.

The district will continue and/or add the implementation of high quality professional learning targeting research based strategies for English Learner Students, implementation of the Common Core Standards, Curricula, culturally relevant pedagogy, instructional coaching for teachers and for the principal/superintendent as efficient, quick and reflective feedback has been cited in being one of the most effective in improving academic outcomes and lastly an increase in parental classes, as our stakeholders have provided us with feedback for these areas coupled with a thorough analysis of local and state data indicate a need in these areas.

The thorough analysis of local and state data will also facilitate PUESD in the continuation and identification of students needing targeted support and intervention programs in meeting the instructional needs of at risk-students at all grade levels. This additional layer will occur during the school day and in addition with parental consent offer after-school intensive programs and Saturday classes and Summer School Targeted Sessions.

PUESD will focus on recruiting and retaining highly-qualified professionals as the highest-leverage strategy to support positive student outcomes.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Though the district met the LCAP-identified target of increasing the percent of students meeting or exceeding standards on the English Language Arts (ELA) and Mathematics portions of the CAASPP assessment, English learner students in grades 3-8, specifically in Math scored "Orange" versus a "Yellow for All students, are two performance levels below All Students on the Math portion. As stated in "Greatest Needs,"

To address the academic gaps for the above groups PUESD LCAP includes the following action and services:

*The district will continue the implementation of high quality professional learning focusing specifically on research based strategies for English Learner
Students in ELA and
Math and other content areas
*Continuing to focus on recruiting and retaining highly-qualified professionals to support positive student outcomes
*The district will continue and/or add the implementation of high quality professional learning targeting research based strategies for English Learner
Students
such as; linguistic understanding for teachers, academic vocabulary, sentence structure, sentence frames, deconstruction of paragraphs, morphology,
corrective feedback,
cognates, root words, academic conversations (persuasive arguments, debates i.e.) orally and written, use of graphic organizers, visualizing math
problems, finding key
math words increasing accuracy and fluency in math facts, use of context clues
* Implementation of the Common Core Standards and Curricula training
*Instructional coaching for teachers and for the principal/superintendent as efficient, quick and reflective feedback
*Continuation and identification of students needing targeted support and intervention programs in meeting the instructional needs of at risk-students at all
grade levels
*After-school intensive programs and Saturday classes and Summer School Targeted Sessions
*PUESD will focus on recruiting and retaining highly-qualified professionals as the highest-leverage strategy to support positive student outcomes

PUESD suspension Rate data show the Hispanic/Latino students are two levels below the "all students" performance. To address the the gap the following actions and services are included:

*Culturally relevant pedagogy training
* Hiring an "outside expert" to provide parental involvement and awareness classes
* Celebrations/contests for classes with highest attendance rates will continue and look into other potential give away ideas to increase attendance and
decrease suspension

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

During the LCAP process, PUESD stakeholders and staff gave feedback via in person or through surveys in coordination with research based practices we will be implementing more than 20 LCAP Action/Steps to improve services for the English Learner, the low income, and foster youth including using a portion of the LCFF Supplemental dollars to implement specific solutions based on the stakeholders feedback. Three significant actions to improve services are:

*Providing additional intervention classes during the day, after school and summer school targeted instruction
*Additional college and career counseling to meet the needs on English learner, Migrant, low income and foster youth students
*Additional community specialist to support families from Latino backgrounds and from other countries learning English

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,913,088.14
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$728,000.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General funds expenditures specified above for the 2017-18 school year include salaries and benefits for all certificated, classified, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures(e.g. utilities), and capital outlay.

$2,097,498	Total Projected LCFF Revenues for LCAP Year

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 1	Pond students will make progress toward meeting/exceeding the standards met in Reading/language arts as measured by SBAC and/or local assessments.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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	Priority 1 (a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment: 100% are fully credentialed and appropriately assigned. Priority 1 (b): Pupils access to standards-aligned materials: 100% was maintained Priority 1 (c): School facilities maintained in good repair: All facilities have an overall rating of Exemplary" as indicated on the FIT report
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.	Priority 2 (a): As per administrative observations, PUESD is "Fully" implemented in CCSS implementation. 2 (b) Again this year Pond maintained 100% of EL students were 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%	Priority 3 (a) Two parenting classes were offered: "Working with Schools on Behalf of your Child" and " How to work With Your Child to Improve Reading"Metric: Parental Involvement PIQE Baseline Planned Outcome Actual Outcome Progress 10% 20% 21% met

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

Metric: Parent Survey Return Rate

Baseline	Planned Outcome	Actual Outcome	Progress
8%	18%	20%	met

During "Pastries with Parents" event, parents were given the parent survey to help improve return rate.

Pond School continued 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 continued 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.

Priority 4 (a): Student Achievement - Statewide assessment
Increase CAASPP, SBAC ELA baseline of standard met or exceeded each year by 5%:

ELA	Expected	Actual 2016/2017	2016/2017
ALL students	43.5%	48.5%	52.0%
SES	43.0%	48.0%	47.0%
EL	38.5%	43.5%	16.0%
SWD	12.5%	17.5%	14.0%

Science	Expected 2016/2017	Actual 2016/2017	Expected 2016/2017	Expected 2016/2017
5th grade	5th grade	5th grade	8th grade	8th grade

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%	ALL students 80.0% 85.0% 83.0% ALL students 54.0% 73.0% SES 79.0% 84.0% 76.0% SES 48.0% 43.0% Hispanic 79.0% 84.0% 81.0% Hispanic 48.0% 72.0% Priority 4 (b): Student Achievement - Academic Performance Index -N/A
District writing assessment K-8, Increase by 5% each year from original baseline 45% of students scored at level 2 or above	Priority 4 (c): Student Achievement - Percentage of pupils completing a-g or CTE sequences/programs -N/A Priority 4 (d): Student Achievement - Percentage of EL pupils making progress toward English proficiency. Maintained the 53% of pupils that made progress toward English as measured by CELDT/ELPAC Priority 4 (e) Student Achievement - English Learner reclassification rate,increase baseline of 20% to 2% annual growth, academic year 2016/2017 22% Priority 4 (f) Student Achievement - Percentage of pupils passing AP exam with 3 or higher -N/A Priority 4 (g) Student Achievement - Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other) -N/A Local District writing assessment K-8, Increase by 5% each year from original baseline 45% of students scored at level 2 or above Metric % of students demonstrating an increase in District writing assessment. The actual growth in writing scores indicated that there was a 17% increase in writing scores school wide. 53 additional students became proficient in writing from last year. Baseline Planned Outcome Actual Outcome Progress Noted 45% 50% 52% Goal met Increased achievement

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
1. Purchase technology support devices K-8th grades, replace as needed, included support technology	Purchased technology, support devices for grades k-8, repair and replace and support for the use of technology in classroom

Expenditures

BUDGETED	ESTIMATED ACTUAL
Software/technology: supplies, non capitalized equipment Title I $4,000 Contracted Services S/C $4,000	Purchased class set of Chromebooks for !st Grade $15,623.85 Purchased Technology devices LCFF S/C Purchased LCD Projectors for classrooms, replacement Chromebooks $12,592 Purchased technology devices REAP Purchased REDCAT sound amplification systems $6000 Purchased technology devices Lottery $10,657 Contracted Services LCFF S/C $5025 Professional Development LCFF S/C

