

POND SCHOOL



Local Control Accountability Plan

LCFF Budget Overview for Parents

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

CDS Code: 15637196009963

School Year: 2021-22

LEA contact information:

Alex Lopez

Superintendent/Principal

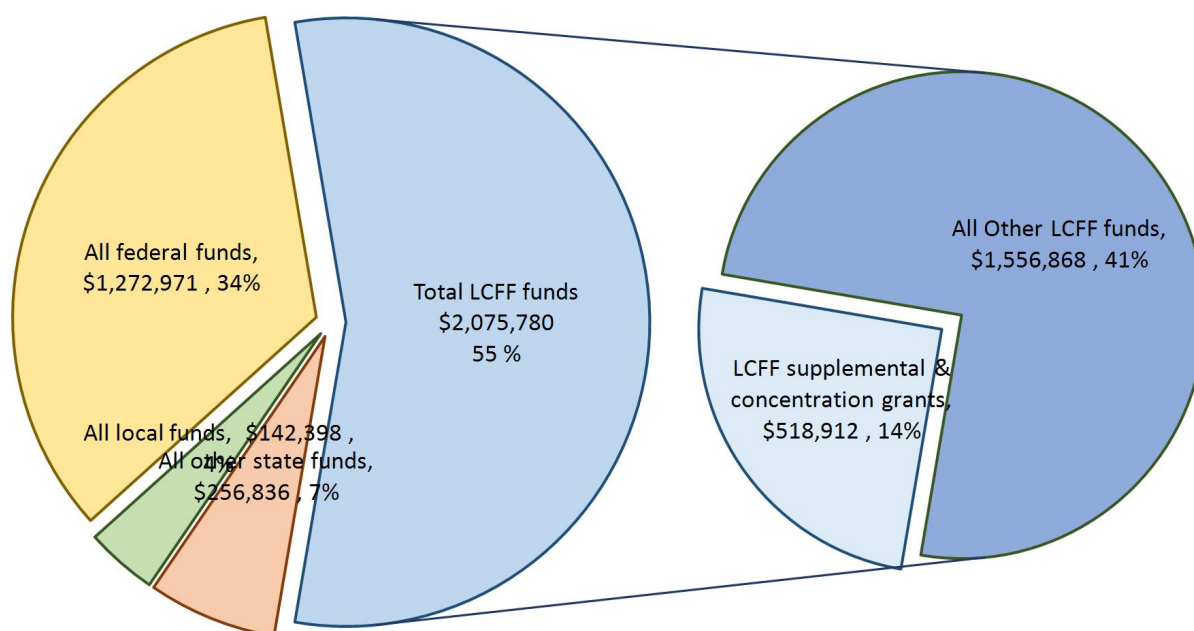
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(661) 792-2545

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 2021-22 School Year

Projected Revenue by Fund Source



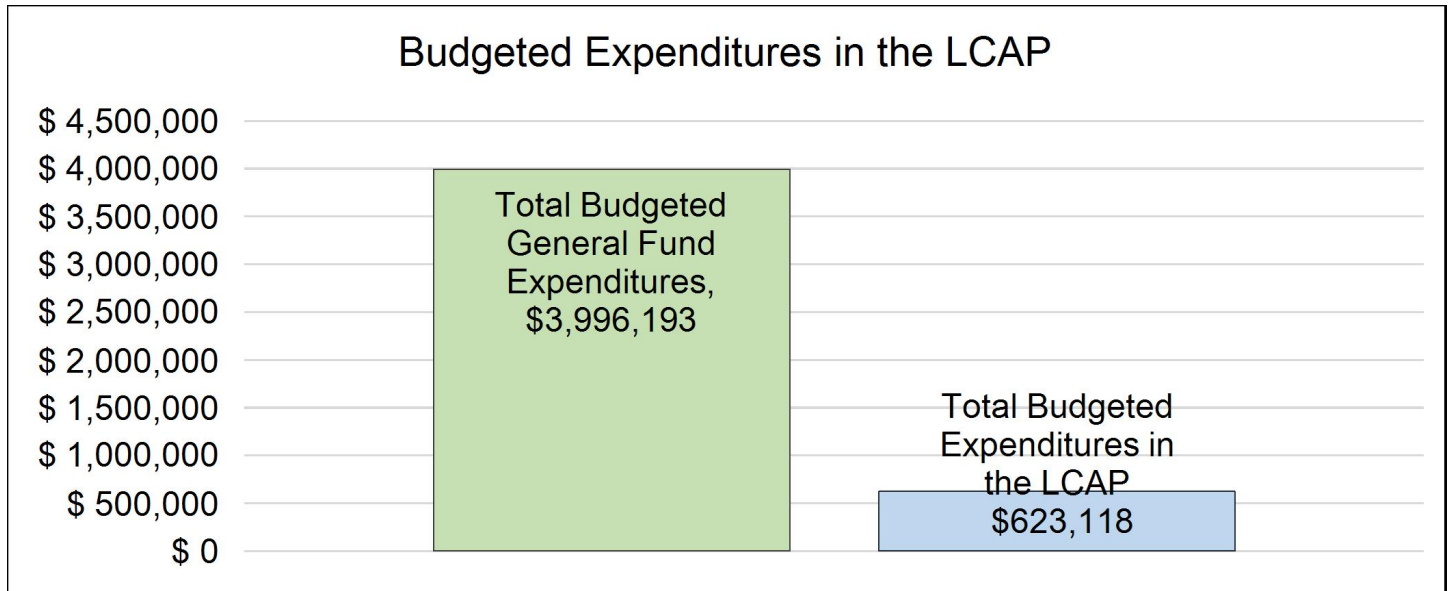
This chart shows the total general purpose revenue Pond Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Pond Union Elementary School District is \$3,747,985, of which \$2,075,780 is Local Control Funding Formula (LCFF), \$256,836 is other state funds, \$142,398 is local funds, and

