

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

Contact Name and Title

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Superintendent/Principal

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2017-20 Plan Summary

The Story

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 data 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 greatest progress made in the Pond District is in the area of suspension rate. As the Dashboard indicates green for all students but impressively blue for English Learners declining 3.9% to 1% and Green from socioeconomically disadvantaged students declining .9% to 1.5%. 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 have also increased efforts to connect with parents, in person, via multilingual phone communications and mailed communications. We will continue within our focus areas in the coming year as we have seen much progress on local assessment data.

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%. The site has writing as a major focus and all staff attended a professional learning opportunity on "Step Up to Writing". Grades 5-8 utilize a writing program daily with a major focus on Narrative Writing. 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 English Language Arts for ALL students as well as EL, Hispanic and Socially Disadvantaged are "Orange" confirming a potential need in this area. It also should be noted that this indicates a decline of -36 points from the previous year. The California School Dashboard (Dashboard) indicators for Mathematics for ALL students as well as EL, Hispanic and Socially Disadvantaged are "Orange" confirming a potential need in this area also. It also should be noted that this indicates a decline of -15.4 points from the previous year. Another area of potential need is English Learner Progress that also is in the "Orange" area with a decline of 4.9% from the previous year.

The district did not meet 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" along with All students, although the decline for English Learners was less of a decline compared to all students. CAASPP ELA Baseline was 38.5% and this year our English Learner students scored 3.3% in met or exceeded standards. In math last year our baseline was 34.6 and All students scored 22.3% meeting or exceeding standards. Our students with special disabilities showed a slight increase from 12.5% to 15.38% in math in the CAASPP as well. Although this is a slight increase the results are below the targeted goals in all areas.

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. 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 data described above have been shared with teachers and all stakeholders. Extensive discussion and problem solving has been the focus of these results. 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, culturally relevant pedagogy, instructional coaching for teachers and for the principal/superintendent as efficient. Feedback has been cited from staff, parent groups and support personnel that one of the most

effective practices in improving academic outcomes is increases in parental classes, open communication between stakeholders and frequent meetings and discussions.

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.

Activities supporting instructional strategies as AVID and curriculum and common core standards alignment to the scope and sequence of teaching have been identified as the focus for all grade levels in Mathematics and English Language Arts to ensure all common core standards are addressed. All staff will be working towards increasing the rigor of content and questioning strategies used with students. Meetings and planning days have begun in this area as well as planning days have been scheduled for the 2018-19 school year.

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

The district did not meet 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, All Students, English learner students and Socioeconomically Disadvantaged in grades 3-8, scored "Orange" versus a "Yellow" scored in the previous year. As stated in “Greatest Needs,” section.

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

- *Professional Development and work will be done in the area of curriculum alignment to the common core standards in English Language Arts and Mathematics on modified days and during summer school work days.

- *Materials will be used and developed in increase the rigor of content presented to students.

- *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

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.

Increased or Improved services

Like the previous year 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	\$2,668,527
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$716,282.00

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 2018-19 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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,178,185

Annual Update

LCAP Year Reviewed: **2017-18**

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 17-18 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	Priority 1 A During the 2017-18 year, 100% of the Pond teachers where fully credentialed and assigned appropriately Priority 1B 100% of students at Pond school had access to standards aligned materials Priority 1 C Pond School is a building in good repair. The facility is maintained in a manner that assures that it is clean, safe, and functional. Priority 2 A Pond school has implemented 100% of California academic and performance standards in the areas of Math and ELA. Common Core Standards-aligned text have been purchased and used in all classrooms. 100% of Pond teachers have developed standards based assessments to use throughout the year to ensure standards are not only being taught but that students are learning the standards. 100% of the teachers give and analyze the results of these assessments. Support materials have been purchased that target standards areas that need additional materials.

Expected

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 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

Actual

Priority 2 B

100% of the ELD standards have been aligned and integrated into the curriculum. ELD leveled class time is scheduled daily to meet the language needs of students. Instructional aides work with students to support learning. ELD and AVID strategies are used to support English Language Development.

Priority 3 A

98% of Pond parents attended parent teacher conference. Parent input has been a continued priority at Pond. PIQE (Parents for Quality Education) creates partnerships between parents, students, and educators to further student's academic achievement. Working with parents in the areas of math and reading and this year adding "How to help my child prepare for college" workshop.

Priority 3 B

100% of Parent involvement activities are all held school wide so all student groups including unduplicated students receive representation. 100% of parents are invited to LCAP forums, technology events, SSC, ELAC, Board Meetings, Open House, Back to school Night, Breakfast with mom/dad. All invitations are in English and Spanish and via Message Board.

Priority 3 C

100% of Parent involvement activities are all held school wide so all student groups including unduplicated students receive representation. Parents receive phone calls before 504 meetings and IEP meetings for their children to increase participation.

Priority 4 A. ENGLISH LANGUAGE ARTS

State wide assessment results were mixed. 31.75% of the students met or exceeded standards in ELA. Pond did not increase the percentage of students that met or exceeded standards met school wide. Pond also had a slight increase in the number of students scoring below standard. Listening in ELA was the lowest overall area with only 7.84% of students scoring above standard. Research and Inquiry was an area that had the highest percentage of students scoring above standard.

Reading scores on Pond's district benchmark test were a little lower than expected. This was the first year this test was given and in creating this assessment Pond really increased the rigor of the test and used testing format more similar to Smarter Balance. We tested in Reading Comprehension of informational test. Growth between pre and post test school wide was about 6% increase of common core standards. Sixth grade

Expected	Actual
4G: NA	<p>had the highest increase of 10.6 %. Growth in Comprehension was better than conventions.</p> <p>Priority 4A MATH 22.65% of total students 3rd - 8th grade met state standards in the area of math. 28.57% of total students scored at the Nearly Met Standard level. Math will be a priority area for the school the coming school year.</p> <p>4B NA</p> <p>4C NA</p> <p>4D goal met at 70.4%% of EL students made adequate progress.</p> <p>4E Official data was not available through CDE. School data indicated 14 students were reclassified this year for a rate of 14%</p> <p>4F NA</p> <p>4G NA</p>