Action 2

Actions/Services

PLANNED	ACTUAL
2. Purchase intervention reading materials	Purchased books and supplies

Expenditures

BUDGETED	ESTIMATED ACTUAL
Books and Supplies S/C $5,000	Books and supplies $16,144.56 LCFF S/C

Action 3

Actions/Services

PLANNED	ACTUAL
3. Purchase supplemental writing programs	Purchased LitConn supplemental writing materials

Expenditures

BUDGETED	ESTIMATED ACTUAL
Instructional supplies LCFF S/C $16,000	23,347.44 ELD materials/books and supplies LCFF S/C

Action **4**

Actions/Services

PLANNED	ACTUAL
4. AVID participation and Staff Development and AVID Training , increase student awareness about college requirements	AVID participation and summer staff development

Expenditures

BUDGETED	ESTIMATED ACTUAL
Professional Development Title I - $29,000 Contracted Services S/C - $18,000 Certificated Salaries & Benefits S/C - $18,000	AVID Professional Development Title I - $17,756.53 Contracted Services S/C - $12,165.00 Certificated Salaries & Benefits S/C - $10, 205.00

Action **5**

Actions/Services

PLANNED	ACTUAL
5. Professional development in meeting the literacy needs of English learners, literacy and writing and LinConn professional development.	Professional Development for English Leaner Students in literacy and writing including LitConn Training

Expenditures

BUDGETED	ESTIMATED ACTUAL
Contracted Services $30,000 -S/C Certificated Salaries/benefits: $22,000- S/C Contracted Services $5,000-S/C	$4,350.00 Consultant EL Literacy/Writing Contracted Services LCFF S/C

Action **6**

Actions/Services

PLANNED	ACTUAL
6. Provide professional development for ELA Common Core, targeting strategies for EL, Redesignated, SWD and SES	Provided Professional for CCSS in ELA for all students and for strategies for English Learner, Redesignated, SWD and SES students

Expenditures

BUDGETED	ESTIMATED ACTUAL
Contracted Services: $9,000	$3539.62

LCFF S/C	Contracted Services LCFF S/C

Action 7

Actions/Services

PLANNED	ACTUAL
7. Extended learning time: after school student support Extended learning opportunities: (Saturday Academy, Saturday School, Summer School)	The Saturday and Summer School portions will be done at a later time

Expenditures

BUDGETED	ESTIMATED ACTUAL
Certificated Salaries and Benefits: $15,000 Classified Salaries and Benefits: $5,000 Supplies: $2,000 Transportation: $3,000 S/C	N/A $0

Action 8

Actions/Services

PLANNED	ACTUAL
8. Provide parent education opportunities such as PIQE, Latino Family Literacy, ELD for adults, including child care and light snacks	Provided training for parents

Expenditures

BUDGETED	ESTIMATED ACTUAL
Certificated Salaries and Benefits: $5,000 Classified Salaries and Benefits: $2,000 Supplies: $4,000 Contracted Services $8,000 S/C	N/A as PIQE no charger per Wonderful Ed. Grant $0

Action 9

Actions/Services

PLANNED	ACTUAL
9. Expand literary collections in class and library specifically class sets in expository texts and Spanish selections.	Purchased books for library and classrooms

Expenditures

BUDGETED	ESTIMATED ACTUAL
Books and supplies $11,000 S/C	$4,162.74 Books and supplies LCFF S/C

Action 10

	PLANNED	ACTUAL
Actions/Services	10. Extra duty funds for teachers and staff to provide tutoring after-school, specifically differentiation	Tutoring after-school, teacher extra pay
Expenditures	BUDGETED Certificated Salaries and Benefits $16,000 S/C	ESTIMATED ACTUAL $14,753.00 Certificated Salaries and Benefits LCFF S/C

Action 11

	PLANNED	ACTUAL
Actions/Services	11. Adopt and purchase an ELA CCSS program	Purchased additional ELA CCSS program components including consumables
Expenditures	BUDGETED Textbooks Base $45,000	ESTIMATED ACTUAL $67,994.66 Textbooks Base

Action 12

	PLANNED	ACTUAL
Actions/Services	12. Repair and improve facilities including restrooms, playground and cafeteria	Repaired fences, continued work on leveling playground, kitchen floor was redone, replaced sprinklers, placed gravel around playground for protection, purchased and installed new sinks in primary grades, purchased truck load of sand for play area, replaced sewer pipes from office to classrooms and cafeteria to classrooms and cleaned out rain gutters.
Expenditures	BUDGETED Contracted Services $80,000 Base	ESTIMATED ACTUAL $95,940.71 Contracted Services Base

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the instructional actions/services outlined in the Pond Unified Elementary School DIstrict LCAP have been implemented with fidelity. The new CCSS Reading Language Arts Program continues to expand and Pond Union Elementary School District provides additional resources to our teachers/staff and students. The expansion of the Language Arts Common Core Program included more integration, collaboration, high yield vocabulary, strategic English Learner research based strategies to include advanced levels of questioning and thinking for all students. There was also a restoration of the Arts and Music Community Network that includes several community partners who serve underserved schools, complimenting the CCSS Language Art instruction being accomplished by our certificated teachers. Furthermore, the expanded ELD and Writing program have been implemented in many subject areas throughout the District, providing an education and intervention platform for all students. In addition, the instructional core have been supported by professional development efforts focused on improving instructional strategies for low-income, English Learner and Foster Youth students. Several points to highlight are the expansion of standards met or exceeded growing to 77% in the SBAC ELA test and students scoring 17% growth in the local writing benchmark when our target was 5%.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Successful growth in ELA SBAC performance and district-wide assessment and a closure of performance gaps continues to demonstrate progress towards greater proficiency for students. Furthermore the following growth provides further evidence efforts are having a positive impact on the instructional outcomes of students. SBAC ELA Standards met or exceeded performance for 16-17 showed Reclassified students scored at 77%. an impressive performance showing dedication of our staff, students and our communities understanding of the importance of SBAC and ELD. Increase in reclassification (RFEP) rate from the previous year, student Decreases in LTEL rates, specifically Pond's Long Term English Learner, (LTEL) 6+ Years was 5% versus the Kern County's rate of 10%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no significant change in the estimated and the actual expenditures aside from the health and welfare benefits of employees. Areas in which resources were under spent are most likely a result of action steps being pushed back for one more year as teachers had considerable professional development and new curricula this year and changes in the level of expansion for programs in 2016-17.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on feedback from staff and stakeholders, performance metrics for the All Student measure of meeting or exceeding standards on the CAASPP, ELA were modified to show an annual growth of 2% - 3%. In addition, the Reclassified English Learner student on the CAASPP metric will be changed to maintain the 77% meeting or exceeding standards, a target that is significantly higher than the state's average.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 2	Pond students will make progress toward meeting/exceeding the standards met in Math as measured by SBAC and/or local assessments.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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%

ACTUAL

1) Basic Services This area has been maintained as in the past years of reporting
- 100% fully credentialed and HQT Teachers
- 100% access to standards-aligned materials
- Good FIT report rating
- No misassigned teachers

Priority 2 (a): As per administrative observations, PUESD is "Fully" implemented in CCSS implementation.

2 (b) Again this year Pond maintained 100% of EL students were 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.