\$1,272,971 is federal funds. Of the \$2,075,780 in LCFF Funds, \$518,912 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 2021-22. 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 \$3,996,193 for the 2021-22 school year. Of that amount, \$623,117.75 is tied to actions/services in the LCAP and \$3,373,075.25 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

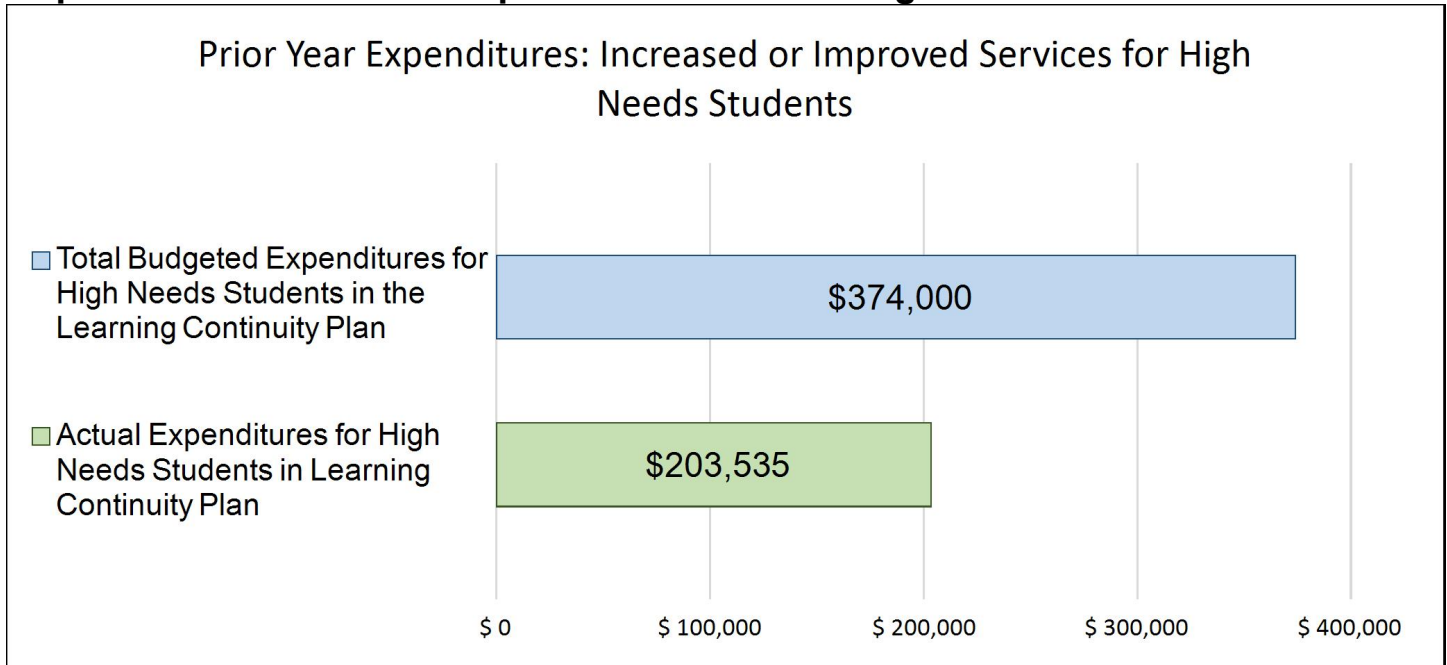
General maintenance, capital outlay, certificated teacher and classified salaries, and overall operating expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Pond Union Elementary School District is projecting it will receive \$518,912 based on the enrollment of foster youth, English learner, and low-income students. Pond Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pond Union Elementary School District plans to spend \$556,215 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Pond Union Elementary School District budgeted last year in the Learning Continuity Plan 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 2020-21, Pond Union Elementary School District's Learning Continuity Plan budgeted \$374,000 for planned actions to increase or improve services for high needs students. Pond Union Elementary School District actually spent \$203,535 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Pond Union Elementary School District	Alex Lopez Superintendent/Principal	alopez@pond.k12.ca.us (661) 792-2545