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Purchase technology support devices K-8th grades, replace as needed, included support technology	Technology support devices were replaced or repaired as needed to provide optimum access to chromebooks, Ipads and other devices to unduplicated students.	<p>4000-4999: Books And Supplies Title I \$5,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 5,000</p>	<p>4000-4999: Books And Supplies Title I 1815.10</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 3933.00</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Maintain intervention reading materials	Intervention reading materials were maintained. Professional development on the use of these materials were conducted.	4000-4999: Books And Supplies Supplemental/Concentration \$7,000	4000-4999: Books And Supplies Supplemental/Concentration \$6994.68

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Purchase supplemental writing materials	Supplemental writing materials were purchased and training occurred on these materials.	4000-4999: Books And Supplies Supplemental/Concentration \$10,000	4000-4999: Books And Supplies Supplemental/Concentration \$7643.56

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. AVID participation and Staff Development and AVID Training , increase student awareness about college requirements and articulation meetings and AVID tutoring	All teachers attended AVID training. Strategies were implemented and shared with stakeholders including parents and classified staff.	5800: Professional/Consulting Services And Operating Expenditures Title I \$3,000	5800: Professional/Consulting Services And Operating Expenditures Title I \$2,819
		5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$8,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$7,311.
		Certificated Personnel Salaries and Benefits Supplemental/Concentration \$6,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$2,358

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Professional development in meeting the literacy needs of	Professional development was conducted on literacy for English	5800: Professional/Consulting Services And Operating	5800: Professional/Consulting Services And Operating

English learners, literacy and writing and LitConn specifically focusing on differentiation strategies for all subject areas	learners and writing strategies from LitConn were conducted on focusing on differentiation strategies for all subject areas.	Expenditures Supplemental/Concentration \$15,000	Expenditures Supplemental/Concentration \$14,925
		Certificated Personnel Salaries and Benefits Supplemental/Concentration \$10,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$1,958
		5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$6,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Provide professional development for ELA/ ELD Common Core, targeting strategies for EL, Redesignated, SWD and SES specifically differentiation strategies.	Professional development in ELA/ELD Common Core, targeting differentiation strategies for students, EL, Redesignated, SWD and SES students to place at professional development opportunities offered at KCSOS, a KCSOS professional development specialist came to Pond School on Wednesdays to instruct all teachers on state ELD standards, research based EL strategies to meet the needs of EL, REdesignated, SWD and SES students..	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$10,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$7,500

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Extended learning time: After school student support (Saturday School, Saturday Academics,	Extended learning time after school support was provided, Saturday School days were	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits

Summer School), focusing on differentiation	implemented, Saturday Academies were implemented, and extended learning time throughout the day were implemented. Summer School was not implemented in the 2017 -2018 school year due to logistical challenges.	Supplemental/Concentration \$10,000	Supplemental/Concentration \$7,500
		Classified Personnel Salaries and Benefits Supplemental/Concentration \$4,000	Classified Personnel Salaries and Benefits Supplemental/Concentration \$0
		4000-4999: Books And Supplies Supplemental/Concentration \$4,000	4000-4999: Books And Supplies Supplemental/Concentration \$4,000
		5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 biliteracy with the intent of increasing our parental engagement	Pond implemented and provided parent education opportunities including two Math Festival events, and a Family Math night. PTA, ELAC/DLAC, School Site Council, as well as AVID parent involvement opportunities of unduplicated students. School bus transportation was provided to students and parents who attended the "College Make It Happen" event at CSU Bakersfield.	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$7,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0
		Classified Personnel Salaries and Benefits Supplemental/Concentration \$5,000	Classified Personnel Salaries and Benefits Supplemental/Concentration \$0
		4000-4999: Books And Supplies Supplemental/Concentration \$4,000	4000-4999: Books And Supplies Supplemental/Concentration \$2,869.24
		Certificated Personnel Salaries and Benefits Supplemental/Concentration \$5,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$2,825
	PIQE - Parent Institute for Quality Education was unavailable to provide services this school year. Staff was not trained this year to offer the Latino Family Literacy program so it was not offered.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Expand literary collections in class and library specifically class sets in fiction and non fictions selections	Library literary collections were purchased, class sets of expository texts were purchased, and Spanish selections were purchased for the library.	4000-4999: Books And Supplies Supplemental/Concentration \$5,000	4000-4999: Books And Supplies Supplemental/Concentration \$2503.56

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10. Extra duty funds for teachers and staff to provide tutoring after-school, specifically targeting students who are not achieving the Pond quarterly targets	Staff members provided tutoring after school to specific students who had been identified as underachieving. Progress was monitored quarterly.	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$11,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$11,140

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
11. Maintain ELA/ELD CCSS program	Materials were purchased and activities were implemented to support the Common Core State Standards and the English Language Development Standards delivery to students at Pond School.	4000-4999: Books And Supplies Base \$9,000	4000-4999: Books And Supplies Base \$11,782

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The highest score on the FIT report was maintained because repair and improvements were made to the Pond Facilities. Four additional drinking fountains were added. The school was painted,	5800: Professional/Consulting Services And Operating Expenditures Base \$90,000	5800: Professional/Consulting Services And Operating Expenditures Base \$48,969.8

flowers planted, sinks replaced in a restroom.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
13. Additional support for teachers in the form of classroom walkthrough observations, then identifying areas of potential growth and working with a mentor individually throughout the year. Some workshops will be provided to all teachers. Some individual teachers will be provided support through mentoring.	Classroom walkthroughs and mentoring was conducted to support teachers in meeting the needs of unduplicated students. Identified teachers were provided mentoring services and support. All teachers attended training in meeting the needs of unduplicated students with a special focus on English Learners.	5000-5999: Services And Other Operating Expenditures Base \$10,000	5000-5999: Services And Other Operating Expenditures Base \$10,800

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.

Again this year 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 challenge of standards being met or exceeded decreasing to 31,75% in the SBAC ELA test and students scoring and entire growth on a performance level in the local writing benchmark. Student grew to writing proficiency by 25%. Growth was found primarily in the upper grades.

