

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pond Union Elementary School District

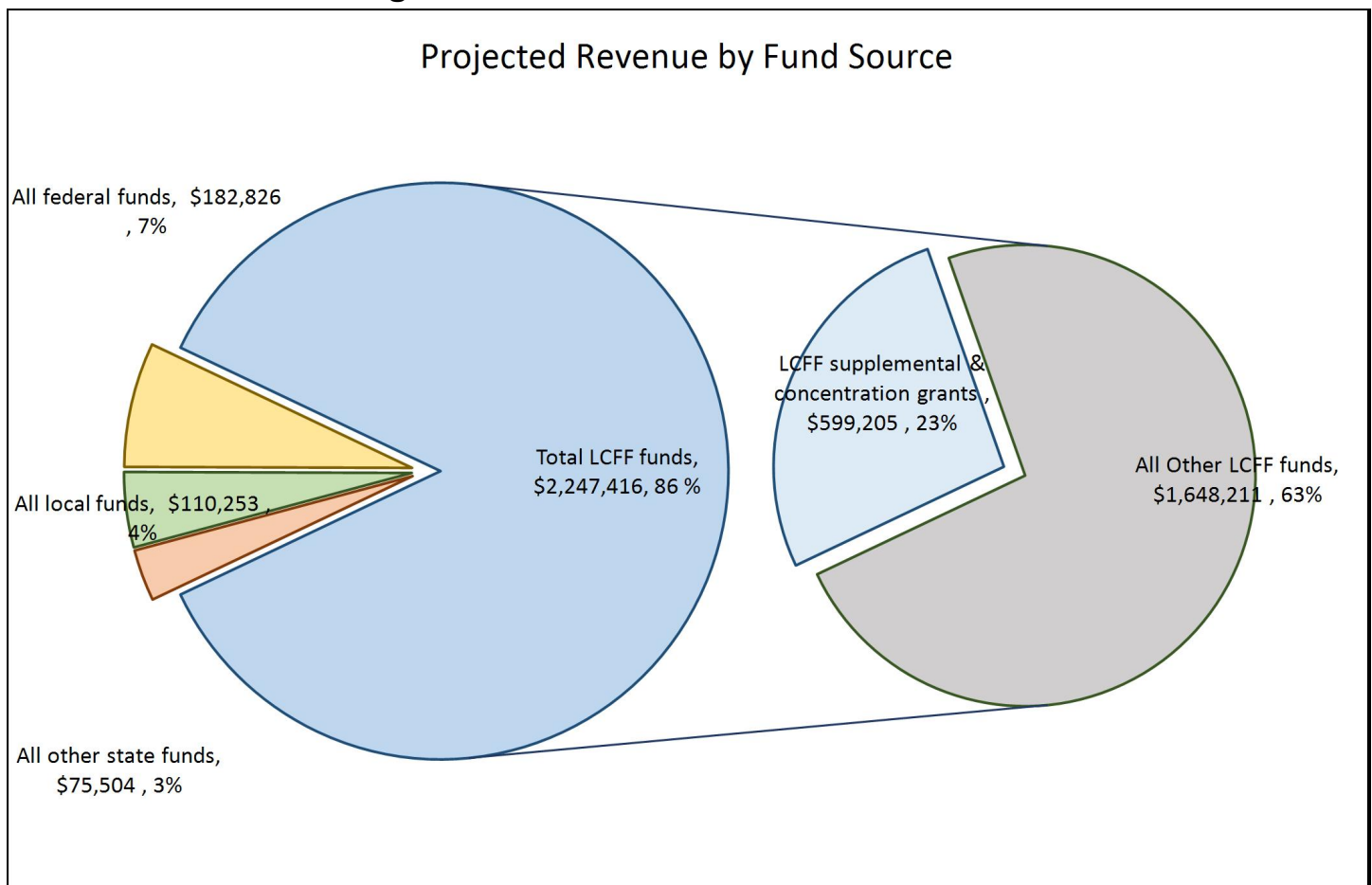
CDS Code: 15637196009963

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Frank B. Ohnesorgen, Superintendent/Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

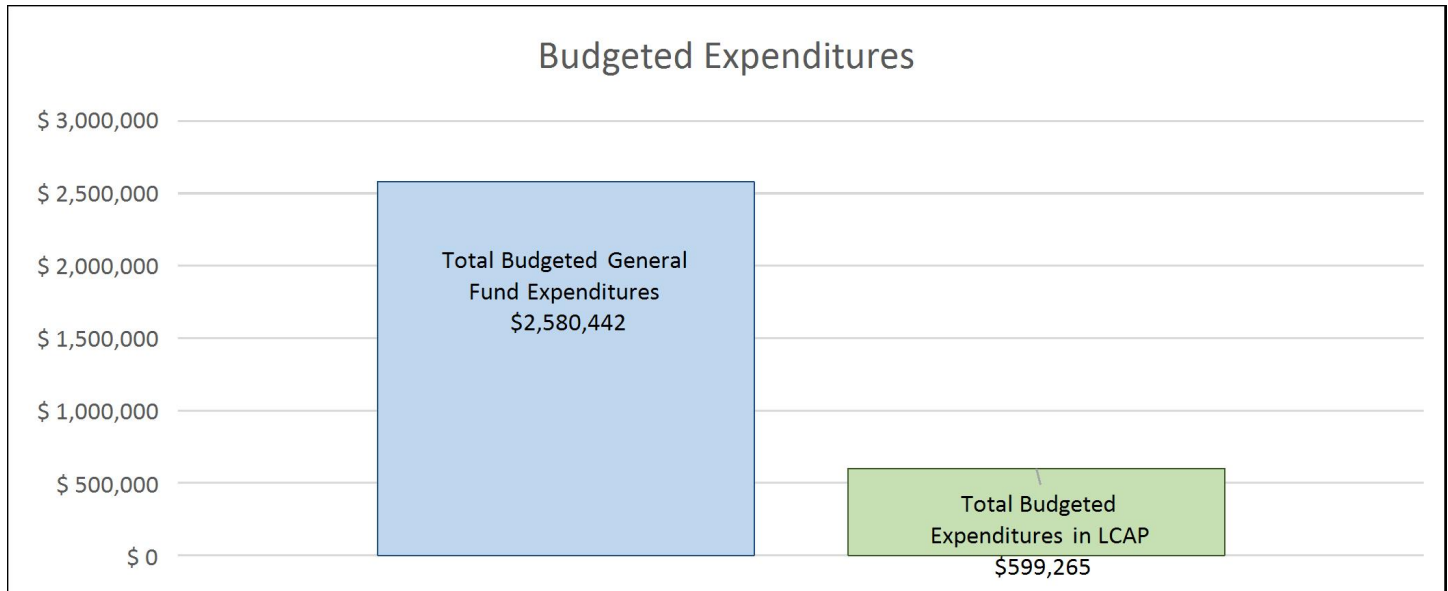


This chart shows the total general purpose revenue Pond Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Pond Union Elementary School District is \$2,615,999, of which \$2,247,416 is Local Control Funding Formula (LCFF), \$75,504 is other state funds, \$110,253 is local funds, and \$182,826 is federal funds. Of the \$2,247,416 in LCFF Funds, \$599,205 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pond Union Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Pond Union Elementary School District plans to spend \$2,580,442 for the 2019-20 school year. Of that amount, \$599,265 is tied to actions/services in the LCAP and \$1,981,177 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