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1A Teachers appropriately assigned and fully credentialed for assignment 19-20 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.	Pond School maintained 100% of their teachers appropriately assigned and all were fully credentialed for assignments.
Metric/Indicator Priority 1B Pupil access to standards aligned materials 19-20 1B Maintain 100% access to standards-aligned materials Baseline	Pond School maintained 100% of all students including unduplicated students had access to standards aligned materials.

Expected	Actual
<p>1B: 100% of students have access to standards aligned materials</p> <p>Metric/Indicator Priority 1C School facilities maintained in good repair</p> <p>19-20 1C Maintain school facilities maintained in "good" repair or better as per FIT.</p> <p>Baseline 1C: School facilities are maintained in "good" repair as per FIT.</p>	<p>Pond School facilities were maintained in good repair as reported on the FIT.</p>
<p>Metric/Indicator Priority 2A Implementation of CA academic and performance standards</p> <p>19-20 2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations</p> <p>Baseline 2A: CCSS Implementation Status: "Fully" as per administrative observations school wide.</p>	<p>Pond School Maintained full implementation of all CCSS (Common Core State Standards) based on administrative observations school wide.</p>
<p>Metric/Indicator Priority 2B How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency</p>	<p>Pond School had 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.</p>

Expected	Actual
<p>19-20 2B Maintain 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative observation</p> <p>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.</p>	
<p>Metric/Indicator Priority 4A Statewide Assessments Percent Met/Exceeded</p> <p>19-20 4A: CAASPP ELA: 50% 4A: CAASPP Math: 33%</p> <p>Baseline 4A: CAASPP ELA: 51% Met / Exceeded 4A: CAASPP Math: 36% Met / Exceeded</p>	<p>2019 CA School Dashboard Results: CAASPP ELA: 40.23% Met / Exceeded CAASPP Math: 29.37% Met / Exceeded</p>
<p>Metric/Indicator Priority 4B API</p> <p>19-20 4B: NA</p> <p>Baseline</p>	<p>N/A</p>

Expected	Actual
4B: NA	
Metric/Indicator Priority 4C Percentage of pupils completing A-G sequences/programs 19-20 4C NA Baseline 4C NA	N/A
Metric/Indicator Priority 4D Percentage of EL pupils making progress toward English Proficiency 19-20 4D: 59% Baseline 4D: 53%	(2019 CA School Dashboard) The percentage of students making progress towards English proficiency was 33.8%.
Metric/Indicator Priority 4E English Learner Reclassification Rate 19-20 4E: Maintain 20% Baseline 4E: 20%	Pond School was able to complete the reclassification process and reclassified 29% of EL students.
Metric/Indicator Priority 4F Percentage of pupils passing AP exam with 3 or higher	N/A

Expected	Actual
19-20 4F NA Baseline 4F NA	
Metric/Indicator Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP 19-20 4G NA Baseline 4G NA	N/A

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	4000-4999: Books And Supplies REAP \$25,000 5800: Professional/Consulting Services And Operating Expenditures Title I \$6,000	0000: Unrestricted Supplemental/Concentration \$41,166.24 5800: Professional/Consulting Services And Operating Expenditures Title I \$0
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.	4000-4999: Books And Supplies Supplemental/Concentration \$9,000	4000-4999: Books And Supplies Supplemental/Concentration \$1,821.08
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	4000-4999: Books And Supplies Supplemental/Concentration \$10,000	4000-4999: Books And Supplies Supplemental/Concentration \$2,805.90