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

Decreased growth in ELA SBAC performance and district-wide assessment demonstrates challenges towards greater proficiency for students. . SBAC ELA Standards met or exceeded performance for 16-17 showed a decrease to 31.75% meeting or exceeding standards for all students, 3.3% for EL students, 31.31% for SES and 28.07% for SWD. Stakeholders are analyzing these results to try to solve and find the reason for the decrease. One fact is known, when you have small student numbers percentages can fluctuate do to having just several students score poorly. Larger districts aren't affected in this way. The other consideration is the rigor of the test and questioning vocabulary. Teachers are already developing materials to increase the rigor of their teaching. Pond has also developed a common core assessment through IO/EADMS to assess students with the difficulty level of the Smarter Balanced assessment. This assessment was given 3 times during the 2017-18 school year. Although scores on this assessment averaged. 32% met or exceeded standards it is positive that growth in these areas were 6% growth of students meeting or exceeding standards. This demonstrates growth in a positive direction .

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Again this year, 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 2017-18.

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 decreasing of the meeting or exceeding standards on the CAASPP, ELA were modified to show an annual growth of less than what was found the year before. Alignment of the ELA curriculum to the common core standards and an increase in the rigor of activities and vocabulary is the recommendation to improve learning.

Annual Update

LCAP Year Reviewed: **2017-18**

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

17-18

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 100% 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.

Actual

Priority 1 A

During the 2017-18 year, 100% of the Pond teachers where fully credentialed and assigned appropriately

Priority 1B

100% of Pond students at Pond school had access to standards aligned materials

Priority 1 C

100% of Pond School is a building in good repair is a facility that is maintained in a manner that assures that it is clean, safe, and functional.

Priority 2 A

Pond school has maintained 100% of the California academic and performance standards. Common Core Standards-aligned text and have been purchased and used in all classrooms. Teachers have developed standards based assessments to use throughout the year to ensure standards are not only being taught but that students are learning the standards. Support materials have been purchased that target standards areas that need additional materials.

Expected

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.

4A: CAASPP ELA: 53%

4A: CAASPP Math: 39%

4B: NA

4C: NA

4D: 55% of EL students will make adequate progress

4E: Maintain 20% Reclassification rate

4F: NA

4G: NA

Actual

Priority 2 B

100% of the ELD standards have been aligned and integrated into the curriculum. ELD leveled class time is scheduled daily to meet the language needs of students. Instructional aides work with students to support learning. ELD and AVID strategies are used to support English Language Development.

Priority 3 C

100% of Parent involvement activities are all help school wide so all student groups including unduplicated students receive representation. Parents received phone calls before 504 meetings and IEP meetings for their

Priority 4A ELA 31.75% students scored at or above standards met. ELA is covered in Goal 1

Priority 4A MATHEMATICS

State wide assessment results were mixed. Pond did not increase the percentage of students that met or exceeded standards met school wide with 22.65% scoring at meeting or exceeding standards. We did not meet the 39% as expected. Instead Pond students declined -15/4 points. Pond also had a slight increase in the number of students scoring below standard. Mathematics followed a similar pattern of lack of growth from previous years. The best mathematical area was Concepts and Procedures with 11.54% of students school above standard, yet the percentage decreased from 16% above standard in the previous year.

Our local assessment showed growth in the Common Core Math standards assessed on our local benchmark assessments. Students showed growth in percent of standards known at all grade levels. Pond had a school wide increase of 10.7% in mastered standards, Second and 6th grade showed the highest increase of 17.5% and 10.7%. Although the growth was very good, Pond still needs to increase the percent of standards mastered to our goal of 75%. School wide 17.5% correct is significantly below the 39%.goal.

4D 70.4% EI students made expected progress and was rated on the dashboard as Medium with a drop of 4.9%

4E Reclassification rate data was not available.

4F NA

4G NA

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Maintain small classroom sizes in grades 4th -8th	Small classroom size was maintained during the 2017-2018 school year in grades 4th through 8th for unduplicated students. An additional class room teacher was funded to reduce classroom sizes over all in grades 4th through 8th. Class sizes fluctuate between 21 and 24 students per class.	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$90,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$89,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Summer Bridge Math Program	The Summer Bridge Math Program was not utilized during the 2017-2018 school year because summer school was not offered this school year. Summer school is planned for the summer of 2018 and The AVID Summer Bridge math program will be purchased and services provided..	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$7,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$
		Classified Personnel Salaries and Benefits Supplemental/Concentration \$5,000	Classified Personnel Salaries and Benefits Supplemental/Concentration \$
		4000-4999: Books And Supplies Supplemental/Concentration \$5,000	4000-4999: Books And Supplies Supplemental/Concentration \$

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Instructional Aides	Instructional Aides were hired and trained to support student learning	Classified Salaries and Benefits Classified Personnel Salaries and	Classified Salaries and Benefits Classified Personnel Salaries and

of unduplicated students. Research supports individual student support and small group support to improve academic achievement of English learners, students from low income backgrounds, Hispanic students and students from culturally diverse backgrounds.

Benefits
Supplemental/Concentration
\$250,000

Benefits
Supplemental/Concentration
\$183,534.65

Action 4

Planned Actions/Services

4. Math common core professional development, focusing on response to intervention students

Actual Actions/Services

Professional Development occurred in Mathematics Common Core standards and focused on Response to Intervention students. Local assessments were given aligned to the common core and results were analyzed and training occurred in these areas as needed.

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures
Supplemental/Concentration
\$10,000

Estimated Actual Expenditures

5800: Professional/Consulting Services And Operating Expenditures
Supplemental/Concentration
\$4,195

Action 5

Planned Actions/Services

5. Instructional Technology Support for math and science, targeting response to intervention students

Actual Actions/Services

The OI/EADMS data management company provided technology support to give feedback to teachers on math common core standards and science in 5th grade and 8th grade. This data was used to identify Response to Intervention students requiring intervention in math and program improvement in science.