Priority 4 (a): Student Achievement - Statewide assessment
Increase CAASPP, SBAC ELA baseline of standard met or exceeded each year by 5%:

Expected	Actual	
MATH	2016/2017	2016/2017
ALL students	33%	36%
SES	32%	34.0%
EL	34.6%	9%

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

Science 2016/2017	Expected 2016/2017	Actual 2016/2017	Expected 2016/2017		Expected 2016/2017
	5th grade	5th grade	5th grade	8th grade	8th grade
ALL students 73.0%	80.0%	85.0%	83.0%	ALL students	54.0%
SES 43.0%	79.0%	84.0%	76.0%	SES	48.0%
Hispanic 72.0%	79.0%	84.0%	81.0%	Hispanic	48.0%

Priority 4 (b): Student Achievement - Academic Performance Index -N/A

Priority 4 (c): Student Achievement - Percentage of pupils completing a-g or CTE sequences/programs -N/A

Priority 4 (d): Student Achievement - Percentage of EL pupils making progress toward English proficiency. Maintained the 53% of pupils that made progress toward English as measured by CELDT/ELPAC

Priority 4 (e) Student Achievement - English Learner reclassification rate,increase baseline of 20% to 2% annual growth, academic year 2016/2017 22%

Priority 4 (f) Student Achievement - Percentage of pupils passing AP exam with 3 or higher -N/A

Priority 4 (g) Student Achievement - Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other) -N/A
Local Benchmark Assessments Data Adjustment: The baseline data from pre tests given to all students indicated 10% proficient.

Metric: Local math assessment (proficiency, 75% in math)

Baseline	Planned Outcome	Actual Outcome	Progress Noted
10%	50%	37%	Goal not met but data indicates a 37% increase in proficient students

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
1. Maintain small classroom sizes 4-8	Maintained small classrooms in grades 4-8

Expenditures

BUDGETED	ESTIMATED ACTUAL
Certificated Salaries and benefits: $ 70,000 LCFF S/C	$99,931.00 Certificated Salaries and Benefits LCFF S/C

Action 2

Actions/Services

PLANNED	ACTUAL
2. Summer Bridge Math Program	This action step did not occur this year, pushed back for another year

Expenditures

BUDGETED	ESTIMATED ACTUAL
Certificated Salaries and benefits: $10,000 Classified Salaries and benefits: $4,000 Instructional materials $5,000 LCFF S/C	$0

Action 3

Actions/Services

PLANNED	ACTUAL
3. Instructional Aides	Instructional Aides to support students

Expenditures

BUDGETED	ESTIMATED ACTUAL
Classified Salaries and Benefits $230,000 LCFF S/C	$241,008.00 Classified Salaries and Benefits LCFF S/C

Action 4

Actions/Services

PLANNED	ACTUAL
4. Math common core professional development	Provided Math Professional Development

Expenditures

BUDGETED	ESTIMATED ACTUAL
Contracted services LCFF S/C $15,000	$1800 Contracted Services LCFF S/C

Action **5**

Actions/Services	PLANNED 5. Instructional Technology Support for math and science	ACTUAL Provided Technology Support for Math and Science
Expenditures	BUDGETED Contracted services LCFF Base $20,000	ESTIMATED ACTUAL $1.400.00 Contracted Services LCFF Base

Action **6**

Actions/Services	PLANNED 6. Analysis of the comprehensive math student assessment system and creation of a pacing guide.	ACTUAL Provided consultation on Math assessments and calendaring testing and scoring dates
Expenditures	BUDGETED Contracted Services: $10,000 Certificated Salaries and Benefits: $10,000 LCFF S/C	ESTIMATED ACTUAL $2,500.00 Contracted Services LCFF S/C

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the instructional curriculum (Common Core, Math) purchased by Pond Unified Elementary School DIstrict LCAP have been implemented with fidelity. The new CCSS Math Program continues and will continue to expand and Pond Union Elementary School District provides additional resources to our teachers/staff and students. The expansion of the Math Common Core Program intent was to include more integration, collaboration, high yield vocabulary, strategic English Learner research based strategies to include advanced levels of questioning and thinking for all students. Providing an education and intervention platform for all students. In addition, the instructional core would have been supported by professional development efforts focused on improving instructional strategies for low-income, English Learner and Foster Youth students. Unfortunately, Pond did not offer the professional development as we had planned Several points to highlight are the expansion of standards met or exceeded growing to 57% for our Reclassified students scoring, out SES students scored 33% vs our All students scored 32% in the SBAC Math test for our Reclassified students scoring. verage score of 24% growth in the local math benchmark when our target was 5%.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Successful growth in Math SBAC performance and district-wide assessment and a closure of performance gaps continues to demonstrate progress towards greater proficiency for some students. Furthermore the following growth provides further evidence efforts are having a positive impact on the instructional outcomes of students. SBAC Math Standards met or exceeded performance for 16-17 showed Reclassified students scored at 57%. an impressive performance showing dedication of our staff, students and our communities understanding of the importance of SBAC. Students scored 24% growth in the local math benchmark when our target was 5%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	As noted, you will see a significant decrease in expenditures versus actual expenditures, Pond had a significant influx of new teachers, in addition new ELA curriculum was added as well ELPAC is on the horizon, as a staff and community we choose to focus our efforts on ELA this past year and this coming year we will ensure we had extra vigilance to Goal # 2 as we have noticed a significant drop in our EL student performance, again this could be to a multitude of factors of which one we are contributing to lack of support and professional development targeting English learner research based high yield strategies and teacher collaboration, identifying students in need of intervention and having the appropriate placement whether targeted afterschool or summer school etc.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on feedback from staff and stakeholders, performance metrics for the EL Student measure of meeting or exceeding standards on the Math CAASPP, teacher and staff professional development and support will occur as well as parental classes in math to assist parents in helping their child. Specifically the addition of an action step was added as a result of feedback from all stakeholders in reference to algebra being available to our 8th graders.

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 3	Monthly attendance rate will increase to 98%, as measured by monthly and yearly attendance data Outreach to parents regarding research on academic achievement and attendance

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

Priority 3 (a)
Two parenting classes were offered: "Working with Schools on Behalf of your Child" and " How to work With Your Child to Improve Reading"Metric: Parental Involvement PIQE

Baseline	Planned Outcome	Actual Outcome	Progress
10%	20%	21%	met

Metric: Parent Survey Return Rate

Baseline	Planned Outcome	Actual Outcome	Progress
8%	18%	20%	met

During "Pastries with Parents" event, parents were given the parent survey to help improve return rate.