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
expect this action to improve student writing outcomes on local assessments as well as improve CAASPP ELA and Math outcomes.		
<p>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 additional it supports the continuous building of a positive school climate.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I \$16,000</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$6,400</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$5,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$12,290.79</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p>
<p>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.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$15,000</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$6,400</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$10,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$1,209.48</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0</p>
<p>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</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$10,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$2,613.44</p>

Planned Actions/Services	Budgeted Expenditures	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.	<p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$50,000</p> <p>Classified Personnel Salaries and Benefits Supplemental/Concentration \$10,000</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$4,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000</p>	<p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1779.73</p>
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	<p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$10,000</p> <p>Classified Personnel Salaries and Benefits Supplemental/Concentration \$5,915</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p>	<p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p> <p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$2057.20</p>
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.	<p>4000-4999: Books And Supplies Supplemental/Concentration \$4,000</p>	<p>4000-4999: Books And Supplies Supplemental/Concentration \$19.99</p>
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.	<p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$6,000</p>	<p>We did not have field trips because of Covid-19. Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	4000-4999: Books And Supplies Base \$32,000	4000-4999: Books And Supplies Base \$0
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.	5000-5999: Services And Other Operating Expenditures Base \$70,915	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,693.12
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.	Not Applicable NA	Not Applicable NA

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted for Actions/Services that were not implemented were expended on other actions and services related to the COVID-19 Pandemic through the end of the school year. This included the purchase of additional PPE, additional cleaning and custodial staff hours, and other sanitation related services. Additionally, we upgraded our our bathrooms to touchless sinks and toilets etc. Ventilation systems in restrooms and classrooms were upgraded.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parents and stakeholders were successfully consulted by phone and in person meetings as well as surveys to determine what community and student needs existed. Materials including hardware and internet connections were successfully provided to students and families including low-income, English learner, or foster youth students, families, teachers and staff as 100% of students had functioning equipment to access their education remotely. Without State assessments, local benchmarks were given to students to determine learning gains and losses that may have occurred. Challenges include the fact that data collected was from student's local assessments from the home environment was not as reliable as in person assessments due to parents and families trying to assist etc. Plans were discussed with stakeholders to plan for the next school plans. Parents expressed strong interest in planning for face to face instruction for the (at the time, upcoming) 2020-21 school year. Local assessments were be administered to students upon their return to in person learning in October and learning loss mitigation began immediately as data was reviewed and monitored.

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 19-20 1A Basic services: Maintain 100% of teachers appropriately assigned and fully credentialed for assignment. 4F: NA 4G: NA	1A Pond School maintained 100% of teachers are appropriately assigned and fully credentialed for their teaching assignment.

Expected	Actual
<p>Baseline 1A: 100% of teachers appropriately assigned and fully credentialed for assignment.</p> <p>4F: NA</p> <p>4G: NA</p>	
<p>Metric/Indicator Priority 1B Pupil access to standards aligned materials</p> <p>19-20 1B Maintain 100% access to standards-aligned materials</p> <p>Baseline 1B: 100% of students have access to standards aligned materials</p>	<p>1B Pond School maintained 100% access to standards-aligned materials.</p>
<p>Metric/Indicator Priority 1C School facilities maintained in good repair</p> <p>19-20 1C Maintain school facilities maintained in "good" repair or better as per FIT.</p> <p>Baseline</p>	<p>1C Pond School facilities were maintained in good repair as reported on the FIT.</p>

Expected	Actual
<p>1C: School facilities are maintained in "good" repair as per FIT.</p> <p>Metric/Indicator Priority 2A Implementation of CA academic and performance standards</p> <p>19-20 2A Implementation of State Standards: Maintain full implementation of all state standards based upon administrative observations</p> <p>Baseline 2A: CCSS Implementation Status: "Fully" as per administrative observations school wide.</p>	<p>2A Pond School Maintained full implementation of all CCSS (Common Core State Standards) based on administrative observations school wide.</p>
<p>Metric/Indicator Priority 2B How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency</p> <p>19-20 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.</p> <p>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.</p>	<p>Pond School had 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.</p>

Expected	Actual
<p>Metric/Indicator Priority 4A Statewide Assessments Percent Met/Exceeded</p> <p>19-20 4A: CAASPP ELA: 50% 4A: CAASPP Math: 33%</p> <p>Baseline 4A: CAASPP ELA: 51% Met / Exceeded 4A: CAASPP Math: 36% Met / Exceeded</p>	<p>The CAASPP was not administered during the 2019-20 school year. Due to this Pond was unable to measure the percent of students that met or exceeded standards.</p>
<p>Metric/Indicator Priority 4B API</p> <p>19-20 4B NA</p> <p>Baseline 4B NA</p>	<p>N/A</p>
<p>Metric/Indicator Priority 4C Percentage of pupils completing A-G sequences/programs</p> <p>19-20 4C NA</p> <p>Baseline 4C NA</p>	<p>N/A</p>
<p>Metric/Indicator Priority 4D</p>	<p>Pond School was unable to assess the percentage of students making progress towards English proficiency due to school closures and the Covid-19 pandemic</p>