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures
Supplemental/Concentration
\$15,000

Estimated Actual Expenditures

5800: Professional/Consulting Services And Operating Expenditures
Supplemental/Concentration
5,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Maintain and revise comprehensive student assessment system and pacing guide.	IO/EADMS was purchased to support local and student wide assessment and understanding. Analyzing results in the IO/EADMS system assisted in the beginning of a school wide pacing guide. Staff met during school hours on staff development days to analyze data.	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$8,000</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$8,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Supplementary services will be provided to identified response to intervention students. After school tutoring will provided to support students.	Teachers shared resources and provided support to unduplicated students in need of intervention. After school tutoring was conducted.	<p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$8,000</p>	<p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$11,906</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Parent workshops to assist their children in math	Parent support materials were purchased and shared on helping your children with Mathematics. A math workshop was held at night. Monthly news letters are purchased and sent home with ideas for parents to use to support children. There were no site teachers paid to attend or help with this parent workshop.	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$5,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$2,825</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Data was analyzed school wide by staff under the guidance of a consultant, and areas of need were identified through benchmark data and CAASPP data. Staff correlated state math standards with math textbooks to identify level of alignment. Geometry was one of the areas targeted. Supplemental text books were not purchased. Instead math computer programs were purchased to support and reinforce math concepts. All students in 8th grade received a full year of algebra.	4000-4999: Books And Supplies Supplemental/Concentration \$15,000	4000-4999: Books And Supplies Supplemental/Concentration \$2336.10
		Certificated Personnel Salaries and Benefits Supplemental/Concentration \$5,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$119.31

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.

Again this 2017-18 school year, 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 the 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, and high yield academic vocabulary. Strategic English Learner research based strategies were reinforced and learned to include advanced levels of questioning and thinking for all students. In addition, the instructional core has been supported by professional development efforts focused on improving instructional strategies for the unduplicated student population and low-income students, English Learners and Foster Youth students. Pond School provided the professional development as we had planned. Student academic growth was not as high as expected this second year of implementation. Several points to highlight are the decrease of standards met or exceeded decreasing to 22.3% for our Reclassified students, SES students scored 21% vs our All Students scored 22.65% on the SBAC Math test. Our local math assessment had an average score of 45% meeting standards. The growth in the local math benchmark was 10.7%.

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

Decreased growth in Math SBAC performance was disappointing. The district-wide local assessment demonstrates progress towards greater proficiency for students. Furthermore, the following growth provides further evidence that planned efforts are having a positive impact on the instructional outcomes of students. School-wide growth on the local math benchmark was 10.7%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As noted, you will see a significant decrease in expenditures versus actual expenditures. Poudre had a significant influx of new teachers (6 of 9 teachers have been at Poudre School 2 years or less). In addition, new ELA curriculum was added. The ELPAC, a new English Learner initial and summative assessment will be utilized next year. The administration and fiscal services departments will revise the district LCAP accounting system to more accurately provide continuous feedback on expenditures. Staff and community chose to focus our efforts on ELA this past year and this coming year we will ensure we put a greater focus on Goal # 2, Math. We have noticed a slight drop in our EL student performance. This could be due to a multitude of factors so we are refocusing on our district adopted ELD program and professional development targeting English learner research-based high yield strategies and teacher collaboration. We will put a greater emphasis on identifying students in need of intervention and having the appropriate placement whether targeted after school services 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, 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. Also, common core standards alignment to the core text will be conducted.

Annual Update

LCAP Year Reviewed: **2017-18**

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 97.3%, as measured by monthly and yearly attendance data

9 monthly newsletters will be sent home to parents regarding the importance of consistent attendance, and research on academic achievement and attendance

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

17-18

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. School attendance rate goal is 97.3%

5B.Chronic Absenteeism rate goal 2%

Actual

3C

Pond School maintained 100% of contacting parents of exceptional needs students. 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.

5A School attendance rate goal met at 97.5%

Expected

5C Maintain 0% dropout rate

5D. N/A

5E. N/A

6A Reduce suspension rate to 2%

6B Maintain expulsion rate of 0%

6C: 82% 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 goal of 35 % students in Aerobic Healthy Fitness Zone
7th Grade goal of 37 % students in Aerobic Healthy Fitness Zone

Actual

5B Chronic Absenteeism rate: state data not available

5C Dropout rate met and maintained at 0%.

5D. N/A

5E. N/A

6.A Suspension goal rate met and was reduced to 1.3%

6B Expulsion rate was met and maintained at 0%

6C 85% of the unduplicated students feel a sense of safety and connectedness as schools based on the student survey.

7A. Pond maintained 100% of the students and unduplicated students having 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 was maintained

7C: 100% students with special needs will participate in the regular programs with support from special education teachers and aides was maintained.

8. Goal met with increase in Physical Fitness Testing: Aerobic Capacity
5th Grade: Exceeded goal 56.5 % students in Aerobic Healthy Fitness Zone
7th Grade: Exceeded goal 59.1 % students in Aerobic Healthy Fitness Zone

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol	Provided extracurricular activities. Field trips to Camp Keep, Missions, AR trips. The only certificated personnel costs	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$4,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$750

	associated with these services is the 6th grade teacher who spends the night at Science Camp KEEP. No classified personnel costs were incurred..	4000-4999: Books And Supplies Supplemental/Concentration \$2,000	4000-4999: Books And Supplies Supplemental/Concentration \$0
		5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4,000
		5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,922
		Classified Personnel Salaries and Benefits Supplemental/Concentration \$2,000	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Counseling services focusing on social skills	Contracted for Counseling Services. All students qualified for state funding.	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$1,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc	Transportation for extracurricular activities was provided. Transportation was not needed to support student attendance in after school program during the school year. Summer School services were not provided.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. After- school activities for developing healthy lifestyles for students	After school activities were provided to promote healthy life styles.	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$7,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$6,600

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Learning Lab—Garden to promote healthy lifestyles for students.	Supplies were purchased for the learning lab	4000-4999: Books And Supplies Supplemental/Concentration \$1,000	4000-4999: Books And Supplies Supplemental/Concentration \$331.26

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Incentives to increase attendance Activities and rewards for perfect attendance will be developed for students	Pond purchased awards such as medals, trophies and certificates to promote perfect attendance	4000-4999: Books And Supplies Supplemental/Concentration \$1,000	4000-4999: Books And Supplies Supplemental/Concentration \$750.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Targeted focus on chronic absenteeism.	Provided Professional Development and use of direct phone dial system to home when a child is absent to decrease absenteeism. Aide supported call out to families. Saturday school assigned as needed to make up absent days. Principal and sheriff visited families who had children who were chronically absent.	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$2,000 Classified Personnel Salaries and Benefits Supplemental/Concentration \$1,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$ 0 Classified Personnel Salaries and Benefits Supplemental/Concentration \$150

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Review the possibility of starting a SARB at Pond and inviting other local small schools to participate	The SARB is being considered by other local small school districts who are considering the option. McFarland USD has a model SARB program in which we will investigate participation or replication.	Certificated Personnel Salaries and Benefits Base \$2,000	Certificated Personnel Salaries and Benefits Base \$0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Focus groups interviewed other school districts and searched the internet. A buddy program with surrounding districts is under consideration.	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$3,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$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.