5) Pupil Engagement

Metric: Monthly Attendance Rate

Baseline	Planned Outcome	Actual Outcome
96%	96.5%	97.3%

Metric: Chronic Absenteeism rate:

Baseline	Planned Outcome	Actual Outcome
3%	2%	7%

Metric: Middle school dropout rate:

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

Baseline Planned Outcome Actual Outcome
0%   0%   0%
High School Drop Out Rate: n/a High School Graduation Rate: n/a

6A) School Climate:
Metric: Suspension rate Survey responses
Baseline Planned Outcome Actual Outcome
0%   0%   1%

6B) Expulsion rate _0_%

6C) Students who feel sense of safety and connectedness at school 80%

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 Planned Outcome Actual Outcome
10.7% Decrease by 5%   Decreased 5%

7th grade: 65.4%
Baseline Planned Outcome Actual Outcome
23.8%   Decrease by 5%   Decreased 5%

Metric: Physical Fitness: % of students at health risk on Body Composition Test:
5th grade:
Baseline Planned Outcome Actual Outcome
50%   Decrease by 5%   Decreased 5%

7th grade:
Baseline Planned Outcome   Actual Outcome
33.4%   Decrease by 5% Decreased 5%

	Metric: Local math assessment (proficiency, 75% in math)
	Baseline Planned Outcome Actual Outcome Progress Noted
	10% 50% 37% Goal not met but data indicates a 37% increase in proficient students

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED 1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites	ACTUAL Provided Camp Keep and Mission Trips

Expenditures	BUDGETED Certificated Salaries and benefits: $5,000 Supplies: $2,000 Transportation $5,000 Contracted Services $5,000 LCFF S/C	ESTIMATED ACTUAL $567.00 Certificated Salaries and benefits LCFF S/C $11,287.71 Transportation LCFF S/C

Action 2

Actions/Services	PLANNED 2. Counseling services focusing on social skills	ACTUAL Contract for counseling services
Expenditures	BUDGETED Contracted service for counseling services LCFF S/C $10,000	ESTIMATED ACTUAL $949.75 Counseling Services LCFF S/C

Action 3

Actions/Services	PLANNED 3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc	ACTUAL

		Transportation for extracurricular activities and to support student attendance in afterschool programs during the school year
Expenditures	BUDGETED Transportation LCFF S/C $15,000	ESTIMATED ACTUAL $3,959.22 Transportation LCFF S/C

Action **4**

	PLANNED	ACTUAL
Actions/Services	4. After- school activities for developing healthy lifestyles for students	After-school activities
Expenditures	BUDGETED Certificated salaries and benefits $25,000 LCFF S/C	ESTIMATED ACTUAL $16,159.00 Certificated salaries and benefits LCFF S/C

Action **5**

	PLANNED	ACTUAL
Actions/Services	5. Learning Lab—Garden to promote healthy lifestyles for students	Supplies for Learning Lab
Expenditures	BUDGETED Supplies LCFF S/C $7,000	ESTIMATED ACTUAL N/A as items were donated $0

Action **6**

	PLANNED	ACTUAL
Actions/Services	6. Incentives to increase attendance Activities and rewards for perfect attendance will be developed for students	Purchased awards such as certificates, medals etc for perfect attendance
Expenditures	BUDGETED Supplies $5,000 LCFF S/C	ESTIMATED ACTUAL $621.67 Supplies LCFF S/C

Action 7

	PLANNED	ACTUAL
Actions/Services	7. Targeted focus on chronic absenteeism	Provided Professional Development and use of direct phone dial to decrease absenteeism
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Certificated Salaries and Benefits, $2,000 Classified Salaries and Benefits, $1,000 LCFF S/C	1736.64 Classified Salaries and Benefits LCFF S/C 1086.34 Contracted Services LCFF S?C

Action 8

	PLANNED	ACTUAL
Actions/Services	8. All parents are given opportunities to participate in discussion groups and trainings offered by the district.	omitted/removed
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	No additional cost	$0

ANALYSIS

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

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

| Describe the overall implementation of the actions/services to achieve the articulated goal. | Overall, the outreach by Pond Unified Elementary School DIstrict LCAP has been implemented with fidelity. The new staff came in with many new ideas and invigorated the existing staff, so additional parental opportunities occurred after school and during the day.

Furthermore, the feedback on the surveys indicated parents felt more connected as well as students felt more connected to their school and this may be a direct correlation to the additional parental offerings. In addition, the area of celebrations for any item whether academic or nonacademic may have assisted in increasing this area. |

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Successful growth in the increase of parental connectedness and attendance to our events continues to demonstrate progress towards greater awareness for parents understanding the correlation of how their involvement impacts their child's academic performance. Furthermore the following growth provides further evidence efforts are having a positive impact on the instructional, we had a positive growth in parental LCAP surveys.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	As noted above several of the action steps did have significant lower costs as a result of donations and some programs being free of charge.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on feedback from staff and stakeholders, specifically the addition of an action step was added as a result of feedback from all stakeholders in reference to chronic absenteeism being 7% this past year and as the number keeps going up.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Pond USD School Board 8/11/16, 9/8/16, 10/13/16, 11/10/16, 12/15/16, 1/12/17, 2/9/17, 3/8/17, 4/12/17, 5/10/17 (Target: open to the public, staff, parents, community and students)

Pond School Site Council 11/10/16, 1/26/17, 3/8/17, 5/24/17, 6/5/17 (Target: open to the public, staff, parents, community and students)

English Learner Advisory Committee   11/12/16,12/10/16, 2/11/17, 3/31/17, 4/13/17 and 5/31/2017 (Target: open to the public, specifically EL parents)

Pond Staff Development Day 4/20/17 (Target: Pond Staff)

AVID Student Leadership, meetings throughout the year (Target: students)

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, 2017
DAC and Title I Parent Meeting March 2017
Parent Surveys sent home March 2017- April 2017
Students surveys April 2016, one on one focus groups on the week of April 24, 2017
District English Learner Advisory Committee November 12, 2016, December 10, 2016, February 11, 2017, March 31,2017, April 13, 2017 and May 31, 2017
Staff Survey March 2017-April 2017
Pond Parent Meeting February 27, 2017 and May 23, 2017
Pond School Site Council November 10, 2016, January 26, 2017, March 8, 2017, May 24, 2017 and June 5, 2017
English Learner Advisory Committee November 12, 2016, December 10, 2016, February 11, 2017, March 31, 2017, April 13, 2017 and May 31, 2017
Public Meeting/Hearing June 14, 2017
Adoption Date June 21, 2017
2nd Public Meeting/Hearing August 8, 2017
2nd Adoption Date August 15, 2017

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 PUESD's 2015-16 and 2016-2017 LCAPs. 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 April 2017 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/staff and students in March through April 2017 to gather feedback from stakeholders on the existing goals, targets, and investments of the LCAP and to identify desired revisions to the LCAP. Pond 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 where all gathered and shared. DAC/DELAC had no questions for superintendent.

IMPACT ON LCAP AND ANNUAL UPDATE

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

After consulting with 25 community/staff/student meetings focused on LCFF and LCAP, the Pond Unified Elementary School District has identified 10 recurring themes to support the educational achievement of Pond students. These themes are reflected in sustaining the goals, services, and investments of Pond's LCAP for the 2017-18 school year.

Below are demographics with a high-level summary of survey responses.