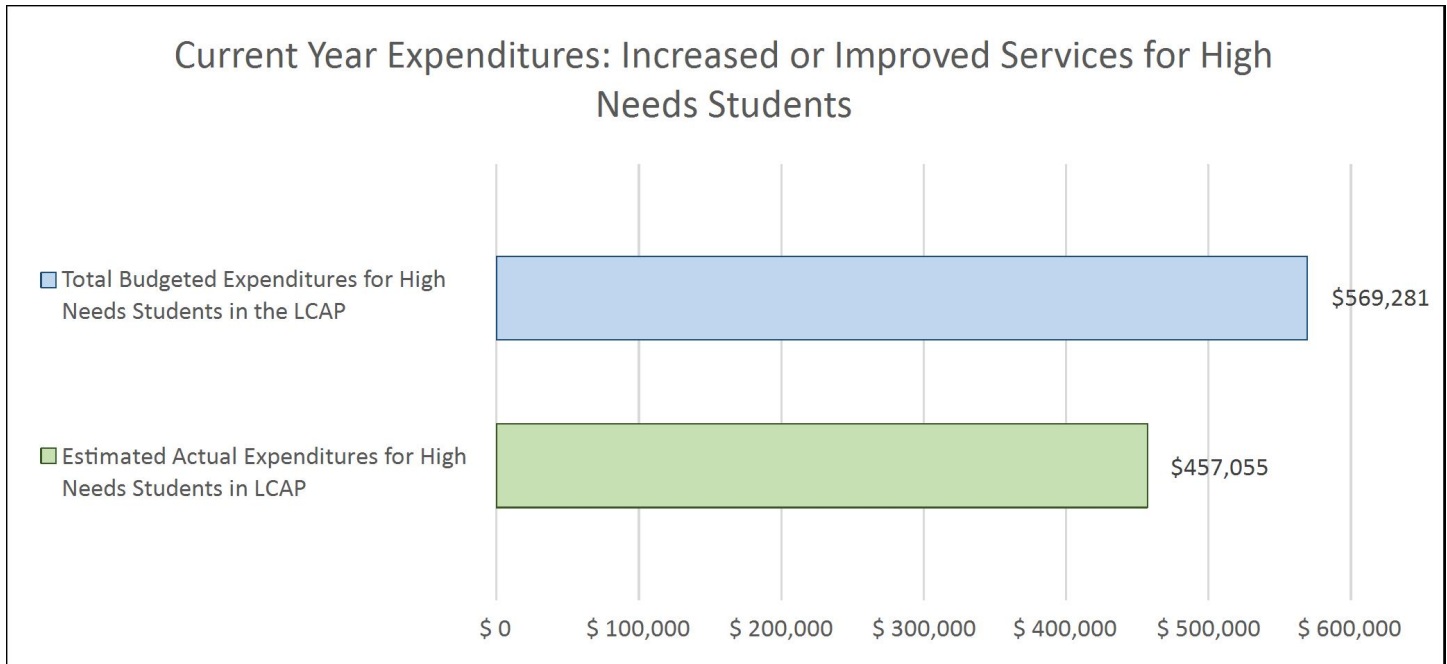
Pond School had budget expenditures out of General Budget funds that paid for general salaries, building maintenance, payment of utilities such as air conditioning, water and gas.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Pond Union Elementary School District is projecting it will receive \$599,205 based on the enrollment of foster youth, English learner, and low-income students. Pond Union Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Pond Union Elementary School District plans to spend \$599,205 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Pond Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pond Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Pond Union Elementary School District's LCAP budgeted \$569,281 for planned actions to increase or improve services for high needs students. Pond Union Elementary School District estimates that it will actually spend \$457,055 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-112,226 had the following impact on Pond Union Elementary School District's ability to increase or improve services for high needs students: Pond School did not spend \$112,226 of budgeted funds. During the school year, key personnel were taken ill which affected purchases of library and material resources which was unexpected. Pond also overestimated the costs of the instructional assistants by about \$85,000. We had an instructional assistant leave mid year and the Teacher on Special assignment assisted students while a good replacement was found.

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)

[California School Dashboard](#): 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

Frank B. Ohnesorgen
Superintendent/Principal

Email and Phone

fohnesorgen@pond.k12.ca.us
(661) 792-2545

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) 2017-20 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 193 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 a thorough analysis of local and state data points, conversations with all stakeholders promises a vision to the community that "The District will provide 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 California School Dashboard, 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 good progress in academic areas. Pond school has moved from Orange to Yellow in both English Language Arts and Mathematics. As the Dashboard indicates English Language Arts increased by 35.1 points and Mathematics increased 20 points. This is a direct reflection of the

focus on academic achievement and training on research-based successful instructional strategies. 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 20%. Writing results have shown an increase of 40% of Pond students writing at a proficient level compared to 27% proficient at the beginning of the year. 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. Our local math benchmark grew by an astounding 18% for K-8 grades, Pond's target goal was 5%. Pond's Standards-based English Language Arts growth was 12% in vocabulary standards and 21% in reading comprehension on state standards. These results include unduplicated students. Socioeconomically Disadvantaged students moved from scoring Orange to Yellow in both English Language Arts and Mathematics. English Learners also went from scoring in the Orange performance area to Yellow.

Referring to the California School Dashboard, 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 on the California School Dashboard for English Language Arts and Mathematics for ALL students as well as EL, Hispanic and Socioeconomically Disadvantaged students have improved to "Yellow" from "Orange" confirming improvement in these areas. The only area scoring "Orange" was in the area of Chronic Absenteeism. All students groups including All Students, English Learners, Socioeconomically Disadvantaged and Hispanic student groups scored in the "orange" performance area. Chronic Absenteeism will be the continued focus as it is the only area that scored in the Orange area. Finding overall improvement in attendance while seeing an increase in absenteeism, leads Pond to investigate specific frequent absent students. Since overall attendance improvements indicate successful interventions, we can now focus on the few chronically absent students for additional support to these students.

The Dashboard also indicated "not met" in the area of Broad Course Access. This was an error in reporting and could not be changed in the Dashboard once it was discovered. This was a new area of reporting in the Dashboard. PUESD teachers and staff were lead in a discussion about what broad course access meant in a school and how all students were given access to a broad course of study. 5 questions were discussed and addressed:

- 1 What classes are currently being offered to our students? Do we provide a broad course of study to all students to ensure student success?
- 2 How well are students across all student groups doing in general and in the core academic subjects? Do we offer multilingual academic support for our students?
- 3 How will we know if the school district is meeting the goal of all students taking a full range of courses? What kind of measurements would make sense? Are there other forms of measurement we can try?

4 What courses are available to better prepare students for 21st-century careers and for the roles and responsibilities of civic engagement? How do we partner with local colleges and universities as well as other community partners to provide pathways for students?

5 What strategies do we have in place to inform and engage parents in course selection, career pathways, and college planning for their student? Do parents have regular opportunities to discuss what their child is learning with teachers and how they can best support student learning at home?

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. 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. All these activities will help in engaging students in school and help with minimizing chronic absenteeism.

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.

Additionally, 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 2019-20 school year.

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

Referring to the California School Dashboard, 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

PUESD's data indicates that we don't technically have any performance gaps for which performance for any student group was two or more performance levels below the "all student" performance. The district made positive progress in meeting LCAP-identified target of increasing the percentage 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, by scoring a "Yellow" raised from "Orange" in the previous year.

PUESD will continue to engage in the following activities and practices to ensure maintained and continue growth in order to prevent any future performance gaps:

- *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 to 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
- * Teachers will continue to analyze data, both from State tests and from local benchmark assessments in Math, ELA and Writing to address needs identified in common core areas.
- *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
- *Pond School will continue to include parents as partners in the education of students. This will include continued parent communication by face to face interaction, family events, written communication in multiple languages, parent and stakeholders meetings, and events.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools in the Pond Union Elementary School District are eligible for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

No schools in the Pond Union Elementary School District are eligible for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

No schools in the Pond Union Elementary School District are eligible for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Metric/Indicator

Priority 1A
Teachers appropriately assigned and fully credentialed for assignment

18-19

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

Baseline

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

Metric/Indicator

Priority 1B
Pupil access to standards aligned materials

Actual

Priority 1 (a): Basic Services: All Teachers appropriately assigned and fully credentialed for assignment: 100% are fully credentialed and appropriately assigned.

Priority 1 (b): All Pupils have access to standards-aligned materials: 100% was maintained

Expected

18-19

1B Maintain 100% access to standards-aligned materials

Baseline

1B: 100% of students have access to standards aligned materials

Metric/Indicator

Priority 1C

School facilities maintained in good repair

18-19

1C Maintain school facilities maintained in "good" repair or better as per FIT.

Baseline

1C: School facilities are maintained in "good" repair as per FIT.

Metric/Indicator

Priority 2A

Implementation of CA academic and performance standards

18-19

2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations

Baseline

2A: CCSS Implementation Status: "Fully" as per administrative observations school wide.

Metric/Indicator

Priority 2B

How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency

18-19

Actual

Priority 1 (c): All School facilities maintained in good repair: All facilities have an overall rating of "Exemplary" as indicated on the FIT report

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

Priority 2 (b) Again this year Pond maintained 100% of EL students were able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations.

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.

Baseline

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.