The staff at Pond have worked to implement a positive reward system and family support as needed to improve student attendance. The principal included the attendance goal in each news letter sent home. Monthly professional parent newsletters reviewed the research behind academic achievement and positive attendance. Students were assigned Saturday school to make up days absence, but were not as well attended as hoped. Staff will begin Saturday school assignments earlier in the year this next year. The principal was in contact with the local Sheriff department who supported family visitations for chronically absent families. This proved to be a very effective strategy. Students with perfect attendance were give key chains and a new charm each time they had perfect attendance which were well received. In addition, 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.

The overall 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. Also it is an indication of connectedness to the school and the program at Pond.

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 6%

Stakeholder Engagement

LCAP Year: **2018-19**

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 7/11/17, 8/8/17, 9/8/16, 10/10/17, 11/14/17, 12/12/17, 1/9/18, 2/13/18, 3/13/18, 4/10/18, 5/15/18 (Target: open to the public, staff, parents, community and students)

Pond School Site Council 9/19,2017, 10/17/2017, 11/28/17, 2/20/18, 3/8/18, 5/24/18, 6/5/18 (Target: open to the public, staff, parents, community and students)

English Learner Advisory Committee 9/26/17, 11/13/17,12/11/17, 2/27/18, 3/27/18, 4/17/18 and 5/22/2018 (Target: open to the public, specifically EL parents)

Pond Staff Development Days 9/27/17, 4/11/18 and Staff Development day roving subs for teacher training on Assessment analysis 3/13/18. (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 10, May 15, 2018

DAC and Title I Parent Meeting March 2018

Parent Surveys sent home March 2018- April 2018

Students surveys April 2018, one on one focus groups on the week of April 24, 2018

District English Learner Advisory Committee November 13, 2017, December 11, 2017, February 27, 2018, March 27,2018, April 17, 2018 and May 22, 2018

Staff Survey March 2018-April 2018

Pond Parent Meeting February 27, 2018 and May 23, 2018

Pond School Site Council November 28, 2017, January 27, 2018, March 8, 2018, May 24, 2018 and June 5, 2018

English Learner Advisory Committee November 13, 2017, December 11, 2017, February 27, 2018, March 27,2018, April 17, 2018 and May 22, 2018

Public Meeting/Hearing June 14, 2018

Adoption Date June 21, 2018

2nd Public Meeting/Hearing August 8, 2018

2nd Adoption Date August 15, 2018

Again this school year 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 2017-2018 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 2018 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 2018 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 were 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?

Results from this year are essentially identical to last years findings. 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

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	1A: 100% of teachers appropriately assigned and fully credentialed for assignment.	1A Basic services: Maintain 100% of teachers appropriately assigned and fully	1A Basic services: Maintain 100% of teachers appropriately assigned and fully	1A Basic services: Maintain 100% of teachers appropriately assigned and fully

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3C How district promotes participation of parents with exceptional needs	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.	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.	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.	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.
Priority 4A Statewide Assessments Percent Met/Exceeded	4A: CAASPP ELA: 51% Met / Exceeded 4A: CAASPP Math: 36% 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	4B: NA	4B: NA	4B: NA	4B: NA
Priority 4C Percentage of pupils completing A-G sequences/programs	4C NA	4C NA	4C NA	4C NA
Priority 4D Percentage of EL pupils making progress toward English Proficiency	4D: 53%	4D: 55%	4D: 57%	4D: 59%
Priority 4E English Learner Reclassification Rate	4E: 20%	4E: Maintain 20%	4E: Maintain 20%	4E: Maintain 20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4F Percentage of pupils passing AP exam with 3 or higher	4F NA	4F NA	4F NA	4F NA
Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP	4G NA	4G NA	4G NA	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Purchase technology support devices K-8th grades, replace as needed, included support technology	1. Purchase additional technology support devices K-8th grades, replace as needed, included support technology	1. Purchase additional technology support devices K-8th grades, replace as needed, included support technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$28,000	\$6000
Source	Title I	Supplemental/Concentration	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	5,000	\$5,000	\$6,000
Source	Supplemental/Concentration	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2. Maintain intervention reading materials

2. Principal will maintain and purchase
additional intervention reading materials
as needed per classroom teachers

2. Maintain intervention reading materials
and purchase if necessary.

Budgeted Expenditures

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

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3. Purchase supplemental writing
materials

3. Principal will maintain and purchase
additional writing materials as needed per
classroom teachers

3. Purchase additional supplemental
writing writing materials

Budgeted Expenditures

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

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

4. AVID participation and Staff Development and AVID Training , increase student awareness about college requirements and articulation meetings and AVID tutoring

2018-19 Actions/Services

4. Continue AVID participation and Staff Development and AVID Training , increase student awareness about college requirements and articulation meetings, bring in speakers to talk to students

2019-20 Actions/Services

4. Continue 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

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$18,000	\$16,000
Source	Title I	Base	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$8,000	\$2,500	\$9,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits
Amount	\$6,000	\$5,000	\$7,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Budget
Reference

Certificated Personnel Salaries and
Benefits

5000-5999: Services And Other
Operating Expenditures

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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

2018-19 Actions/Services

5. Professional development in meeting the literacy needs targeting English learners, literacy and writing and LitConn specifically focusing on differentiation strategies for all subject areas

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2019-20 Actions/Services

5. Continue 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

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$10,000	\$20,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$10,000	\$2,000	\$15,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits
Amount	\$5,000	\$10,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