Demographics:
20% of respondents identified as parents
40% of respondents identified as students
90% of respondents identified as Hispanic or Latino
90% of respondents identified as receiving/their child receiving Free or Reduced Lunch
60% of respondents identified as English learners (students or parents/guardians of ELs)
0% of respondents identified as Foster Youth (students or guardians of FY)

Common themes from the quantitative survey questions covering our high-need students (with relevance to LCAP goals):

*Increase support for struggling students, including the use of technology
* Provide appropriate interventions for English learners who are not meeting benchmarks
* Improve parent/family engagement opportunities
*Focus on academic proficiency for low-income students, continue with AVID Elementary
*Support teachers with additional professional development and support staff (including smaller class sizes) specifically research based strategies for English learner students in all subject
areas, including focusing on improving fidelity to CCSS to ELA, ELD, Math and Science

The eight most frequently cited themes in relation to Student Achievement from the qualitative, open response sections of the survey and community discussions included:
* Provide interventions and students supports, continue with AVID Elementary, including the use of technology
* Improve parent/family engagement opportunities
* Provide support for students in which English is their second language, including promoting their native language with school resources such as Spanish library books
* Ensure student engagement/involvement in their schools
* Support teachers with additional professional development and support staff (including reducing class sizes), specifically research based strategies for English learner students in all
subject areas, including focusing on improving fidelity to CCSS to ELA, ELD, Math and Science
* Monitor school and student achievement to ensure adequate progress is being made
* Ensure students are college and career ready (including access to academic and college counseling)
* Ensure safety and cleanliness in schools and focus on discipline and behavior management

The priorities identified above are included in the District's budget. Investments for Foster Youth, English learners, and Low-Income students are identified on subsequent pages of this document. The LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 1	Pond students will make progress toward meeting/exceeding the standards met in Reading/language arts as measured by SBAC and/or local assessments.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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 Met Exceeded in ELA on the 2016-17 CAASPP
ALL students 43.5%, SES 43%, EL 38.5%, SWD 12.5

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1A Teachers appropriately assigned and fully credentialed for assignment Priority 1B Pupil access to standards aligned materials Priority 1C School facilities maintained in good repair	1A: 100% of teachers appropriately assigned and fully credentialed for assignment. 1B: 100% of students have access to standards aligned materials 1C: School facilities are maintained in "good" repair as per FIT.	1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 1B Maintain 100% access to standards-aligned materials 1C Maintain school facilities maintained in "good" repair or better as per FIT.	1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 1B Maintain 100% access to standards-aligned materials 1C Maintain school facilities maintained in "good" repair or better as per FIT.	1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 1B Maintain 100% access to standards-aligned materials 1C Maintain school facilities maintained in "good" repair or better as per FIT.

Priority 2A Implementation of CA academic and performance standards Priority 2B How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency Priority 3A Efforts to seek parent input in decision making for district and school sites Priority 3B How district promotes participation of parents for unduplicated pupils Priority 3C How district promotes participation of parents with exceptional needs	2A: CCSS Implementation Status: "Fully" as per administrative observations school wide. 2B: 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 school wide. 3A: 65% of parents attended parent teacher conferences per year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys, PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC. 3B: 100% of parents of unduplicated students were invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board.	2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations 2B 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. 3A: 68% of parents will attend parent teacher conferences per year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys, PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC. 3B: Maintain 100% of parents of unduplicated students to be invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. 3C: Maintain 100% exceptional needs parents receive phone call before 504 meetings and IEP meetings for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings	2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations 2B 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. 3A: 71% of parents attend will parent teacher conferences per year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys, PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC. 3B: Maintain 100% of parents of unduplicated students to be invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. 3C: Maintain 100% exceptional needs parents receive phone call before 504 meetings and IEP meetings for their students. Flexibility offered in time and dates in which parents can	2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations 2B 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. 3A: 74% of parents will attend parent teacher conferences per year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys, PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC. 3B: Maintain 100% of parents of unduplicated students to be invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. 3C: Maintain 100% exceptional needs parents receive phone call before 504 meetings and IEP meetings for their students. Flexibility offered in time and dates in which parents can

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Priority 4A
Statewide Assessments
Percent Met/Exceeded

Priority 4B
API

Priority 4C
Percentage of pupils completing A-G sequences/programs

Priority 4D
Percentage of EL pupils making progress toward English Proficiency

Priority 4E
English Learner Reclassification Rate

Priority 4F
Percentage of pupils passing AP exam with 3 or higher

Priority 4G
Percentage of pupils who participate in and demonstrate college preparedness on EAP

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3C: 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events.

4A: CAASPP ELA: 51% Met / Exceeded
4A: CAASPP Math: 36% Met / Exceeded

4B: NA

4C: NA

4D: 53%

4E: 20%

4F: NA

4G: NA

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parents given information regarding all school events.

4A: CAASPP ELA: 53%
4A: CAASPP Math: 39%

4B: NA

4C: NA

4D: 55%

4E: Maintain 20%

4F: NA

4G: NA

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attend. At 504/IEP meetings parents given information regarding all school events.

4A: CAASPP ELA: 56%
4A: CAASPP Math: 42%

4B: NA

4C: NA

4D: 57%

4E: Maintain 20%

4F: NA

4G: NA

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attend. At 504/IEP meetings parents given information regarding all school events.

4A: CAASPP ELA: 59%
4A: CAASPP Math: 45%

4B: NA

4C: NA

4D: 59%

4E: Maintain 20%

4F: NA

4G: NA

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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

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

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Purchase technology support devices K-8th grades, replace as needed, included support technology	1. Purchase technology support devices K-8th grades, replace as needed, included support technology	1. Purchase technology support devices K-8th grades, replace as needed, included support technology

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	$5,000	Amount	$6000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	5,000	Amount	$5,000	Amount	$6,000
Source	Supplemental/Concentration	Source	Title I	Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action   **2**

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

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Maintain intervention reading materials	2. Maintain intervention reading materials	2. Maintain intervention reading materials

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$7,000	Amount	$8,000	Amount	$9,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action   **3**

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

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Purchase supplemental writing materials	3. Purchase supplemental writing writing materials	3. Purchase supplemental writing writing materials

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,000	Amount	$12,000	Amount	$15,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action   **4**

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

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

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

<div align="center">OR</div>

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. AVID participation and Staff Development and AVID Training , increase student awareness about college requirements and articulation meetings and AVID tutoring	4. AVID participation and Staff Development and AVID Training , increase student awareness about college requirements and articulation meetings, bring in speakers to talk to students	4. AVID participation and Staff Development and AVID Training , increase student awareness about college requirements and articulation meetings, bring in speakers to talk to students

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,000	Amount	$4,000	Amount	$4,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	$8,000	Amount	$9,000	Amount	$9,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits
Amount	$6,000	Amount	$7,000	Amount	$7,000

Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits

Action 5

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)] EL students
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. Professional development in meeting the literacy needs of English learners, literacy and writing and LitConn specifically focusing on differentiation strategies for all subject areas	5. Professional development in meeting the literacy needs of English learners, literacy and writing and LitConn specifically focusing on differentiation strategies for all subject areas	5. Professional development in meeting the literacy needs of English learners, literacy and writing and LitConn specifically focusing on differentiation strategies for all subject areas

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$20,000	Amount	$20,000

Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	$10,000	Amount	$15,000	Amount	$15,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action   **6**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6. Provide professional development for ELA/ ELD Common Core, targeting strategies for EL, Redesignated, SWD and SES specifically differentiation strategies	6. Provide professional development for ELA/ ELD Common Core, targeting strategies for EL, Redesignated, SWD and SES specifically differentiation strategies	6. Provide professional development for ELA/ ELD Common Core, targeting strategies for EL, Redesignated, SWD and SES specifically differentiation strategies

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,000	Amount	$15,000	Amount	$15,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **7**

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

Students to be Served

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

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

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

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
7. Extended learning time: After school student support (Saturday School, Academy, Summer School), focusing on differentiation	7. Extended learning time: After school student support (Saturday School, Academy, Summer School	7. Extended learning time: After school student support (Saturday School, Academy, Summer School