Metric/Indicator

Priority 4A
Statewide Assessments
Percent Met/Exceeded

18-19

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

Baseline

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

Actual

Priority 4A Statewide Assessment

Percent Met/Exceeded

CAASPP ELA: 48% Met/Exceeded
CAASPP Math 31% Met/Exceeded

English Language Arts

All Students:

All students moved (by improving scores) from Orange to Yellow
35.1 point increase from 45.9 pts below standard to 10.8 pts

Socio Economically Disadvantaged:

SED students moved (by improving scores) from Orange to Yellow
31.5 point increase from 47.8 pts below standard to 16.2 pts

English Learners:

EL students moved (by improving scores) from Orange to Yellow
45 point increase from 56.5 pts below standard to 11.5 pts

Mathematics

All Students:

All students moved (by improving scores) from Orange to Yellow
20 point increase from 56.5 pts below standard to 36.5 pts

Socio Economically Disadvantaged:

SED students moved (by improving scores) from Orange to Yellow
30.7 point increase from 59.2 pts below standard to 39.5 pts

English Learners:

EL students moved (by improving scores) from Orange to Yellow
30.7 point increase from 63.9 pts below standard to 33.2 pts

Expected

Actual

Metric/Indicator

Priority 4B
API

18-19

4B: NA

Baseline

4B: NA

N/A

Metric/Indicator

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

18-19

4C NA

Baseline

4C NA

N/A

Metric/Indicator

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

18-19

4D: 57%

Baseline

4D: 53%

Priority 4D

Percentage of EL pupils making progress toward English Proficiency

Progress not available this year due to the change in test to the ELPAC

Metric/Indicator

Priority 4E
English Learner Reclassification Rate

18-19

4E: Maintain 20%

Baseline

4E: 20%

Priority 4E

English Learner Reclassification Rate

4E: Maintained 20%

Baseline

4E: 20%

Metric/Indicator

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

18-19

N/A

| Expected | Actual |
|--|--------|
| 4F NA Baseline 4F NA | |
| Metric/Indicator Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP 18-19 4G NA Baseline 4G NA | N/A |

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 additional technology support devices K-8th grades, replace as needed, included support technology | Purchased technology, support devices for grades k-8, repaired and replaced and supported the use of technology in classroom. | 4000-4999: Books And Supplies Supplemental/Concentration \$28,000 | 4000-4999: Books And Supplies REAP \$27341 |
| | | 5800: Professional/Consulting Services And Operating Expenditures Title I \$5,000 | 5000-5999: Services And Other Operating Expenditures Title I \$5693 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|-------------------------------|--|---|
| 2. Principal will maintain and purchase additional intervention reading materials as needed per classroom teachers | Purchased books and supplies. | 4000-4999: Books And Supplies Supplemental/Concentration \$7,000 | 4000-4999: Books And Supplies Supplemental/Concentration \$3521 |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| 3. Principal will maintain and purchase additional writing materials as needed per classroom teachers | Purchased LitConn supplemental writing materials. | 4000-4999: Books And Supplies Supplemental/Concentration \$10,000 | 4000-4999: Books And Supplies Supplemental/Concentration \$254 |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| 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 | AVID participation and summer staff development occurred. Speakers were used to come talk with students. Speakers included representatives from the High Speed Rail project to talk about engineering and how project was developed. They also discussed employment opportunities that will be created. Career Day with representatives from different local businesses discussed employment in the local area. The Principal/Superintendent who was raised in the local area discussed how he worked his way up working as an instructional aide and bus driver to teacher to Superintendent. | 5000-5999: Services And Other Operating Expenditures Base \$18,000 | 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$27260 |
| | | Certificated Personnel Salaries and Benefits Supplemental/Concentration \$2,500 | 4000-4999: Books And Supplies Supplemental/Concentration \$1201 |
| | | 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000 | 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4,700 |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| 5. Professional development in meeting the literacy needs targeting English learners, literacy and writing and LitConn specifically | Professional Development for English Learner Students in literacy and writing including LitConn Training as well as training and | 5800: Professional/Consulting Services And Operating Expenditures | 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$6238 |

| | | | |
|--|-------------------------------------|---|---|
| focusing on differentiation strategies for all subject areas | support to Smarter Balance writing. | Supplemental/Concentration \$10,000 | |
| | | Certificated Personnel Salaries and Benefits Supplemental/Concentration \$2,000 | Classified Personnel Salaries and Benefits Supplemental/Concentration \$0 |
| | | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$10,000 | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0 |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| 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 | Provided professional development for CCSS in ELA for all students and for strategies for English Learner, 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 |

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| 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 | Extended learning time was implemented this year. Pond had afterschool tutoring for students. The Saturday Academy (Saturday school) began in April and summer school is offered for 3 weeks during the summer. Low income, foster youth, and English learners were all serviced. | Certificated Personnel Salaries and Benefits Supplemental/Concentration \$20,000 Classified Personnel Salaries and Benefits | 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$20,000 2000-2999: Classified Personnel Salaries |

| | | | |
|--|--|---|---|
| | | Supplemental/Concentration \$2,000 | Supplemental/Concentration \$5,000 |
| | | 4000-4999: Books And Supplies Supplemental/Concentration \$4,000 | 4000-4999: Books And Supplies Supplemental/Concentration 4448.53 |
| | | 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000 | 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$4463 |

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| 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 | Pond School continued to offer the following meetings to promote parental participation in programs for unduplicated pupils: parent conference with teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time. PIQE Parenting classes were offered: "Literacy development in daily routines", "Stages of Reading", and "Purposeful reading strategies": Family Picnic Day also helps increase parent involvement. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$11,000 | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$11506 |
| | | Classified Personnel Salaries and Benefits Supplemental/Concentration \$2,000 | 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$2000 |
| | | 4000-4999: Books And Supplies Supplemental/Concentration \$1,000 | 4000-4999: Books And Supplies Supplemental/Concentration \$104 |

Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

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.

Purchased books for library and classrooms. Staff submitted topics that students had identified as interesting on student surveys.

4000-4999: Books And Supplies Supplemental/Concentration
\$4,000

4000-4999: Books And Supplies Supplemental/Concentration
\$3807

Action 10

Planned Actions/Services

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.

Actual Actions/Services

Tutoring after-school, teacher extra pay were used to support students.

Budgeted Expenditures

Certificated Personnel Salaries and Benefits Supplemental/Concentration
\$6,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental/Concentration
\$15728.57

Action 11

Planned Actions/Services

11. Maintain ELA/ELD CCSS program

Actual Actions/Services

Purchased additional ELA CCSS program components including consumables.

Budgeted Expenditures

4000-4999: Books And Supplies Base \$10,000

Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental/Concentration
\$3500.64

Action 12

Planned 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.

Actual Actions/Services

Purchased classroom furniture, continued work on leveling playground, replaced sprinklers, purchased a truck load of sand for play area, repaired cafeteria leak, cleaned out rain gutters, purchased new playground equipment.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Base
\$50,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Base
\$50259.59

Action 13

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| 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. | Teacher on special assignment was hired to provided additional support in the form of classroom walkthrough observations then identifying areas of potential growth. | Certificated Personnel Salaries and Benefits Base \$89,000 | Certificated Personnel Salaries and Benefits Supplemental/Concentration \$90649 |

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 goals outlined in the plan at Pond School 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. Actions 2-5 affected 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 continuing 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, Actions 5-6 reference the expanded ELD and Writing program which have been implemented in many subject areas throughout the District, providing an education and intervention platform for all students. In addition, the instructional core has been supported by professional development efforts focused on improving instructional strategies for low-income, English Learner and Foster Youth students. Several points to highlight are the expansion of standards met or exceeded growing to 48% in the SBAC ELA test and students scoring 20% growth in the local writing benchmark. Expectations for CAASPP were not met. As explained in previous years, the first year the plan and goals were written the person at that time did not understand the scoring system for CAASPP and wrote the goals unrealistically high. Goals in ELA were set at 56% and Math was 42%. Pond school has shown significant growth each year but since we can't make adjustments in the original goals, we have to report that the goal was not met. Ponds actual CAASPP scores were 48% in ELA and 31% in Mathematics. These scores demonstrated good academic growth but did not meet the expected goal.

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

Successful growth in ELA SBAC performance and district-wide assessment and closure of performance gaps continues to demonstrate the effectiveness of actions and services with progress towards greater proficiency for students. Furthermore, the following growth provides further evidence efforts are having a positive impact on the instructional outcomes of students. SBAC ELA Standards met or exceeded performance for 17-18 showed

All Students:

All students moved (by improving scores) from Orange to Yellow

35.1 point increase from 45.9 pts below standard to 10.8 pts below standard.

Socio-Economically Disadvantaged Students:

SED students moved (by improving scores) from Orange to Yellow

31.5 point increase from 47.8 pts below standard to 16.2 pts below standard.

English Learner Students:

EL students moved (by improving scores) from Orange to Yellow

45 point increase from 56.5 pts below standard to 11.5 pts below standard.

English Language Arts Common Core aligned local Assessments

Overall student improvement was 12% in the area of Vocabulary/Editing on the local test we give that assesses the same standards as the state test. Overall student improvement was 21% in the area of comprehension. This growth was from the beginning of the year assessment to Mid Year.

Pond teachers meet weekly to discuss state, local and classroom data and work to include strategies to address the needs in their teaching. By using Pond's student information program IO/EADMS checks on student learning are developed and discussed weekly. Each teacher compiles a notebook of strategies that address the Common Core Standards that are found to be missing on state and local assessments. Feedback is shared with all students including English Learners, SED Students, and Foster Youth Students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were some change in the estimated and the actual expenditures aside from the health and welfare benefits of employees. Changes in this area are due to the addition of a Teacher On Special Assignment position to assess in the transition of the Superintendent. Areas in which resources were underspent 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 2018-19.

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 academic growth and feedback from staff and stakeholders we are not making substantial changes to this goal.

Performance metric targets in Goal 1, Section 4 for the All Student measures of meeting or exceeding standards on the CAASPP, ELA were modified to show annual growth of 35.1 points for all students, 31.5 points for low-income students and 45 point increase for

English Learners provide evidence that this goal is effective. Teacher on Special Assignment (Action 13 from base funding) has been removed from the LCAP at this time due to leadership transition. Cost of Teacher on Special Assignment cost changed from BASE to Supp/Concentration as the TOSA focused on meeting the needs of target students and providing direct professional development to teachers in AVID strategies, ELD strategies, research based effective strategies. Included use of Title 1 carry over funds received.