Expected	Actual
<p>Percentage of EL pupils making progress toward English Proficiency</p> <p>19-20 4D: 59%</p> <p>Baseline 4D: 53%</p>	
<p>Metric/Indicator Priority 4E English Learner Reclassification Rate</p> <p>19-20 4E: Maintain 20%</p> <p>Baseline 4E: 20%</p>	<p>Pond School was able to complete the reclassification process and reclassified 29% of EL students.</p>
<p>Metric/Indicator Priority 4F Percentage of pupils passing AP exam with 3 or higher</p> <p>19-20 4F NA</p> <p>Baseline 4F NA</p>	<p>N/A</p>
<p>Metric/Indicator Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP</p> <p>19-20 4G NA</p> <p>Baseline 4G NA</p>	<p>N/A</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$80,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$104,942.09
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.	4000-4999: Books And Supplies Supplemental/Concentration \$7,000	4000-4999: Books And Supplies Supplemental/Concentration \$0
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.	Classified Salaries and Benefits Classified Personnel Salaries and Benefits Supplemental/Concentration \$200,000	Classified Personnel Salaries and Benefits Supplemental/Concentration \$192,710
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.	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$6,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0
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.	4000-4999: Books And Supplies Supplemental/Concentration 22,990	4000-4999: Books And Supplies Supplemental/Concentration \$1,357
6. Maintain and revise comprehensive student assessment system and pacing guide. Contract with DTS system used to support LCAP plan	5800: Professional/Consulting Services And Operating	5800: Professional/Consulting Services And Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
development, consultant support in the development of LCAP and federal addendum, and EADMS for data analysis, pacing and benchmark data analysis	Expenditures Supplemental/Concentration \$20,000	Expenditures Supplemental/Concentration \$11,636
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.	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$11,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$4,058
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.	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$10,000 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$5,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$0
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.	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$16,000 4000-4999: Books And Supplies Supplemental/Concentration \$2,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$947 4000-4999: Books And Supplies Supplemental/Concentration \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Actions/Services that were not implemented were expended on other actions and services related to the COVID-19 Pandemic through the end of the school year. Chromebooks and hot spots were needed to respond to stakeholder expressed needs to support students working from home in accessing their education 100% of our unduplicated students (low-income, English learner, and foster youth students) checked out a new Chromebook and hotspot purchased with school funds. Teachers were

purchased laptops so that they could teach remotely. Purchases of these items were the actions/services implemented to mitigate the impact of COVID-19 that were not originally part of the 2019-20 LCAP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Materials including hardware and internet connections were successfully provided to students and families including low-income, English learner, or foster youth students, families, teachers and staff as 100% of students had functioning equipment to access their education remotely. Without State assessments, a challenge was to administer local benchmarks to students to determine learning gains and losses that may have occurred. Data collected was from student's local assessments from the home environment was not as reliable as in person assessments due to parents and families trying to assist etc. Plans were discussed with stakeholders to plan for the next school plans. Parents expressed strong interest in planning for face to face instruction for the 2020-21 school year. Local assessments were administered to students upon their return to in person learning in October and learning loss mitigation began immediately as data was reviewed and monitored.

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
Metric/Indicator Priority 3A: Efforts to seek parent input in decision making for district and school sites 19-20 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.	3A: 98% of parents attended parent teacher conferences in the Fall of 2019 as per PT sign in sheets. Opportunities for parents to engage in input seeking opportunities were offered to all parents attending PT conferences including: perception surveys, interest surveys, sign up opportunities for PIQE, Latino Family Literacy Project, as well as dates, locations, and times for SSC/ELAC.