6. Provide professional development for ELA/ ELD Common Core, targeting strategies for EL, Redesignated, SWD and SES specifically differentiation strategies To maximize support principally directed toward unduplicated students

2018-19 Actions/Services

6. Provide additional professional development for ELA/ ELD Common Core, targeting strategies for EL, Redesignated, SWD and SES specifically differentiation strategies To maximize support principally directed toward unduplicated students

2019-20 Actions/Services

6. Provide additional professional development for ELA/ ELD Common Core, targeting strategies for EL, Redesignated, SWD and SES specifically differentiation strategies To maximize support principally directed toward unduplicated students

Budgeted Expenditures

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

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

7. Extended learning time: After school student support (Saturday School, Academy, Summer School), focusing on differentiation that allows for more individual attention for low income, foster youth, and English learners

2018-19 Actions/Services

7. Continue to extended learning time: After school student support (Saturday School, Academy, Summer School) that allows for more individual attention for low income, foster youth, and English learners

2019-20 Actions/Services

7. Continue to extended learning time: After school student support (Saturday School, Academy, Summer School) that allows for more individual attention for low income, foster youth, and English learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$20,000	\$23,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits
Amount	\$4,000	\$2,000	\$15,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits	Classified Personnel Salaries and Benefits	Classified Personnel Salaries and Benefits

Amount	\$4,000	\$4,000	\$4,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$4,000	\$10,000	\$4,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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 biliteracy with the intent of increasing our parental engagement

8. Continue to provide parent education opportunities such as PIQE, Latino Family Literacy, parental knowledge on how to get their child into college and the importance of biliteracy with the intent of increasing our parental engagement

8. Continue to provide parent education opportunities such as PIQE, Latino Family Literacy, parental knowledge on how to get their child into college and the importance of biliteracy with the intent of increasing our parental engagement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$11,000	\$9,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	5800: Professional/Consulting Services And Operating Expenditures	Certificated Personnel Salaries and Benefits
Amount	\$5,000	\$2,000	\$6,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits	Classified Personnel Salaries and Benefits	Classified Personnel Salaries and Benefits
Amount	\$4,000	\$1,000	\$4,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$5000		
Source	Supplemental/Concentration		
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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

9. Expand literary collections in class and library especially class sets in fiction and nonfiction selections and Spanish selections for class library and school library..

2018-19 Actions/Services

9. Continue to expand literary collections in class and library especially class sets in fiction and nonfiction texts and Spanish selections for class library and school library.

2019-20 Actions/Services

9. Continue to expand literary collections in class and library especially class sets in fiction and nonfiction texts and Spanish selections for class library and school library.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$4,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	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: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	\$11,000	\$6,000	\$11,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

11. Maintain ELA/ELD CCSS program

2018-19 Actions/Services

11. Maintain ELA/ELD CCSS program

2019-20 Actions/Services

11. Maintain ELA/ELD CCSS program

Budgeted Expenditures

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

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$50,000	\$50,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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 workshops with all teachers then some individual support through mentoring.

2018-19 Actions/Services

13 Hire Teacher on Special Assignment to provide 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 workshops with all teachers then some individual support through mentoring.

2019-20 Actions/Services

13. Continue to provide 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. .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$89,000	\$10,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	Certificated Personnel Salaries and Benefits	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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

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	1A: 100% of teachers appropriately assigned and fully credentialed for assignment. 4F: NA	1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 4F: NA	1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 4F: NA	1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 4F: NA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	4G: NA	4G: NA	4G: NA	4G: NA
Priority 1B Pupil access to standards aligned materials	1B: 100% of students have access to standards aligned materials	1B Maintain 100% access to standards-aligned materials	1B Maintain 100% access to standards-aligned materials	1B Maintain 100% access to standards-aligned materials
Priority 1C School facilities maintained in good repair	1C: School facilities are maintained in "good" repair as per FIT.	1C Maintain school facilities maintained in "good" repair or better as per FIT.	1C Maintain school facilities maintained in "good" repair or better as per FIT.	1C Maintain school facilities maintained in "good" repair or better as per FIT.
Priority 2A Implementation of CA academic and performance standards	2A: CCSS Implementation Status: "Fully" as per administrative observations school wide.	2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations	2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations	2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations
Priority 2B 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	4A: CAASPP ELA: 51% Met / Exceeded	4A: CAASPP ELA: 53%	4A: CAASPP ELA: 56%	4A: CAASPP ELA: 59%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent Met/Exceeded	4A: CAASPP Math: 36% Met / Exceeded	4A: CAASPP Math: 39%	4A: CAASPP Math: 42%	4A: CAASPP Math: 45%
Priority 4B API	4B NA	4B NA	4B NA	4B NA
Priority 4C Percentage of pupils completing A-G sequences/programs	4C NA	4C NA	4C NA	4C NA
Priority 4D Percentage of EL pupils making progress toward English Proficiency	4D: 53%	4D: 55%	4D: 57%	4D: 59%
Priority 4E English Learner Reclassification Rate	4E: 20%	4E: Maintain 20%	4E: Maintain 20%	4E: Maintain 20%
Priority 4F Percentage of pupils passing AP exam with 3 or higher	4F NA	4F NA	4F NA	4F NA
Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP	4G NA	4G NA	4G NA	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1. Maintain small classroom sizes 4-8

2018-19 Actions/Services

1. Maintain small classroom sizes 4-8

2019-20 Actions/Services

1. Maintain small classroom sizes 4-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	80,000	\$100,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2. Summer Bridge Math Program

2018-19 Actions/Services

2.The Principal will order Summer Bridge Math Program for use during summer and afterschool programs

2019-20 Actions/Services

2. Principal will maintain and purchase additional intervention reading materials as needed per classroom teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$5,000	\$7,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	4000-4999: Books And Supplies	Certificated Personnel Salaries and Benefits
Amount	\$5,000		\$5,000
Source	Supplemental/Concentration		Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits		Classified Personnel Salaries and Benefits
Amount	\$5,000		\$5,000
Source	Supplemental/Concentration		Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies		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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