Annual Update

LCAP Year Reviewed: 2018-19

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 | Actual |
|--|--|
| Metric/Indicator Priority 1A Teachers appropriately assigned and fully credentialed for assignment 18-19 1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 4F: NA 4G: NA | Priority 1A Basic Services Maintained 100% of teachers appropriately assigned and fully credentialed. |

Expected

Baseline

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

4F: NA

4G: NA

Metric/Indicator

Priority 1B

Pupil access to standards aligned materials

18-19

1B Maintain 100% access to standards-aligned materials

Baseline

1B: 100% of students have access to standards aligned materials

Metric/Indicator

Priority 1C

School facilities maintained in good repair

18-19

1C Maintain school facilities maintained in "good" repair or better as per FIT.

Baseline

1C: School facilities are maintained in "good" repair as per FIT.

Metric/Indicator

Priority 2A

Implementation of CA academic and performance standards

18-19

Actual

Priority 1B

Pupil access to standards aligned materials

Pond maintained 100% access to standards-aligned materials

Priority 1C

School facilities maintained in good repair

1C Pond maintained school facilities maintained in good repair or better as per FIT

Priority 2A

Implementation of CA academic and performance standards

2A Implementation of State Standards: Maintained at full implementation of all state standards based upon administrative observations

Expected

2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations

Baseline

2A: CCSS Implementation Status: "Fully" as per administrative observations school wide.

Metric/Indicator

Priority 2B

How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency

18-19

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.

Baseline

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.

Metric/Indicator

Priority 4A

Statewide Assessments

Percent Met/Exceeded

18-19

4A: CAASPP ELA: 56%

4A: CAASPP Math: 42%

Baseline

4A: CAASPP ELA: 51% Met / Exceeded

4A: CAASPP Math: 36% Met / Exceeded

Actual

Priority 2B

How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency

2B Again this year Pond maintained 100% of EL students were able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observations.

Priority 4A

Statewide Assessments

Percent Met/Exceeded

31% of Pond students met or exceeded mathematics standards Although growth in this area was shown, the goal that was set was 42% so this indicates Pond did not meet the goal.

Mathematics

All Students:

All students moved (by improving scores) from Orange to Yellow 20 point increase from 56.5 pts below standard to 36.5 pts

Socio Economically Disadvantaged:

SED students moved (by improving scores) from Orange to Yellow 30.7 point increase from 59.2 pts below standard to 39.5 pts

English Learners:

EL students moved (by improving scores) from Orange to Yellow 30.7 point increase from 63.9 pts below standard to 33.2 pts

Expected

Actual

| | |
|--|--|
| | <p>Local Assessments: Mathematics Common Core Aligned (Publisher generated)</p> <p>Overall growth in student achievement was 18% from the beginning of the school year to mid year. Growth was shown in most grade levels.</p> |
| <p>Metric/Indicator Priority 4B API</p> <p>18-19 4B NA</p> <p>Baseline 4B NA</p> | N/A |
| <p>Metric/Indicator Priority 4C Percentage of pupils completing A-G sequences/programs</p> <p>18-19 4C NA</p> <p>Baseline 4C NA</p> | N/A |
| <p>Metric/Indicator Priority 4D Percentage of EL pupils making progress toward English Proficiency</p> <p>18-19 4D: 57%</p> <p>Baseline 4D: 53%</p> | Measuring progress will be measured next year as this is the first year using the ELPAC |
| <p>Metric/Indicator Priority 4E English Learner Reclassification Rate</p> <p>18-19 4E: Maintain 20%</p> | <p>Priority 4E English Learner Reclassification Rate</p> <p>4E: Maintained at 20%</p> |

| Expected | Actual |
|--|--------|
| Baseline 4E: 20% | |
| Metric/Indicator Priority 4F Percentage of pupils passing AP exam with 3 or higher 18-19 4F NA Baseline 4F NA | N/A |
| Metric/Indicator Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP 18-19 4G NA Baseline 4G NA | N/A |

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 4-8 | Maintained small classrooms in grades 4-8 | Certificated Personnel Salaries and Benefits Supplemental/Concentration 80,000 | 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$92054 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

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

Summer Bridge Math program purchased and used during summer school program.

4000-4999: Books And Supplies Supplemental/Concentration
\$5,000

4000-4999: Books And Supplies Supplemental/Concentration
\$1862

Action 3

Planned Actions/Services

3. Instructional Aides

Actual Actions/Services

Instructional Aides to support students

Budgeted Expenditures

As directed by Principal Classified Personnel Salaries and Benefits Supplemental/Concentration
\$200,000

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental/Concentration
\$85751

Action 4

Planned Actions/Services

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

Actual Actions/Services

Provided Math Professional Development

Budgeted Expenditures

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

Estimated Actual Expenditures

5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$0

Action 5

Planned Actions/Services

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

Actual Actions/Services

Provided Technology Support for Math and Science. Additional Chrome books were purchased and older Chrome books were given to students for home use. Two additional LCD touch screens were purchased to increase student participation and involvement with lessons.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental/Concentration
\$6,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental/Concentration
\$3500

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| 6. Continue to maintain and revise comprehensive student assessment system and pacing guide. | Provided consultation on Math assessments and calendaring testing and scoring dates. Local assessments are given three times a year. After each testing cycle teacher meet and are guided through analysis of results. Curriculum and textbooks are analyzed to highlight areas of need for instruction. Work has been done on a school wide pacing guide. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000 | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$19380 Certificated Personnel Salaries and Benefits Supplemental/Concentration \$2000 |

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 | Supplementary services were provided to identified intervention students. Using IO/EADMS and classroom work, students are identified as well as skills needed to be addressed in tutoring sessions. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$10,000 | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0 |

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| 8. Parent workshops to assist their children in math | Parent workshops were provided to parents. PIQE classes address how to work with you son or daughter on school work and projects. Sample activities were given to parents to assess in helping them with mathematics. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000 4000-4999: Books And Supplies Supplemental/Concentration \$1,000 | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration 1.903 4000-4999: Books And Supplies Supplemental/Concentration \$200 |

Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| 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 plan of action. | Materials and professional development were provided to assist in 8th grade students taking algebra. Assistance was given during lunch and before and after school for these students. | 4000-4999: Books And Supplies Supplemental/Concentration \$3,000 | 4000-4999: Books And Supplies Supplemental/Concentration \$0 |
| | | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000 | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$3427 |

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.

Goal 2 has been implemented with fidelity. The new CCSS Math Program in conjunction with supplemental professional development (Action 4) continues and will continue to expand to meet the needs of the students we serve. Pond Union Elementary School District provides additional resources (Actions 5-8) to our teachers/staff, students and parents. The expansion of the Math Common Core Program intent was to include more integration, collaboration, high yield vocabulary, strategic English Learner research-based strategies to include advanced levels of questioning and thinking for all students. Providing an education and intervention platform for all students. In addition, the instructional core would have been supported by professional development efforts focused on improving instructional strategies for low-income, English Learner and Foster Youth students.

Results indicate excellent growth in both ELA and Math in all student groups. CAASPP Mathematics goals were not met compared to the expected goal, although growth was strong. As mentioned earlier, original goals were set by a plan writer that didn't clearly understand the goal-setting process. Goals were set unrealistically high. English Language Arts scores are stronger than Mathematics scores. Although growth was consistent for all student groups, students scored approximately 30 points below standard in Mathematics compared to approximately 10 points below standard in English Language Arts. Results indicate instructional trends for Pond School are in a positive direction but additional attention needs to be applied to the area of Mathematics. Next year a new common core math benchmark will be given to increase the rigor of Pond's mathematics instruction. Math common core professional development, focusing on response to intervention students. Review of math textbooks has found the need for continued review of textbook alignment with common core standards with consultant.

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

Successful growth in Math SBAC performance and district-wide assessment and closure of performance gaps continues to demonstrate effectiveness and progress towards greater proficiency for students. Furthermore, the following growth provides further evidence efforts are having a positive impact on the instructional outcomes of students and the professional growth of our teachers (Actions 4 -5). SBAC Math Standards met or exceeded performance for 17-18 showed students meeting math proficiency increased from 22 to 31% meeting or exceeding standard. Although growth was consistent for all student groups, students scored approximately 30 points below standard in Mathematics compared to approximately 10 points below standard in English Language Arts which will be a target for the next year's growth (incorporating all Actions within this goal). Pond wants fewer points from standards met in the area of Mathematics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Pond School had some differences between budgeted expenditures and estimated actual expenditures. Pond overestimated the costs of the instruction assistants by about \$85,000. We had an instructional assistant leave mid year and the Teacher on Special assignment assisted students while a good replacement was found (Action 3). Mathematics was a key area and costs to improve our local benchmark assessments cost more than anticipated (Action 6). Costs for providing supplemental services to intervention students cost less than originally budgeted. Teachers were supported by the teacher on special assignment and conducted additional interventions in the classroom (Action 7). Students taking algebra were supported before and after school at a lower cost than budgeted (Action 9).