BUDGETED EXPENDITURES

2017-18

Amount	$10,000
Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits
Amount	$4,000
Source	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits
Amount	$4,000
Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	$4,000
Source	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	$12,000
Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits
Amount	$5,000
Source	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits
Amount	$4,000
Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	$4,000
Source	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	$12,000
Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits
Amount	$5,000
Source	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits
Amount	$4,000
Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies
Amount	$4,000
Source	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action   8

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

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

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

OR

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

| Students to be Served | ☒ English Learners | ☒ Foster Youth | ☒ Low Income |

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

| Location(s) | ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
8. Provide parent education opportunities such as PIQE, Latino Family Literacy, parental knowledge on how to get their child into college and the importance of bilteracy with the intent of increasing our parental engagement	8. Provide parent education opportunities such as PIQE, Latino Family Literacy, parental knowledge on how to get their child into college and the importance of bilteracy with the intent of increasing our parental engagement	8. Provide parent education opportunities such as PIQE, Latino Family Literacy, parental knowledge on how to get their child into college and the importance of bilteracy with the intent of increasing our parental engagement

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$7,000	Amount	$9,000	Amount	$9,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits
Amount	$5,000	Amount	$6,000	Amount	$6,000

Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits	Budget Reference	Classified Personnel Salaries and Benefits	Budget Reference	Classified Personnel Salaries and Benefits
Amount	$4,000	Amount	$4,000	Amount	$4,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	$5,000	Amount	$7,000	Amount	$7,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action   9

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

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

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

OR

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

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
9. Expand literary collections in class and library specifically class sets in expository texts and Spanish selections.	9. Expand literary collections in class and library specifically class sets in expository texts and Spanish selections.	9. Expand literary collections in class and library specifically class sets in expository texts and Spanish selections.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **10**

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

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

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

10. Extra duty funds for teachers and staff to provide tutoring after-school, specifically targeting students who are not achieving the Pond quarterly targets	10. Extra duty funds for teachers and staff to provide tutoring after-school, specifically differentiation, specifically targeting students who are not achieving the Pond quarterly targets	10. Extra duty funds for teachers and staff to provide tutoring after-school, specifically differentiation, specifically targeting students who are not achieving the Pond quarterly targets

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$11,000	Amount	$11,000	Amount	$11,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits

Action **11**

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

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

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18			**2018-19**			**2019-20**		
☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged

| 11. Maintain ELA/ELD CCSS program | 11. Maintain ELA/ELD CCSS program | 11. Maintain ELA/ELD CCSS program |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$9,000	Amount	$10,000	Amount	$15,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **12**

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

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

| Location(s) | ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

OR

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

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
12. Continue to repair and improve facilities including restrooms, playground, cafeteria, painting, and gravel in order to obtain the highest score of the FIT report.	12. Continue to repair and improve facilities as needed including restrooms, playground, cafeteria, replace window and doors if necessary in order to obtain the highest score of the FIT report.	12. Continue to repair and improve facilities as needed including restrooms, playground, cafeteria, replace window and doors if necessary in order to obtain the highest score of the FIT report.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$90,000	Amount	$100,000	Amount	$100,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **13**

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

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

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
13. Additional support for teachers in the form of classroom walkthrough observations then identifying areas of potential growth and working with mentor individually throughout the year. Some workshop with all teachers then some individual support through mentoring.	13 .Additional support for teachers in the form of classroom walkthrough observations then identifying areas of potential growth and working with mentor individually throughout the year. Some workshop with all	13. Additional support for teachers in the form of classroom walkthrough observations then identifying areas of potential growth and working with mentor individually throughout the year. Some workshop with all

| | teachers then some individual support through mentoring. | teachers then some individual support through mentoring. |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 2	Pond students will make progress toward meeting/exceeding the standards met in Math as measured by SBAC and/or local assessments.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

2) Common Core implementation: fully in math; substantially in ELA based upon administrative observations
4) Student achievement: 36% of students grades 2-8 scored Met Exceeded on the CAASPP in Math

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1A Teachers appropriately assigned and fully credentialed for assignment Priority 1B Pupil access to standards aligned materials Priority 1C School facilities maintained in good repair Priority 2A Implementation of CA academic and performance standards Priority 2B	1A: 100% of teachers appropriately assigned and fully credentialed for assignment. 1B: 100% of students have access to standards aligned materials 1C: School facilities are maintained in "good" repair as per FIT. 2A: CCSS Implementation Status: "Fully" as per administrative observations school wide.	1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 1B Maintain 100% access to standards-aligned materials 1C Maintain school facilities maintained in "good" repair or better as per FIT. 2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations	1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 1B Maintain 100% access to standards-aligned materials 1C Maintain school facilities maintained in "good" repair or better as per FIT. 2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations	1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 1B Maintain 100% access to standards-aligned materials 1C Maintain school facilities maintained in "good" repair or better as per FIT. 2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations

How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency	2B: 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 school wide.	2B 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.	2B 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.	2B 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.
Priority 4A Statewide Assessments Percent Met/Exceeded		4A: CAASPP ELA: 53% 4A: CAASPP Math: 39%	4A: CAASPP ELA: 56% 4A: CAASPP Math: 42%	4A: CAASPP ELA: 59% 4A: CAASPP Math: 45%
Priority 4B API	4A: CAASPP ELA: 51% Met / Exceeded 4A: CAASPP Math: 36% Met / Exceeded	4B: NA	4B: NA	4B: NA
Priority 4C Percentage of pupils completing A-G sequences/programs	4B: NA	4C: NA	4C: NA	4C: NA
Priority 4D Percentage of EL pupils making progress toward English Proficiency	4C: NA	4D: 55%	4D: 57%	4D: 59%
Priority 4E English Learner Reclassification Rate	4D: 53%	4E: Maintain 20%	4E: Maintain 20%	4E: Maintain 20%
Priority 4F Percentage of pupils passing AP exam with 3 or higher	4E: 20%	4F: NA	4F: NA	4F: NA
	4F: NA	4G: NA	4G: NA	4G: NA
Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP	4G: NA			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

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

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Maintain small classroom sizes 4-8	1. Maintain small classroom sizes 4-8	1. Maintain small classroom sizes 4-8

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$90,000	Amount	100,000	Amount	$100,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits

Action   **2**

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

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Summer Bridge Math Program	2. Summer Bridge Math Program	2. Summer Bridge Math Program

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$7,000	Amount	$7,000	Amount	$7,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits
Amount	$5,000	Amount	$5,000	Amount	$5,000

Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits	Budget Reference	Classified Personnel Salaries and Benefits	Budget Reference	Classified Personnel Salaries and Benefits
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action 3

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

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

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

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Instructional Aides	3. Instructional Aides	3. Instructional Aides

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$250,000	Amount	$250,000	Amount	$250,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits Classified Salaries and Benefits $250,000 LCFF S/C	Budget Reference	Classified Personnel Salaries and Benefits Classified Salaries and Benefits $250,000 LCFF S/C	Budget Reference	Classified Personnel Salaries and Benefits Classified Salaries and Benefits $250,000 LCFF S/C

Action 4

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

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

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

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. Math common core professional development, focusing on response to intervention students	4. Math common core professional development, focusing on response to intervention students	4. Math common core professional development, focusing on response to intervention students

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Amount $10,000	Amount $10,000	Amount $10,000
Source Supplemental/Concentration	Source Supplemental/Concentration	Source Supplemental/Concentration
Budget Reference 5800: Professional/Consulting Services And Operating Expenditures	Budget Reference 5800: Professional/Consulting Services And Operating Expenditures	Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Action   **5**