Expected	Actual
<p>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.</p>	
<p>Metric/Indicator Priority 3B: How district promotes participation of parents for unduplicated pupils</p> <p>19-20 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.</p> <p>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.</p>	<p>100% of parents of unduplicated students were invited to all school events until the COVID-19 Pandemic hit.</p>
<p>Metric/Indicator Priority 3C: How district promotes participation of parents with exceptional needs</p> <p>19-20 3C: Maintain 100% exceptional needs parents receive phone call before 504 meetings and IEP meetings for their students.</p>	<p>100% of parents of students with exceptional needs received phone calls before 504 and IEP meetings for their students. Additionally, they were given flexibility in time and dates in which parents could attend.</p>

Expected	Actual
<p>Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events.</p> <p>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 which parents can attend. At 504/IEP meetings parents given information regarding all school events.</p>	
<p>Metric/Indicator Priority 5A School attendance rates</p> <p>19-20 5A: Maintain at least 97.3%</p> <p>Baseline 5A: 97.3%</p>	<p>Due to the COVID-19 Pandemic, our traditional end of the year School Attendance Rate metric was not valid. Our local records indicate that at the time the pandemic hit, our attendance rate was at about 97%.</p>
<p>Metric/Indicator Priority 5B Chronic Absenteeism rates</p> <p>19-20 5B: 5%</p> <p>Baseline 5B: 10.3%</p>	<p>(2019 CA School Dashboard) 9.1% of students were chronically absent. This is a reduction of 1.2% from the previous year.</p>
<p>Metric/Indicator Priority 5C Middle school dropout rates</p> <p>19-20</p>	<p>N/A</p>

Expected	Actual
5C: Maintain 0% Baseline 5C: 0%	
Metric/Indicator Priority 5D High school dropout rates 19-20 5D NA Baseline 5D NA	N/A
Metric/Indicator Priority 5E High school graduation rates: 19-20 5E NA Baseline 5E NA	N/A
Metric/Indicator Priority 6A Pupil suspension rates 19-20 6A: Maintain 1% Baseline 6A: 1%	Suspension rate as per DataQuest for 2019-2020 was 2.2%.
Metric/Indicator Priority 6B Pupil expulsion rates	As a result of the statewide physical (in person learning) school closures that occurred due to the COVID-19 pandemic, the 2019-20 suspension and expulsion data are not comparable to metric used in 0%.

Expected	Actual
19-20 6B: Maintain 0% Baseline 6B: 0%	
Metric/Indicator Priority 6C Other local measures of sense of safety and school connectedness 19-20 6C: 86% 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.	82.4% 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 19-20 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.	100% of students have access to a broad course of study as per master schedule review.
Metric/Indicator Priority 7B Extent to which pupils have access and are enrolled in programs/services for unduplicated pupils	100% of programs and services are developed and provided unduplicated students.

Expected	Actual
<p>19-20 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.</p> <p>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.</p>	
<p>Metric/Indicator Priority 7C Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.</p> <p>19-20 7C: Maintain 100% students with special needs will participate in the regular programs with support from special education teachers and aides.</p> <p>Baseline 7C: 100% students with special needs will participate in the regular programs with support from special education teachers and aides.</p>	<p>100% students with special needs participated in regular programs with support from the special education teacher and aides.</p>
<p>Metric/Indicator Priority 8 Other Student Outcomes</p> <p>19-20 8: Physical Fitness Testing: Aerobic Capacity 5th Grade: 36 % students in Healthy Fitness Zone 7th Grade: 37 % students in Healthy Fitness Zone</p> <p>Baseline 8: Physical Fitness Testing: Aerobic Capacity 5th Grade: 34.6 % students in Healthy Fitness Zone</p>	<p>Due to the COVID-19 Pandemic, we were unable to assess Physical Fitness Testing for spring 2020.</p>