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

Based on feedback from staff and stakeholders, performance metrics for the EL Student measure of meeting or exceeding standards on the Math CAASPP, teacher and staff professional development and support will occur as well as parental classes in math to assist parents in helping their child. Specifically, the modification of an Action 9 provides an additional opportunity for 8th-grade students to be exposed to higher level math (Algebra) for the entire school year based on their readiness and principally directed to support unduplicated students. Over budgeted for cost of classified personnel. Will correct in next year's budget.

Annual Update

LCAP Year Reviewed: 2018-19

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

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:

Annual Measurable Outcomes

| Expected | Actual | | | | |
|--|--|-----------------------|------------------------|-----------------------|-----------------|
| <p>Metric/Indicator</p> <p>Priority 3A: Efforts to seek parent input in decision making for district and school sites</p> <p>18-19</p> <p>3A: 97.3 % of parents will attend parent teacher conferences per year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys, PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC.</p> | <p>3A 98% of parents will attend parent teacher conferences per year as measured by sign-in sheets.</p> <p>Goal Met: 98% of parents attended PTC. Goal Met</p> <p>A parenting series of classes was offered: “How to Help My Child with Reading” Parental Involvement PIQE</p> <table><tr><td>Baseline 10%</td><td>Planned Outcome 15%</td><td>Actual Outcome 17%</td><td>Progress met</td></tr></table> | Baseline 10% | Planned Outcome 15% | Actual Outcome 17% | Progress met |
| Baseline 10% | Planned Outcome 15% | Actual Outcome 17% | Progress met | | |

Expected

Baseline

3A: 97.3% of parents attended parent teacher conferences per year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys, PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC.

Metric/Indicator

Priority 3B:

How district promotes participation of parents for unduplicated pupils

18-19

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.

Baseline

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.

Metric/Indicator

Priority 3C:

How district promotes participation of parents with exceptional needs

18-19

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

Baseline

3C: 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for their students. Flexibility offered in time and dates in

Actual

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

Metric: Parent Survey Return Rate

| Baseline | Planned Outcome | Actual Outcome | Progress met |
|----------|-----------------|----------------|--------------|
| 10% | 27% | 28% | |

3B

Pond maintained 100% of parents of unduplicated students invited to all school events.

Pond School continued to offer meetings to seek parental input, such as parent conference with teacher, LCAP forums, technology events, SSC, ELAC, Board meetings, Open House, Back to School events, Breakfast with mom/dad, and parents are always welcome to visit with the principal/superintendent at any time.

Pond School continued to offer the following meetings to promote parental participation in programs for unduplicated pupils:

- parent conference with teacher,
- LCAP forums,
- technology events,
- SSC, ELAC,
- Board meetings,
- Open House,
- Back to School events,
- Breakfast with mom/dad

3C

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

Pond School continued 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 the classroom teacher,
- LCAP forums,
- technology events,
- SSC, ELAC,
- Board meetings,

Expected

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

Metric/Indicator

Priority 5A
School attendance rates

18-19

5A: Maintain at least 97.3%

Baseline

5A: 97.3%

Metric/Indicator

Priority 5B
Chronic Absenteeism rates

18-19

5B: 6%

Baseline

5B: 7%

Metric/Indicator

Priority 5C
Middle school dropout rates

18-19

Actual

Open House,
Back to School events,
Breakfast with mom/dad

100% exceptional needs parents received phone calls before 504 meetings and IEPs for their students. The 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

Pond school has increased the attendance rate to 98%. Pond has met the goal of maintaining 97.3% and made an increase.

5B Chronic Absenteeism Rate

The Chronic Absenteeism Rate had increased to 10.4% chronically absent This indicates that the goal was not met. This was an increase of 4.4%. All student groups are reported in the orange area. Pond will increase the communications with parents, students and teachers to improve chronic absenteeism.

It should be noted that overall attendance rate has increased. This fact helps identify that Chronic Absenteeism is cause by several students that should be the focus in the coming year.

It was helpful to note that overall attendance improve while chronic absenteeism did not. This helps use identify individual students that we are able to support. We will continue our efforts for overall improved attendance but we will partner chronically absent students with a classmate that will encourage positive connections to school.

5C Middle School Dropout Rate

NA

Expected

5C: Maintain 0%

Baseline

5C: 0%

Metric/Indicator

Priority 5D

High school dropout rates

18-19

5D NA

Baseline

5D NA

Metric/Indicator

Priority 5E

High school graduation rates:

18-19

5E NA

Baseline

5E NA

Metric/Indicator

Priority 6A

Pupil suspension rates

18-19

6A: Maintain 1%

Baseline

6A: 1%

Metric/Indicator

Priority 6B

Pupil expulsion rates

18-19

6B: Maintain 0%

Baseline

6B: 0%

Actual

NA

NA

6A Pupil Suspension Rate

The pupil suspension rate was maintained at 1%.

6B Pupil Expulsion Rate

The pupil expulsion rate is again maintained at 0% for all student groups

Expected

Metric/Indicator

Priority 6C

Other local measures of sense of safety and school connectedness

18-19

6C: 84% of students feel sense of safety and connectedness at school as per student survey.

Baseline

6C: 80% of students feel sense of safety and connectedness at school as per student survey.

Metric/Indicator

Priority 7A

Extent to which pupils have access to and are enrolled in a broad course of study

18-19

7A: Maintain 100% of students have access to a broad course of study.

Baseline

7A: 100% of students have access to a broad course of study.

Metric/Indicator

Priority 7B

Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils

18-19

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.

Baseline

7B: 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.

Metric/Indicator

Priority 7C

Actual

6C Sense of Safety and School Connectedness

All students including unduplicated students had a 85% response of feeling safe and connected at school. This is an increase of 1%.

7A Course Access

Course access means a broad course of study in required subject areas is offered for all students. This includes math, social science, science, visual and performing arts, health, physical education, career, and technical education and others, regardless of what school students attend or where they live. When schools provide wide access to many different classes, students receive a full learning experience, are more likely to graduate, and are better prepared for higher education, employment, and their roles and responsibilities as adults later in life.

100% of Pond students had access to a board course of study.

7B Access to a broad course of study for unduplicated students

100% of all unduplicated students were enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. 100% of programs and services in core subject areas developed and provided for students with greater needs such as low-income students, English Language Learners and foster youth were in place and maintained by Pond School.

7C Exceptional Needs students enrollment in regular programs with support

Expected

Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.

18-19

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

Baseline

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

Metric/Indicator

Priority 8

Other Student Outcomes

18-19

8: Physical Fitness Testing: Aerobic Capacity

5th Grade: 35.5 % students in Healthy Fitness Zone

7th Grade: 37.5 % students in Healthy Fitness Zone

Baseline

8: Physical Fitness Testing: Aerobic Capacity

5th Grade: 34.6 % students in Healthy Fitness Zone

7th Grade: 36.4 % students in Healthy Fitness Zone

Actual

100% students with special needs participated in the regular programs with support from special education teachers and aides.

8: Physical Fitness Testing: Aerobic Capacity

5th Grade: 82.6% students in Healthy Fitness Zone

7th Grade: 39.1% students in Healthy Fitness Zone

Over the past year emphasis has been place on the Running Club and the Pond Track Team in grades 2-6. This explains the increase of fitness in grade five due to participation in all lower grades. Overall fitness has improved because of these programs.

Goal met

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

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.

Actual Actions/Services

All students including unduplicated students participated in extracurricular activities. These activities supported instruction and also were planned to increase student engagement and improve student attendance. Students

Budgeted Expenditures

Certificated Personnel Salaries and Benefits
Supplemental/Concentration
\$2,000

Estimated Actual Expenditures

Certificated Personnel Salaries and Benefits
Supplemental/Concentration
\$600

| | | | |
|--|--|---|---|
| | participated in field trips to Universities, attended Camp Keep, and the California Science Center | 4000-4999: Books And Supplies Supplemental/Concentration \$20,000 | 4000-4999: Books And Supplies Supplemental/Concentration \$2192 |
| | | 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000 | 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3375 |
| | | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$10,000 | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$6000 |
| | | Classified Personnel Salaries and Benefits Supplemental/Concentration 2000 | 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$2000 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| 2. Counseling services focusing on social skills | Counseling services were provided to all unduplicated students. | 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$2,000 | 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 | Extra bussing service was provided to support student attendance at summer school and after school tutoring services. 100 students attended summer school. When students are successful in school attendance percentages increase for all students. | 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000 | 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 1260 |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| 4. After- school activities for developing healthy lifestyles for students, sports, drama, running club, oral language, robotics | All unduplicated students participated in after school activities for developing healthy lifestyles for students, sports, drama, running club, oral language, robotics. Student and parent surveys indicate that art, sports, cheer, dance, science, track, music and chess were very positive in the feedback obtained. | Certificated Personnel Salaries and Benefits Supplemental/Concentration \$8,000 | 1000-1999: Certificated Personnel Salaries Supplemental/Concentration 19628 |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| 5. Learning Lab—Garden to promote healthy lifestyles for students, microscopes, other science materials | Students worked to promote a healthy lifestyle by creating and maintaining a garden on the school site. Microscopes and materials to promote science learning were purchased and used by students including unduplicated students. | 4000-4999: Books And Supplies Supplemental/Concentration \$2,891 | 4000-4999: Books And Supplies Supplemental/Concentration 1150 |