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

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

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. Instructional Technology Support for math and science, targeting response to intervention students	5. Instructional Technology Support for math and science, targeting response to intervention students	5. Instructional Technology Support for math and science, targeting response to intervention students

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$15,000	Amount	$18,000	Amount	$20,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action   **6**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6. Maintain and revise comprehensive student assessment system and pacing guide.	6. Continue to maintain and revise comprehensive student assessment system and pacing guide.	6. Maintain and revise comprehensive student assessment system and pacing guide.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$8,000	Amount	$8,000	Amount	$8,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	$8,000	Amount	$8,000	Amount	$8,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits

Action 7

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

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

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

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
7. Supplementary services will be provided to identified response to intervention students. After school tutoring	7. Supplementary services will be provided to identified response to intervention students. After school tutoring	7. Supplementary services will be provided to identified response to intervention students. After school tutoring

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$8,000	Amount	$10,000	Amount	$10,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits

Action   **8**

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

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

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

OR

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

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
8. Parent workshops to assist their children in math	8. Parent workshops to assist their children in math	8. Parent workshops to assist their children in math

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: $5,000	Amount: $5,000	Amount: $10,000
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures	Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures	Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures
Amount: $5,000	Amount: $5,000	Amount: $10,000
Source: Supplemental/Concentration	Source: Supplemental/Concentration	Source: Supplemental/Concentration
Budget Reference: Certificated Personnel Salaries and Benefits	Budget Reference: Certificated Personnel Salaries and Benefits	Budget Reference: Certificated Personnel Salaries and Benefits

Action **9**

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

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

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

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
9. District wide analyze data from Kinder through 8th grade and find areas of need to improve with the target being we want all 8th grade students to have the opportunity to take a full year of academic algebra if they are capable of doing so. creating a team approach in identifying schools that are currently doing this, visiting them asking the administration team and having an opportunity to speak with the teachers. If possible purchase supplemental textbooks and professional development.	9.Maintain program District Pond wants all 8th grade students to have the opportunity to take a full year of academic algebra if they are capable of doing so, Continue to provide materials and professional development	9.Maintain program District Pond wants all 8th grade students to have the opportunity to take a full year of academic algebra if they are capable of doing so, Continue to provide materials and professional development

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 3	Monthly attendance rate will increase to 97.3%, as measured by monthly and yearly attendance data Outreach to parents regarding research on academic achievement and attendance

State and/or Local Priorities Addressed by this goal:

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

Identified Need

5) Pupil Engagement: 97% attendance rate was identified in 2016-17
8) Other Student Outcomes:
% of students at health risk on Aerobic Capacity Physical Fitness Test: 5th grade: 34.6%, 7th grade: 36.4 %
% of students at health risk on Body Composition Physical Fitness Test:5th grade: 26.9% %, 7th grade: 45.5%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3A: Efforts to seek parent input in decision making for district and school sites Priority 3B: How district promotes participation of parents for unduplicated pupils	3A: 97.3% of parents attended parent teacher conferences per year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys, PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC.	3A: 97.3% of parents will attend parent teacher conferences per year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys, PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC. 3B: Maintain 100% of parents of unduplicated students to be invited to all school events	3A: 97.3 % of parents will attend parent teacher conferences per year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys, PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC.	3A: Maintain 97.3% of parents will attend parent teacher conferences per year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys, PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC.

Priority 3C: How district promotes participation of parents with exceptional needs Priority 5A School attendance rates Priority 5B Chronic absenteeism rates Priority 5C Middle school dropout rates Priority 5D High school dropout rates Priority 5E High school graduation rates: Priority 6A Pupil suspension rates Priority 6B Pupil expulsion rates Priority 6C Other local measures of sense of safety and school connectedness Priority 7A	3B: 100% of parents of unduplicated students were invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. 3C: 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events. 5A: 97.3% 5B: 7% 5C: 0% 5D:NA 5E: NA 6A: 1% 6B: 0%	including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. 3C: Maintain 100% exceptional needs parents receive phone call before 504 meetings and IEP meetings for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events. 5A: 97.3% 5B: 7% 5C: Maintain 0% 5D:NA 5E: NA 6A: Maintain 1% 6B: Maintain 0% 6C: 82% of students feel sense of safety and connectedness at school as per student survey.	3B: Maintain 100% of parents of unduplicated students to be invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. 3C: Maintain 100% exceptional needs parents receive phone call before 504 meetings and IEP meetings for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events. 5A: Maintain at least 97.3% 5B: 6% 5C: Maintain 0% 5D:NA 5E: NA 6A: Maintain 1% 6B:Maintain 0%	3B: Maintain 100% of parents of unduplicated students to be invited to all school events including but not limited to parent teacher conferences, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and "pastries events" with the Principal via flyers in English and Spanish, and via message board. 3C: Maintain 100% exceptional needs parents receive phone call before 504 meetings and IEP meetings for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events. 5A: Maintain at least 97.3% 5B: 5% 5C: Maintain 0% 5D:NA 5E: NA 6A: Maintain 1% 6B: Maintain 0%

Extent to which pupils have access to and are enrolled in a broad course of study Priority 7B Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils Priority 7C Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs. Priority 8 Other Student Outcomes	6C: 80% of students feel sense of safety and connectedness at school as per student survey. 7A: 100% of students have access to a broad course of study. 7B: 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. 7C: 100% students with special needs will participate in the regular programs with support from special education teachers and aides. 8: Physical Fitness Testing: Aerobic Capacity 5th Grade: 34.6 % students in Healthy Fitness Zone 7th Grade: 36.4 % students in Healthy Fitness Zone	7A: Maintain 100% of students have access to a broad course of study. 7B: Maintain 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. 7C: Maintain 100% students with special needs will participate in the regular programs with support from special education teachers and aides. 8: Physical Fitness Testing: Aerobic Capacity 5th Grade:35 % students in Healthy Fitness Zone 7th Grade: 37 % students in Healthy Fitness Zone	6C: 84% of students feel sense of safety and connectedness at school as per student survey. 7A: Maintain 100% of students have access to a broad course of study. 7B: Maintain 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. 7C: Maintain 100% students with special needs will participate in the regular programs with support from special education teachers and aides. 8: Physical Fitness Testing: Aerobic Capacity 5th Grade:35.5 % students in Healthy Fitness Zone 7th Grade: 37.5 % students in Healthy Fitness Zone	6C: 86% of students feel sense of safety and connectedness at school as per student survey. 7A: Maintain 100% of students have access to a broad course of study. 7B: Maintain 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. 7C: Maintain 100% students with special needs will participate in the regular programs with support from special education teachers and aides. 8: Physical Fitness Testing: Aerobic Capacity 5th Grade:36 % students in Healthy Fitness Zone 7th Grade: 37 % students in Healthy Fitness Zone

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol	1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol	1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$4,000	Amount	$4,000	Amount	$4,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	$4,000	Amount	$5,000	Amount	$5,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits	Budget Reference	Classified Personnel Salaries and Benefits	Budget Reference	Classified Personnel Salaries and Benefits

Action **2**

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

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

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

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2. Counseling services focusing on social skills	2. Counseling services focusing on social skills	2. Counseling services focusing on social skills

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action   **3**

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

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

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

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc	3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc	3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action   **4**