Expected	Actual
7th Grade: 36.4 % students in Healthy Fitness Zone	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	<p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$1,000</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$500</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000</p> <p>Classified Personnel Salaries and Benefits Supplemental/Concentration \$4,000</p>	<p>Certificated Personnel Salaries and Benefits Supplemental/Concentration \$0</p> <p>4000-4999: Books And Supplies Supplemental/Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$299.35</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0</p> <p>Classified Personnel Salaries and Benefits Supplemental/Concentration \$0</p>
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.	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$2,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0</p>
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.	<p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000</p>	<p>5000-5999: Services And Other Operating Expenditures Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$7,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$1,819.87
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.	4000-4999: Books And Supplies Supplemental/Concentration \$2,000	4000-4999: Books And Supplies Supplemental/Concentration \$0
6. Incentives to increase attendance, Pond with create activities and rewards for perfect attendance. Improved attendance will also be included.	4000-4999: Books And Supplies Supplemental/Concentration \$5,000	4000-4999: Books And Supplies Supplemental/Concentration \$363.58
7. Targeted focus on chronic absenteeism of students by conducting parent meeting, phone call and assigning Saturday school, providing Saturday school.	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$2,000 Classified Personnel Salaries and Benefits Supplemental/Concentration \$1,000	Certificated Personnel Salaries and Benefits Supplemental/Concentration \$1,200.94 Classified Personnel Salaries and Benefits Supplemental/Concentration \$0
8. Participate in local SARB meeting, refer families early, home visits, nurse visit and costs for support to family.	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$2,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$0
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.	4000-4999: Books And Supplies Supplemental/Concentration \$1,000	4000-4999: Books And Supplies Supplemental/Concentration \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Pond students live in a remote area and surveys and interview reveal that few enriching experiences are provided for these students. Pond planned to 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. Because of the COVID-19 pandemic, Pond was unable to provide extracurricular activities and field trips as planned. In addition nurse visits that were budgeted were not able to be done. Other school planned events like the garden were also unable to be completed. Funding was redirected to technology and PPE (as explained in the previous two Goal Analysis prompts) in order to support student learning from home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pond's students and families continued to communicate successfully via phone calls and surveys. The challenge of the pandemic actually helped increase communication between school and community due to the fact that students were not on campus so other means of communication needed to be used and deemed successful. Challenges during the 2019-20 school year were many. Funds were shifted from planned activities to help establish a safe environment when students returned to school. Other challenges included the lack of confidence in benchmark testing results and difficulty in planning instruction when not face to face.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pond will provide PPE equipment including, but not limited to masks, motion sensor faucets, additional hand washing stations, for students and protective visors for teachers.	\$50,000	\$66,223.57	No
Pond's unduplicated students will be invited to participate in a supplemental after school tutoring program hosted on line by Sylvan. This will be an additional learning opportunity that will allow for a diagnostic assessment and a personalized tutoring programming. Additionally, Sylvan will measure learning loss and learning acceleration throughout.	\$50,000	\$14,850	Yes
English Language Learners will be offered additional instructional time after school and or on Saturdays. For Sure (ELD supplemental English Language Development Reading Program) will be utilized by certificated teachers to support student learning. Students will be grouped by their respective level for instruction.	\$15,000	\$12,590	Yes
Due to social distancing recommendations, we plan on operating four school busses (and four bus drivers) for this school year (traditionally, we only need to run two busses) when we are able to return to in person instruction.	\$10,000	\$18,476	No
Additional custodial staff will provide for additional deep cleaning of classrooms and school facilities on a daily basis.	\$15,000	\$13,257	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to the need to protect students by providing masks, sensor faucets, hand washing stations Pond needed to spend more funds than originally budgeted on PPE. Fewer than expected students from Ponds's unduplicated population received tutoring hosted by Sylvan. These services have had a slow beginning due to cases of COVID with both students and teachers. To provide social distancing for the safety of students and teachers and to respond to stakeholder feedback additional funds for school bus transportation was needed.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Parents, students, staff, and the community feedback was very strong in that they all indicated that they wanted in person learning to resume on the school site. In person instructional offerings needed adjusting from original plans due to stakeholder feedback from parents, students and teachers expressing the need for more safety features including masks, washing stations and protective shields for our teachers. These expenses added about \$16,000 additional funds (as mentioned above).

Challenges with in person learning included the following:

- feeding students on campus because students were to eat in the classrooms as the cafeteria was not large enough for the required social distancing. This created additional custodial cleaning requirements and it cut down on instructional time.
- staff was unable to take breaks and their lunch was shortened by 10 minutes due to scheduling challenges.

Successes included the following:

- Pond School stuck to an instructional day schedule that was very comprehensive. We went five days a week and six hours per day!

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pond's unduplicated students will be invited to participate in a supplemental after school tutoring program hosted on line by Sylvan. This will be an additional learning opportunity that will allow for a diagnostic assessment and a personalized tutoring programming. Additionally, Sylvan will measure learning loss and learning acceleration throughout. (Duplicate)	\$50,000	\$14,000	Yes
Certificated teachers and classified reading assistants will offer virtual on line small group instruction and or individual extra help / tutoring based on learning loss needs to accelerate learning for the most at risk students based on IO assessment data (EADMS).	\$10,000	\$0	Yes
Supplemental online learning tools such as: ALEKS, Reflex, I-Ready, Accelerated Reader.	\$13,000	\$10,315	Yes
Purchase of Chromebooks and laptops with cameras in order to provide for access to distance learning.	\$77,000	\$86,810	Yes
Purchase of hotspots for internet connectivity to provide for access to distance learning.	\$43,500	\$60,070	Yes
Provide live on line tech supports for technology needs to ensure access to distance learning.	\$15,000	\$4,900	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to the fact that we were only in a distance learning mode for a short time, the online tutoring services mentioned above were not taken advantage of by teachers and or students like we had planned. Therefore we underspent our funds. Instead, we were able to return to in person learning and therefore our in person program focused on mitigating learning loss in person.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