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 school has increased activities and rewards for perfect attendance. Student surveys and interviews were conducted to identify what activities would promote attendance at school. Art classes and dances were found to be very popular. | 4000-4999: Books And Supplies Supplemental/Concentration \$2,000 | 4000-4999: Books And Supplies Supplemental/Concentration 1847 |

Action 7

Planned

Actual

Budgeted

Estimated Actual

| Actions/Services | Actions/Services | Expenditures | Expenditures |
|---|--|--|---|
| 7. Pond school will focus on chronic absenteeism.of students by conducting parent meeting, phone call and assigning Saturday school | Pond school continues to focus on chronic absenteeism. Chronic Absenteeism is the only area in "orange". it increased by 1.8. We increased efforts to communicate with parents. Meeting with parents and students in person and with multilingual phone communication. Mailed communications were also sent. | Certificated Personnel Salaries and Benefits Supplemental/Concentration \$1,000 | Certificated Personnel Salaries and Benefits Supplemental/Concentration 1500 |
| | | 4000-4999: Books And Supplies Supplemental/Concentration \$2,000 | 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration 253 |

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 8. If feasible start a SARB at Pond and inviting other local small schools to participate | Communication with local school districts has continued in the development of a SARB will begin in the 2019-20 school year. | 5000-5999: Services And Other Operating Expenditures Base \$1,000 | 5000-5999: Services And Other Operating Expenditures Base 0 |

Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 9. Continue with focus group to identify best research based ways to decrease or habitual absences,and a consistent discipline then select a strategy and implement again this year | Meetings occurred with members from surrounding districts to discuss strategies to reduce habitual absenteeism. New ideas include: student body system to pair up students to encourage and follow up when students are absent. We are hoping this will assist unduplicated students attendance . | Certificated Personnel Salaries and Benefits Base \$1,891 | 1000-1999: Certificated Personnel Salaries Base 600 |

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.

Goal 3 has been implemented with fidelity. Pond School has created additional parental opportunities (Action 4) which occurred after school and during the day. PIQE (Parent Institute for Quality Education - Actions 4, 7 and 9) provided families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential with emphasizing the importance of regular school attendance. Feedback on 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.

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 program. Additionally, we had positive growth in parental LCAP surveys. Although the goal regarding chronically absent students was not met, overall attendance improved so that individuals who are chronically absent can be addressed by pairing up students as partners to increase connections to the school. Students were given surveys to learn about what extracurricular activities interested/engaged their interests (Action 1) and the district was responsive to this feedback.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Pond School had some differences between budgeted expenditures and estimated actual expenditures. During this school year, the illness of the librarian resulted in less expenditures for books for classroom libraries (Action 1). Also the extra bussing costs did not end up as expected (Action 3). Increased student interest in after school events and clubs caused a need to increase Action 4's budgeted amount by \$10,000.

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 was added as a result of feedback from all stakeholders in reference to chronic absenteeism being 10%. Other changes includes meeting with other districts to discuss strategies and possible collaboration. Collaborated with McFarland USD regarding SARB process. They allowed us to participate in their SARB at no cost. Mr. Ohnesorgen attended a Truancy Conference. Site Secretary followed up with Chronically truant families. Plans are to participate in McFarland SARB regularly next year.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Pond USD School Board 7/10/18, 8/14/18, 9/11/18, 10/11/18, 11/13/18, 12/1/18, 1/8/19, 2/12/19, 3/12/19, 4/9/19, 5/14/19 (Target: open to the public, staff, parents, community and students)

Pond School Site Council (SSC) 10/23/2018, 11/13/2018, 1/15/2019, 2/12/2019, 3/12/2019, 4/9/2019, 5/14/2019
(Target: open to the public, staff, parents, community and students)

English Learner Advisory Committee 9/6/18, 11/7/18, 12/10/18, 2/26/19, 3/26/19, 4/16/19 and 5/21/2019 (Target: open to the public, specifically EL parents)

Pond Staff Development Days 9/26/18, 4/23/19

AVID (Advancement Via Individual Determination) – 7/8/18, 7/11/2018, 8/23/2018, 8/30/2018, 10/24/18 (parent night), 2/6/19,

Other School Personnel also attended Staff development Days 9/26/19 and 4/23/20

Pond USD involved parents at both public meetings, meeting specifically for LCAP input and through surveys.

PIQE (Parent Institute for Quality Education) To provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. February 28, 2019 – Orientation, Activities include: Literacy development in daily routines, Importance of skills, Stages of Reading, Purposeful reading strategies, Common Core State Standards, Supporting Reading at Home On these Dates: March 7, 2019, March 14, March 21, March 28, April 4, April 11, April 25th May 2 (graduation) – Program “Early K-3 Literacy Program”

Pond School Board April 9, May 14, 2019

DAC and Title I Parent Meeting March 2019

Parent Surveys sent home March 2019- April 2019

Students surveys April 2019, one on one focus groups on the week of April 22, 2019

District English Learner Advisory Committee including administrative staff, teachers. other school personnel November 13, 2018, December 11, 2018, February 27, 2019, March 27, 2019, April 17, 2019 and May 22, 2019

Staff Survey March 2019-April 2019

Pond Parent Meeting February 27, 2019 and May 23, 2019

Pond School Site Council (SSC) 10/23/2018, 11/13/2018, 1/15/2019, 2/12/2019, 3/12/2019, 4/9/2019, 5/14/2019
(Target: open to the public, staff, parents, community and students)

English Learner Advisory Committee November 13, 2018, December 11, 2018, February 27, 2019, March 27, 2019, April 17, 2019 and May 22, 2019
Public Meeting/Hearing June 14, 2019
Adoption Date June 21, 2019

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 2017-2018 and 2018-19 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 2019 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 2019 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. Math common core professional development, focusing on response to intervention students. Review of math textbooks has found the need for continued review of textbook alignment with common core standards with consultant. Attendance rate, suspension rate, data, local ELA proficiency rate, local benchmark math proficiency rate, English Learner reclassification rate, parent survey data, and student survey data where all gathered and shared. Pond District does not have a bargaining unit.

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 7 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 2019-20 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):

- *There is a need for alignment of curriculum to the Common Core State Standards. Local Assessments must continue to be developed to provide feedback to instruction.

- *Increase support for struggling students, including the use of technology

- *More support to Science including micro-scopes and materials in Chemistry

- * Provide appropriate interventions for English learners who are not meeting benchmarks

- * Improve parent/family engagement opportunities Parents also indicated the desire to continue to have communications translated in Spanish

- *Focus on academic proficiency for low-income students, continue with AVID Elementary

- *Support teachers with additional professional development and support staff 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

- *Art and Music were the highest requested items on student and parent surveys.

The eight most frequently cited themes in relation to Student Achievement from the qualitative, open response sections of the survey and community discussions included:

- * Ensure all students are provided access to a broad course of study

- * 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 through the use and development of local assessments and curriculum alignment and pacing

- * 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 appropriately assigned, 100% access to standards-aligned materials, Fit report indicated the facilities were in Good condition.
2) Common Core implementation: fully in math and ELA based upon administrative observations
3) Parent involvement: Parent involvement in PIQE: 10%, 12% rate of parent surveys returned
4) Student Achievement: District writing assessment K-8, 40% of students scored at level 2 or above
4) Student Achievement: All Students scored 10.8% below standard and EL students scored 11.9% below standard Socioeconomic disadvantaged scored 16.2 points below standard in ELA on the 2017-18.
All Students scored 36.5% below standard and EL students scored 33.2% below standard Socioeconomic disadvantaged scored 39.6% below standard in Math on the 2017-18.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|--------------------|--------------------|--------------------|
| Priority 1A | | 1A Basic services: | 1A Basic services: | 1A Basic services: |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| Teachers appropriately assigned and fully credentialed for assignment | 1A: 100% of teachers appropriately assigned and fully credentialed for assignment. | Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. | Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. | Maintain 100% of teachers appropriately assigned and fully 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 | 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 | 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 | 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 |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| | indicated by administrative observations school wide. | indicated by administrative observations. | indicated by administrative observations. | indicated by administrative observation |
| 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: 50% 4A: CAASPP Math: 33% |
| 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 | 4G NA | 4G NA | 4G NA | 4G NA |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|---------|
| Percentage of pupils who participate in and demonstrate college preparedness on EAP | | | | |

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)

All

Location(s):

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

All Schools

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

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. Purchase technology support devices K-8th grades, replace as needed, included support technology

2018-19 Actions/Services

1. Purchase additional technology support devices K-8th grades, replace as needed, included support technology

2019-20 Actions/Services

1. Purchase additional technology support devices K-8th grades, replace as needed, included support technology. Chromebooks and other technology support materials need to be purchased to

keep students current in the use and access of technology support equipment.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$5,000 | \$28,000 | \$25,000 |
| Source | Title I | Supplemental/Concentration | REAP |
| 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)

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. Maintain intervention reading materials

2018-19 Actions/Services

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

2019-20 Actions/Services

2. Maintain intervention reading materials and purchase if necessary. Reading continues to be an area of focus. Students have made slow progress. Reading intervention and support materials are needed to increase achievement in ELA.