3. Instructional Aides

2018-19 Actions/Services

3. Instructional Aides

2019-20 Actions/Services

3. Instructional Aides

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$200,000	\$250,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits	Classified Personnel Salaries and Benefits As directed by Principal	Classified Personnel Salaries and Benefits Classified Salaries and Benefits

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

4. Math common core professional development, focusing on response to intervention students

2018-19 Actions/Services

4. Math common core professional development, focusing on response to intervention students

2019-20 Actions/Services

4. Math common core professional development, focusing on response to intervention students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$5,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

5. Instructional Technology Support for math and science, targeting response to intervention students

2018-19 Actions/Services

5. Instructional Technology Support for math and science, targeting response to intervention students

2019-20 Actions/Services

5. Instructional Technology Support for math and science, targeting response to intervention students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$6,000	5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

6. Maintain and revise comprehensive student assessment system and pacing guide.

2018-19 Actions/Services

6. Continue to maintain and revise comprehensive student assessment system and pacing guide.

2019-20 Actions/Services

6. Maintain and revise comprehensive student assessment system and pacing guide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$8,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	1000-1999: Certificated Personnel Salaries	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

7. Supplementary services will be provided to identified response to intervention students. After school tutoring

2018-19 Actions/Services

7. Supplementary services will be provided to identified response to intervention students. After school tutoring

2019-20 Actions/Services

7. Supplementary services will be provided to identified response to intervention students. After school tutoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$10,000	\$15,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	5800: Professional/Consulting Services And Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

8. Parent workshops to assist their children in math

2018-19 Actions/Services

8. Parent workshops to assist their children in math

2019-20 Actions/Services

8. Parent workshops to assist their children in math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Amount	\$5,000	\$1,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	4000-4999: Books And Supplies	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

9.Maintain the district program. Pond school wants 100% of 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,work with

2019-20 Actions/Services

9. Maintain the district program. Pond school wants 100% of 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,work with consultant to analyze data and develop

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.

consultant to analyze data and develop plan of action.

plan of action., Continue to provide materials and professional development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$3,000	\$15,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	5800: Professional/Consulting Services And Operating Expenditures	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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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	3A: 97.3% of parents attended parent teacher conferences per year as	3A: 97.3% of parents will attend parent teacher conferences per	3A: 97.3 % of parents will attend parent teacher conferences per	3A: Maintain 97.3% of parents will attend parent teacher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
for district and school sites	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.	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.	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.	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 3B: How district promotes participation of parents for unduplicated pupils	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.	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.	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.	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.
Priority 3C: How district promotes participation of parents with exceptional needs	3C: 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for	3C: Maintain 100% exceptional needs parents receive phone call before 504 meetings	3C: Maintain 100% exceptional needs parents receive phone call before 504 meetings	3C: Maintain 100% exceptional needs parents receive phone call before 504 meetings

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events.	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.	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	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.
Priority 5A School attendance rates	5A: 97.3%	5A: 97.3%	5A: Maintain at least 97.3%	5A: Maintain at least 97.3%
Priority 5B Chronic Absenteeism rates	5B: 7%	5B: 7%	5B: 6%	5B: 5%
Priority 5C Middle school dropout rates	5C: 0%	5C: Maintain 0%	5C: Maintain 0%	5C: Maintain 0%
Priority 5D High school dropout rates	5D NA	5D NA	5D NA	5D NA
Priority 5E High school graduation rates:	5E NA	5E NA	5E NA	5E NA
Priority 6A Pupil suspension rates	6A: 1%	6A: Maintain 1%	6A: Maintain 1%	6A: Maintain 1%
Priority 6B Pupil expulsion rates	6B: 0%	6B: Maintain 0%	6B: Maintain 0%	6B: Maintain 0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6C Other local measures of sense of safety and school connectedness	6C: 80% of students feel sense of safety and connectedness at school as per student survey.	6C: 82% of students feel sense of safety and connectedness at school as per student survey.	6C: 84% of students feel sense of safety and connectedness at school as per student survey.	6C: 86% of students feel sense of safety and connectedness at school as per student survey.
Priority 7A Extent to which pupils have access to and are enrolled in a broad course of study	7A: 100% of students have access to a broad course of study.	7A: Maintain 100% of students have access to a broad course of study.	7A: Maintain 100% of students have access to a broad course of study.	7A: Maintain 100% of students have access to a broad course of study.
Priority 7B Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils	7B: 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	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.	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.	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.
Priority 7C Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.	7C: 100% students with special needs will participate in the regular programs with support from special education teachers and aides.	7C: Maintain 100% students with special needs will participate in the regular programs with support from special education teachers and aides.	7C: Maintain 100% students with special needs will participate in the regular programs with support from special education teachers and aides.	7C: Maintain 100% students with special needs will participate in the regular programs with support from special education teachers and aides.
Priority 8 Other Student Outcomes	8: Physical Fitness Testing: Aerobic Capacity 5th Grade: 34.6 % students in Healthy Fitness Zone 7th Grade: 36.4 % students in Healthy Fitness Zone	8: Physical Fitness Testing: Aerobic Capacity 5th Grade:35 % students in Healthy Fitness Zone 7th Grade: 37 % students in Healthy Fitness Zone	8: Physical Fitness Testing: Aerobic Capacity 5th Grade:35.5 % students in Healthy Fitness Zone 7th Grade: 37.5 % students in Healthy Fitness Zone	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol

2018-19 Actions/Services

1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol, zoo, California science center for all unduplicated students.