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

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

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4. After- school activities for developing healthy lifestyles for students	4. After- school activities for developing healthy lifestyles for students	4. After- school activities for developing healthy lifestyles for students

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$7,000	Amount	$10,000	Amount	$15,000

Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits

Action 5

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

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

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
5. Learning Lab—Garden to promote healthy lifestyles for students.	5. Learning Lab—Garden to promote healthy lifestyles for students	5. Learning Lab—Garden to promote healthy lifestyles for students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$2,000	Amount	$2,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration

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

Action   6

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

Students to be Served

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

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

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

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
6. Incentives to increase attendance Activities and rewards for perfect attendance will be developed for students	6. Incentives to increase attendance Activities and rewards for perfect attendance will be developed for students	6. Incentives to increase attendance Activities and rewards for perfect attendance will be developed for students

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration

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

Action **7**

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

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

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

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
7. Targeted focus on chronic absenteeism.	7. Targeted focus on chronic absenteeism.	7. Targeted focus on chronic absenteeism.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits

Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits	Budget Reference	Classified Personnel Salaries and Benefits	Budget Reference	Classified Personnel Salaries and Benefits

Action   **8**

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

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

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

OR

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

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
8. Review the possibility of starting a SARB at Pond and inviting other local small schools to participate	8. If feasible start a SARB at Pond and inviting other local small schools to participate	8. If feasible start a SARB at Pond and inviting other local small schools to participate

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $2,000	Amount $6,000	Amount $6,000

Source	Base	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits

Action   9

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

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

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
9. Start a focus group to identify best research ways to decrease or habitual absences and a consistent discipline policy , then select a strategy and implement this year	9. Continue with Start best research ways to decrease or habitual absences,and a consistent discipline then select a strategy and implement again this year	9. Continue with best research ways to decrease or habitual absences and a consistent discipline , then select a strategy and implement again this year

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,000	Amount	$3,000	Amount	$3,000

Source	Supplemental/Concentration	Source	Supplemental/Concentration	Source	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits	Budget Reference	Certificated Personnel Salaries and Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $522,428   Percentage to Increase or Improve Services: 38.0%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Pond School District has an allocated amount of $507,194.00 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.

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 throughout the day, Saturday School and Summer School. Extra curricular opportunities/services including sports teams, visual and performing arts, music and integrating science throughout the day to enhance and foster a well- rounded education opportunites will be added and a focus on improving safety and the facilities. A focus on expanding unduplicated parental programs, specifically targeting core areas from the stakeholders input; college and career readiness, enhancing and understanding the importance of increasing biliteracy, for parents and for our Pond students through the use of the Supplemental and Concentration Funds is also noted.

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 increase professional development support and mentor teachers and staff through the use of classroom walk throughs such as the UCLA method or other. Increased research based training in ELA, ELD, Math and Science Common Core curriculum, AVID strategies, language acquisition, differentiation instruction for all students, specifically targeting English learners research based high yield strategies and incorporating 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, ELA and ELD materials and collaboration time focusing on assessments/data will allow staff the time and opportunity to plan for increasing student achievement, engagement and identifying targeted students who may be at risk of not obtaining their full potential academically. As indicated in the surveys Pond Union Elementary School District will identify and analyze the math curriculum/benchmarks from a systemic K-8 to ensure opportunities are available for students to take algebra as well as looking through our entire curriculum and analyzing where our District can consistently infuse the Arts as research notes music, art, drama, band allow students to feel a higher level of connectedness to their school and being able to draw upon different strengths for a variety of reasons enhances the educational system for each and every one of our Pond students.   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 and beyond with the lens of college or career readiness will be added as multiple stakeholder indicated. 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 continue 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.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

> **New, Modified, Unchanged**
>
> > As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

> ### Goal
>
> > State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

> ### Related State and/or Local Priorities
>
> > Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

> ### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
 A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
 B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
 C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
 A. The implementation of state board adopted academic content and performance standards for all students, which are:
  a. English Language Arts – Common Core State Standards for English Language Arts
  b. Mathematics – Common Core State Standards for Mathematics
  c. English Language Development
  d. Career Technical Education
  e. Health Education Content Standards
  f. History-Social Science
  g. Model School Library Standards
  h. Physical Education Model Content Standards
  i. Next Generation Science Standards
  j. Visual and Performing Arts
  k. World Language; and
 B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
 A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
 B. How the school district will promote parental participation in programs for unduplicated pupils; and
 C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
 A. Statewide assessments;
 B. The Academic Performance Index;
 C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
 D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
 E. The English learner reclassification rate;
 F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
 G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
 A. School attendance rates;
 B. Chronic absenteeism rates;

  C. Middle school dropout rates;

  D. High school dropout rates; and

  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

  A. Pupil suspension rates;

  B. Pupil expulsion rates; and

  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

  A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;

  B. Programs and services developed and provided to unduplicated pupils; and

  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

  A. Working with the county child welfare agency to minimize changes in school placement

  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

  A. Local priority goals; and

  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	0.00	0.00	728,000.00	792,000.00	820,000.00	2,340,000.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	111,000.00	120,000.00	125,000.00	356,000.00
Supplemental/Concentration	0.00	0.00	609,000.00	658,000.00	679,000.00	1,946,000.00
Title I	0.00	0.00	8,000.00	14,000.00	16,000.00	38,000.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	0.00	0.00	728,000.00	792,000.00	820,000.00	2,340,000.00
	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	0.00	68,000.00	73,000.00	83,000.00	224,000.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	23,000.00	124,000.00	124,000.00	271,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	185,000.00	103,000.00	111,000.00	399,000.00
Certificated Personnel Salaries and Benefits	0.00	0.00	185,000.00	223,000.00	233,000.00	641,000.00
Classified Personnel Salaries and Benefits	0.00	0.00	267,000.00	269,000.00	269,000.00	805,000.00

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

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Object Type and Funding Source							
All Expenditure Types	All Funding Sources	0.00	0.00	728,000.00	792,000.00	820,000.00	2,340,000.00
		0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	9,000.00	10,000.00	15,000.00	34,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	0.00	0.00	54,000.00	58,000.00	62,000.00	174,000.00
4000-4999: Books And Supplies	Title I	0.00	0.00	5,000.00	5,000.00	6,000.00	16,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	10,000.00	110,000.00	110,000.00	230,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	0.00	0.00	13,000.00	14,000.00	14,000.00	41,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	90,000.00	0.00	0.00	90,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	0.00	0.00	92,000.00	94,000.00	101,000.00	287,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	3,000.00	9,000.00	10,000.00	22,000.00
Certificated Personnel Salaries and Benefits	Base	0.00	0.00	2,000.00	0.00	0.00	2,000.00
Certificated Personnel Salaries and Benefits	Supplemental/Concentration	0.00	0.00	183,000.00	223,000.00	233,000.00	639,000.00
Classified Personnel Salaries and Benefits	Supplemental/Concentration	0.00	0.00	267,000.00	269,000.00	269,000.00	805,000.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	252,000.00	292,000.00	303,000.00	847,000.00
Goal 2	436,000.00	451,000.00	463,000.00	1,350,000.00
Goal 3	40,000.00	49,000.00	54,000.00	143,000.00
Goal 4	11,000.00	0.00	0.00	11,000.00
Goal 5	1,000.00	0.00	0.00	1,000.00
Goal 6	100.00	0.00	0.00	100.00

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