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)

[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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

3. Purchase supplemental writing materials

2018-19 Actions/Services

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

2019-20 Actions/Services

3. Our students do not tend to have access to writing assistance at home. This principally directed action will enable the purchase of additional supplemental writing materials for students to use at school and at home to practice and master writing skills and strategies. We expect this action to improve student writing outcomes on local assessments as well as improve CAASPP ELA and Math outcomes.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount | \$10,000 | \$10,000 | \$10,000 |
| 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)

[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

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. AVID strategies are research based and effective. This program and training address the needs of English learners and College and Career awareness. In addition it supports the continuous building of a positive school climate.

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 | \$6,400 |
| 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 | \$5,000 |
| 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)

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

Unchanged Action

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

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

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. Staff development in research based effective strategies has demonstrated improvement in our benchmark scores and CAASPP scores.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$15,000 | \$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 |
| Amount | \$10,000 | \$2,000 | \$6,400 |
| 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 | \$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 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

Unchanged Action

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

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

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 | support principally directed toward unduplicated students |
|--|---|---|

Budgeted Expenditures

| | | | |
|------------------|---|---|---|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$10,000 | \$10,000 | \$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 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 | \$50,000 |
| 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 | \$10,000 |
| 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 | \$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 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

Modified Action

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

Unchanged Action

2017-18 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

2018-19 Actions/Services

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

2019-20 Actions/Services

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 | \$10,000 |
| 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 | \$5,915 |
| 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 | \$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 |
| 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 | \$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 |

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)

[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

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

2018-19 Actions/Services

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.

2019-20 Actions/Services

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 | \$6,000 |
| 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)

All

Location(s):

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

All Schools

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

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

Modified 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. Purchase state adopted social studies textbooks in order to stay current with adopted texts. Consider adoption of science text books.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount | \$9,000 | \$10,000 | \$32,000 |
| 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)

All

Location(s):

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

All Schools

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

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

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. These costs will insure a safe and healthy environment for students and staff.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | \$90,000 | \$50,000 | \$70,915 |
| 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)

All

Location(s):

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

All Schools

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

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

Discontinued Action: please see reference in A/U Goal 1 Analysis. The teacher on special assignment was created to give support during a school transitional time. Capacity was built during this time and is not needed during the 2019-20 school year.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|----------------|
| Amount | \$10,000 | \$89,000 | NA |
| Source | Base | Base | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | Certificated Personnel Salaries and Benefits | Not Applicable |

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)

Modified 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) All Students scored 36.5% below standard and EL students scored 33.2% below standard Socioeconomic disadvantaged scored 39.6% below standard in Math on the 2017-18.

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 | 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 | 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 | 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 |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| | through designated and integrated ELD as indicated by administrative observations school wide. | through designated and integrated ELD as indicated by administrative observations. | through designated and integrated ELD as indicated by administrative observations. | through designated and integrated ELD as indicated by administrative observations. |
| 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: 50% 4A: CAASPP Math: 33% |
| 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 |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|---------|
| 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

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---------------------------------------|---------------------------------------|--|
| 1. Maintain small classroom sizes 4-8 | 1. Maintain small classroom sizes 4-8 | 1. Many of our students begin their academic careers without the benefit of having experienced early childhood learning experiences. Additionally, many of our students come to school to learn English as well as academic content. Additionally, our students tend not to receive academic supports at home. Therefore, we will maintain smaller classroom sizes in grades 4-8. We expect that this principally directed action will result in continued growth in local assessment outcomes as well as state testing in ELA and Math. |
|---------------------------------------|---------------------------------------|--|

Budgeted Expenditures

| | | | |
|------------------|--|--|--|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$90,000 | 80,000 | \$80,000 |
| 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)

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 | New 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. The principal will maintain and purchase additional intervention math materials as needed per classroom teachers. Additional supplemental math materials are purchased to support the additional needs of our EL and SED students.

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

| | | | |
|------------------|-------------------------------|--|--|
| Amount | \$5,000 | | |
| Source | Supplemental/Concentration | | |
| Budget Reference | 4000-4999: Books And Supplies | | |

Action 3

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

Students to be Served:

(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

3. Instructional Aides

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

Unchanged Action

2018-19 Actions/Services

3. Instructional Aides

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

Unchanged Action

2019-20 Actions/Services

3. Our students tend not to get the individual one on one time to learn and practice academic skills outside of school. Many students come to us without the basic skills needed to succeed at school. We will maintain our Instructional Aides in order to provide more individual and small groups targeted academic supports. We

expect this principally directed action to support our most at risk students in succeeding on both local and state assessments.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$250,000 | \$200,000 | \$200,000 |
| 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

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

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

| Unchanged Action | Unchanged Action | Modified Action |
|---|---|---|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| 4. Math common core professional development, focusing on response to intervention students | 4. Math common core professional development, focusing on response to intervention students | 4. Math common core professional development, focusing on response to intervention students. Review of math textbooks has found the need for continued review of textbook alignment with common core standards with consultant. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$10,000 | \$5,000 | \$6,000 |
| 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

Modified 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. Extending technology to the homes of Pond School continues to be an important connection to learning and student involvement. Instructional Technology Support and equipment for math and science, targeting response to intervention students will help ensure increased learning opportunities.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|-------------------------------|
| Amount | \$15,000 | \$6,000 | 22,990 |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 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

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

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. Contract with DTS system used to support LCAP plan development, consultant support in the development of LCAP and federal addendum, and EADMS for data analysis, pacing and benchmark data analysis

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$8,000 | \$5,000 | \$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 | \$8,000 | \$5,000 | |
| Source | Supplemental/Concentration | Supplemental/Concentration | |
| Budget Reference | Certificated Personnel Salaries and Benefits | 1000-1999: Certificated Personnel Salaries | |

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

Modified Action
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. Pond students live in a remote area and so the school becomes a center of support and understanding. Supplementary services will be provided to identified underperforming students through a state

grant. A supplementary services company , such as SYLVAN, will be identified to provide direct services to the identified students.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | \$8,000 | \$10,000 | \$11,000 |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |
| Budget Reference | Certificated Personnel Salaries and Benefits | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And 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

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

Unchanged Action

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

Modified 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. Consultants have been hired to work with students and parents to raise awareness and teach additional skills from the common core math curriculum.

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 | \$5,000 |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |
| Budget Reference | Certificated Personnel Salaries and Benefits | 4000-4999: Books And Supplies | 1000-1999: Certificated Personnel Salaries |

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

Modified 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 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.

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 consultant to analyze data and develop plan of action.

2019-20 Actions/Services

9. Maintain and further develop the district math program. Continue to provide support materials and professional development in support of the math program. Teachers, staff and parents will work with consultants to analyze data and develop plan of action.

Budgeted Expenditures

| | | | |
|------------------|--|---|---|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$15,000 | \$3,000 | \$16,000 |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 5800: Professional/Consulting Services And Operating Expenditures |
| Amount | \$5,000 | \$5,000 | \$2,000 |
| Source | Supplemental/Concentration | Supplemental/Concentration | Supplemental/Concentration |
| Budget Reference | Certificated Personnel Salaries and Benefits | 5800: Professional/Consulting Services And Operating Expenditures | 4000-4999: Books And Supplies |

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: 98% attendance rate was identified in 2018-19

8) Other Student Outcomes:

Physical Fitness Testing: Aerobic Capacity

5th Grade: 37% students in Healthy Fitness Zone

7th Grade: 38% students in Healthy Fitness Zone

Expected Annual Measurable Outcomes

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

| 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 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 | 6A: 1% | 6A: Maintain 1% | 6A: Maintain 1% | 6A: Maintain 1% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| Pupil suspension rates | | | | |
| Priority 6B Pupil expulsion rates | 6B: 0% | 6B: Maintain 0% | 6B: Maintain 0% | 6B: Maintain 0% |
| 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. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| 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. Pond students live in a remote area and surveys and interview reveal that few enriching experiences are provided for these students. Pond will enhance learning and experiences by providing extracurricular activities such as field trips i.e. science camp, university tours, gold rush historic sites, Sacramento capitol, transportation will be provided for these events.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$4,000 | \$2,000 | \$1,000 |
| 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 | \$500 |
| 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 | \$10,000 |
| 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 | \$4,000 |
| 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)

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)

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

2. Counseling services focusing on social skills

2. Counseling services focusing on social skills

2. Counseling services focusing on social skills are a needed and desired part of what parents and teachers have reported is a needed area for Pond 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 | 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. Because transportation provided by parents has been revealed in surveys and interviews to be difficult, Pond will 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

Modified 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. Because of the remote location of the school, after-school activities that work to develop healthy lifestyles for students like running club, oral language and robotics have been a needed part of the school program.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$7,000 | \$8,000 | \$7,000 |
| 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)

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

Unchanged 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. Because of the remote location of the school, Pond students benefit from activities that promote healthy lifestyles. The creation of a Learning Lab involving planting a garden to promote healthy lifestyles. Students would also need microscopes and other science materials to make strong lifestyle connections.