2019-20 Actions/Services

1. Provide extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$2,000	\$4,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits
Amount	\$2,000	\$20,000	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$4,000	\$10,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$5,000	\$10,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$2,000	2000	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits	Classified Personnel Salaries and Benefits	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2. Counseling services focusing on social skills

2018-19 Actions/Services

2. Counseling services focusing on social skills

2019-20 Actions/Services

2. Counseling services focusing on social skills

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$2,000	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc

2018-19 Actions/Services

3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc

2019-20 Actions/Services

3. Provide extra bussing service to support student attendance at summer school , extra-curricular activities etc

Budgeted Expenditures

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

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

4. After- school activities for developing healthy lifestyles for students

2018-19 Actions/Services

4. After- school activities for developing healthy lifestyles for students, sports, drama, running club, oral language, robotics

2019-20 Actions/Services

4. After- school activities for developing healthy lifestyles for students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$8,000	\$15,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

5. Learning Lab—Garden to promote healthy lifestyles for students.

2018-19 Actions/Services

5. Learning Lab—Garden to promote healthy lifestyles for students, microscopes, other science materials

2019-20 Actions/Services

5. Learning Lab—Garden to promote healthy lifestyles for students, microscopes and other science materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$2,891	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

6. Incentives to increase attendance Activities and rewards for perfect attendance will be developed for students

2018-19 Actions/Services

6. Incentives to increase attendance Activities and rewards for perfect attendance will be developed for students

2019-20 Actions/Services

6. Incentives to increase attendance Activities and rewards for perfect attendance will be developed for students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$2,000	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

7. Targeted focus on chronic absenteeism.

2018-19 Actions/Services

7. Pond school will focus on chronic absenteeism of students by conducting parent meeting, phone call and assigning Saturday school

2019-20 Actions/Services

7. Targeted focus on chronic absenteeism of students by conducting parent meeting, phone call and assigning Saturday school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,000	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits

Amount	\$1,000	\$2,000	\$1,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Classified Personnel Salaries and Benefits	4000-4999: Books And Supplies	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

8. Review the possibility of starting a SARB at Pond and inviting other local small schools to participate

2018-19 Actions/Services

8. If feasible start a SARB at Pond and inviting other local small schools to participate

2019-20 Actions/Services

8. If feasible start a SARB at Pond and inviting other local small schools to participate

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,000	\$2,000
Source	Base	Base	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	5000-5999: Services And Other Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

9. Start a focus group to identify best research ways to decrease or habitual absences and a consistent discipline

2018-19 Actions/Services

9. Continue with focus group to identify best research based ways to decrease or habitual absences, and a consistent

2019-20 Actions/Services

9. Continue with best research practices to decrease or habitual absences and a consistent discipline, then select a strategy and implement again this year

policy , then select a strategy and implement this year	discipline then select a strategy and implement again this year	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$1,891	\$1,000
Source	Supplemental/Concentration	Base	Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits	Certificated Personnel Salaries and Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$541,391

Percentage to Increase or Improve Services

37.69%

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 \$541,391.00 in Supplemental and Concentration grant funds. Pond School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of our unduplicated student population. District and parent groups participate in identify priority areas for funding and ensuring that funds are spent to benefit these subgroups of students. Pond School 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 continue to be used to increase the educational experiences and achievement for unduplicated students: Instructional aides in each classroom, smaller class sized grades 4 through 8, parent education opportunities, 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. Pond will continue to provide 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 opportunities 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 continue to 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. Pond will provide professional development support and mentor teachers. Other activities to support staff will be 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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$541,391	37.69.0%

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 opportunities 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.

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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. 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. *EC* 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. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” 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 *EC* 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 *California Code of Regulations*, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 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 (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - 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 University of California (UC) or California State University (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 California English Language Development Test (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 *EC* 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 *EC* 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 *EC* 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 5 *CCR* 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 *EC* 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 *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	728,000.00	494,066.26	728,000.00	716,282.00	776,000.00	2,220,282.00
Base	111,000.00	71,551.80	111,000.00	169,891.00	75,000.00	355,891.00
Supplemental/Concentration	609,000.00	417,880.36	609,000.00	541,391.00	673,000.00	1,823,391.00
Title I	8,000.00	4,634.10	8,000.00	5,000.00	28,000.00	41,000.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	728,000.00	494,066.26	728,000.00	716,282.00	776,000.00	2,220,282.00
1000-1999: Certificated Personnel Salaries	0.00	7,350.00	0.00	5,000.00	0.00	5,000.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	68,000.00	41,025.50	68,000.00	99,891.00	84,000.00	251,891.00
5000-5999: Services And Other Operating Expenditures	23,000.00	20,800.00	23,000.00	105,000.00	74,000.00	202,000.00
5800: Professional/Consulting Services And Operating Expenditures	180,000.00	117,224.80	185,000.00	88,000.00	99,000.00	372,000.00
Certificated Personnel Salaries and Benefits	190,000.00	123,981.31	185,000.00	212,391.00	240,000.00	637,391.00
Classified Personnel Salaries and Benefits	267,000.00	183,684.65	267,000.00	206,000.00	279,000.00	752,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	728,000.00	494,066.26	728,000.00	716,282.00	776,000.00	2,220,282.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	0.00	7,350.00	0.00	5,000.00	0.00	5,000.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	9,000.00	11,782.00	9,000.00	10,000.00	15,000.00	34,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	54,000.00	27,428.40	54,000.00	89,891.00	63,000.00	206,891.00
4000-4999: Books And Supplies	Title I	5,000.00	1,815.10	5,000.00	0.00	6,000.00	11,000.00
5000-5999: Services And Other Operating Expenditures	Base	10,000.00	10,800.00	10,000.00	69,000.00	60,000.00	139,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	13,000.00	10,000.00	13,000.00	36,000.00	14,000.00	63,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	90,000.00	48,969.80	90,000.00	0.00	0.00	90,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	87,000.00	65,436.00	92,000.00	83,000.00	77,000.00	252,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00	2,819.00	3,000.00	5,000.00	22,000.00	30,000.00
Certificated Personnel Salaries and Benefits	Base	2,000.00	0.00	2,000.00	90,891.00	0.00	92,891.00
Certificated Personnel Salaries and Benefits	Supplemental/Concentration	188,000.00	123,981.31	183,000.00	121,500.00	240,000.00	544,500.00
Classified Personnel Salaries and Benefits	Supplemental/Concentration	267,000.00	183,684.65	267,000.00	206,000.00	279,000.00	752,000.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	252,000.00	169,646.94	252,000.00	316,500.00	279,000.00	847,500.00
Goal 2	436,000.00	303,916.06	436,000.00	330,000.00	447,000.00	1,213,000.00
Goal 3	40,000.00	20,503.26	40,000.00	69,782.00	50,000.00	159,782.00
Goal 4			11,000.00	0.00	0.00	11,000.00
Goal 5			1,000.00	0.00	0.00	1,000.00

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