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)

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)

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, Pond with create activities and rewards for perfect attendance. Improved attendance will also be included.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount | \$1,000 | \$2,000 | \$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 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

Unchanged 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, providing 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. Participate in local SARB meeting, refer families early, home visits, nurse visit and costs for support to family.

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 | 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

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

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

2018-19 Actions/Services

9. Continue with focus group to identify best research based ways to decrease or habitual absences, and a consistent discipline then select a strategy and implement again this year

2019-20 Actions/Services

9. Continue with best research practices to decrease habitual absences. Consistent follow up and communication will continue to be a strategy and will be implemented again this year.

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 | 4000-4999: Books And Supplies |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$599,205

Percentage to Increase or Improve Services

38.71%

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 \$603,968 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 identifying priority areas for funding and ensuring that funds are spent to benefit these subgroups of students. Pond School has a 93.3% unduplicated pupil percent, of which are either Socioeconomically Disadvantaged, 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 its LCFF Supplemental and Concentration Funds would be to enhance the educational services of all of the students in a school-wide manner. Research continues to support extended learning opportunities for EL and Socioeconomically

Disadvantaged students in order to show continued academic growth. 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 extracurricular 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 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.

LCAP Year: **2018-19**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|--|--|
| \$541,391 | 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.

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “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).

(e) “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, January 2019

LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|--------------------------------------|------------------------------------|------------|------------|------------|--|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Funding Sources | 716,282.00 | 536,255.23 | 728,000.00 | 716,282.00 | 749,120.00 | 2,193,402.00 |
| Base | 169,891.00 | 50,859.59 | 111,000.00 | 169,891.00 | 102,915.00 | 383,806.00 |
| REAP | 0.00 | 27,341.00 | 0.00 | 0.00 | 25,000.00 | 25,000.00 |
| Supplemental/Concentration | 541,391.00 | 452,361.64 | 609,000.00 | 541,391.00 | 599,205.00 | 1,749,596.00 |
| Title I | 5,000.00 | 5,693.00 | 8,000.00 | 5,000.00 | 22,000.00 | 35,000.00 |

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

| Total Expenditures by Object Type | | | | | | |
|---|--------------------------------------|------------------------------------|------------|------------|------------|--|
| Object Type | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 716,282.00 | 536,255.23 | 728,000.00 | 716,282.00 | 749,120.00 | 2,193,402.00 |
| 1000-1999: Certificated Personnel Salaries | 5,000.00 | 154,473.57 | 0.00 | 5,000.00 | 5,000.00 | 10,000.00 |
| 2000-2999: Classified Personnel Salaries | 0.00 | 92,751.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | 99,891.00 | 51,428.17 | 68,000.00 | 99,891.00 | 129,490.00 | 297,381.00 |
| 5000-5999: Services And Other Operating Expenditures | 105,000.00 | 102,538.59 | 23,000.00 | 105,000.00 | 90,915.00 | 218,915.00 |
| 5700-5799: Transfers Of Direct Costs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 88,000.00 | 40,314.90 | 185,000.00 | 88,000.00 | 129,000.00 | 402,000.00 |
| Certificated Personnel Salaries and Benefits | 212,391.00 | 94,749.00 | 185,000.00 | 212,391.00 | 173,800.00 | 571,191.00 |
| Classified Personnel Salaries and Benefits | 206,000.00 | 0.00 | 267,000.00 | 206,000.00 | 220,915.00 | 693,915.00 |

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

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|----------------------------|---|---------------------------------------|------------|------------|------------|--|
| Object Type | Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | All Funding Sources | 716,282.00 | 536,255.23 | 728,000.00 | 716,282.00 | 749,120.00 | 2,193,402.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 0.00 | 600.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental/Concentration | 5,000.00 | 153,873.57 | 0.00 | 5,000.00 | 5,000.00 | 10,000.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental/Concentration | 0.00 | 92,751.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Base | 10,000.00 | 0.00 | 9,000.00 | 10,000.00 | 32,000.00 | 51,000.00 |
| 4000-4999: Books And Supplies | REAP | 0.00 | 27,341.00 | 0.00 | 0.00 | 25,000.00 | 25,000.00 |
| 4000-4999: Books And Supplies | Supplemental/Concentration | 89,891.00 | 24,087.17 | 54,000.00 | 89,891.00 | 72,490.00 | 216,381.00 |
| 4000-4999: Books And Supplies | Title I | 0.00 | 0.00 | 5,000.00 | 0.00 | 0.00 | 5,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 69,000.00 | 50,259.59 | 10,000.00 | 69,000.00 | 70,915.00 | 149,915.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental/Concentration | 36,000.00 | 46,586.00 | 13,000.00 | 36,000.00 | 20,000.00 | 69,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 0.00 | 5,693.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5700-5799: Transfers Of Direct Costs | Supplemental/Concentration | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Base | 0.00 | 0.00 | 90,000.00 | 0.00 | 0.00 | 90,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental/Concentration | 83,000.00 | 40,314.90 | 92,000.00 | 83,000.00 | 107,000.00 | 282,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 5,000.00 | 0.00 | 3,000.00 | 5,000.00 | 22,000.00 | 30,000.00 |
| Certificated Personnel Salaries and Benefits | Base | 90,891.00 | 0.00 | 2,000.00 | 90,891.00 | 0.00 | 92,891.00 |
| Certificated Personnel Salaries and Benefits | Supplemental/Concentration | 121,500.00 | 94,749.00 | 183,000.00 | 121,500.00 | 173,800.00 | 478,300.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|----------------------------|---|---------------------------------------|------------|------------|------------|--|
| Object Type | Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| Classified Personnel Salaries and Benefits | Supplemental/Concentration | 206,000.00 | 0.00 | 267,000.00 | 206,000.00 | 220,915.00 | 693,915.00 |

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

| Total Expenditures by Goal | | | | | | |
|----------------------------|--------------------------------------|------------------------------------|------------|------------|------------|--|
| Goal | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| Goal 1 | 316,500.00 | 287,674.33 | 252,000.00 | 316,500.00 | 321,630.00 | 890,130.00 |
| Goal 2 | 330,000.00 | 208,175.90 | 436,000.00 | 330,000.00 | 379,990.00 | 1,145,990.00 |
| Goal 3 | 69,782.00 | 40,405.00 | 40,000.00 | 69,782.00 | 47,500.00 | 157,282.00 |
| Goal 4 | | | 11,000.00 | 0.00 | 0.00 | 11,000.00 |
| Goal 5 | | | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| Goal 6 | | | 100.00 | 0.00 | 0.00 | 100.00 |

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

| Expenditures Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|---|--------------------------------------|------------------------------------|------------|------------|------------|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources | 716,282.00 | 536,255.23 | 728,000.00 | 716,282.00 | 686,120.00 |
| Base | 169,891.00 | 50,859.59 | 111,000.00 | 169,891.00 | 70,915.00 |
| REAP | 0.00 | 27,341.00 | 0.00 | 0.00 | 0.00 |
| Supplemental/Concentration | 541,391.00 | 452,361.64 | 609,000.00 | 541,391.00 | 599,205.00 |
| Title I | 5,000.00 | 5,693.00 | 8,000.00 | 5,000.00 | 16,000.00 |
| | 5,000.00 | 5,693.00 | 8,000.00 | 5,000.00 | |
| | 5,000.00 | 5,693.00 | 8,000.00 | 5,000.00 | |

| Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|---|--------------------------------------|------------------------------------|------------|---------|------------|
| Funding Source | 2018-19 Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 |
| All Funding Sources | | | 166,000.00 | | 152,915.00 |
| Base | 0.00 | 0.00 | 109,000.00 | 0.00 | 102,915.00 |
| REAP | 0.00 | 0.00 | 0.00 | 0.00 | 25,000.00 |
| Supplemental/Concentration | 0.00 | 0.00 | 52,000.00 | 0.00 | 19,000.00 |
| Title I | 0.00 | 0.00 | 5,000.00 | 0.00 | 6,000.00 |
| | 0.00 | 0.00 | 5,000.00 | 0.00 | |
| | 0.00 | 0.00 | 5,000.00 | 0.00 | |