In response to parent and stakeholders in the area of Access to Devices and Connectivity, feedback existed that more funds were needed to purchase up to date, new Chromebooks and laptops for all unduplicated with cameras for student use. Pond also responded to stakeholders feedback to provide additional hotspots for student connectivity. Staff roles and responsibilities changed in that teachers and staff had more hands on responsibilities in order for the school to function. For instance, teachers had additional duties, shortened lunches and breaks, and were responsible for keeping up the cleanliness of their classrooms. Mainstreaming was a challenge for students with disabilities due to COVID cohort restrictions.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pond's unduplicated students will be invited to participate in a supplemental after school tutoring program hosted on line by Sylvan. This will be an additional learning opportunity that will allow for a diagnostic assessment and a personalized tutoring programming. Additionally, Sylvan will measure learning loss and learning acceleration throughout. (Duplicate)	\$50,000	\$14,000	Yes
English Language Learners will be offered additional instructional time after school and or on Saturdays. For Sure (ELD supplemental English Language Development Reading Program) will be utilized by certificated teachers to support student learning. Students will be grouped by their respective level for instruction. (Duplicate)	\$50,000	\$12,590	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to the fact that we were only in a distance learning mode for a short time, the online tutoring services mentioned above were not taken advantage of by teachers and or students like we had planned. Both of the above services were available to all students the entire school year at no cost and we underspent our funds. Instead, we were able to return to in person learning and therefore our in person program focused on mitigating learning loss in person.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Students, staff, teachers, and parent feedback strongly indicated that pupil learning loss was lessened due to the fact that Pond Union School District was able to return to in person instruction with a waiver early in the school year. The district (with emphasized feedback from teachers) decided it would best avoid learning loss for students if we provided additional time in the school day and if we were open for teaching and learning five days per week. We feel that this especially benefited English learners, low income, foster youth and students with disabilities and that all students benefitted as well.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Pond held meetings with stakeholders to gain feedback on student's social and emotional well-being. To effectively support the social and emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary grade levels and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include (a) opening each class with a welcoming/inclusive activity, (b) engaging strategies or Brain Breaks throughout class, and (c) Ending each class with an optimistic closure. Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two full web pages that provide support, resources, and guidance. The first, Social Emotional Learning for Distance Learning and Beyond, includes specific resources for students, family members, and educators, including resources specific to SEL as a lever for racial justice and anti-racism. The second, The Anti-Racist Classroom, provides teachers and other instructional staff guidance and resources to guide learning, reflection, connection, and engagement specific to eliminating racism in our school system. Regular emotional engagement surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in learning activities
- Participation in co-curricular and extra-curricular activities

Pond has experienced success in the development of social emotional learning as indicated by parent and stakeholder feedback on surveys.

Pond experienced challenges and was unable to provide extra-curricular activities due to Covid-19 restrictions. To build on activities to promote well being, Pond staff integrated these strategies in to course content scope and sequence documents. The scope and sequence documents for Math and ELA also include specific strategies for Social Emotional Academic Integration within instruction.

Sample Actions from the Grade 3 ELA scope and sequence are included below:

- Promote a sense of belonging by including language routines, such as choral reading and word games, so students see themselves as a part of a learning community.
- Empower students to monitor their own skills and fluency through cycles of action and reflection.
- Anchor texts throughout the curriculum should reflect and reveal accurately a multicultural world and resonance with learners.
- Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments.
- Design collaborative, small group, or partner discussions on topics for students to process and extend their learning.

- Instruction and materials are responsive to students' existing funds of knowledge as well as connecting students to a shared knowledge of the world through the study of conceptually coherent topics.
- Create space and opportunity for students to identify and explore their own interests and fascinations.

An additional challenge is to identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Covid pandemic has created challenges in engaging pupil and family engagement. Beside the challenges, Pond district was able to successfully engage stakeholders in several ways. PUESD was able to provide face to face, stakeholders meetings to discuss with parents who will opt-out of sending their student to school. Those parents who decided to keep their student home were informed that their student will be required to log on for their different classes. This is important as it is how they will be counted for ADA purposes. Pond School will also gave an opportunity to those students who are staying home to take a packet home and return it weekly for grading. For those students who fall behind, three or more unexcused absences or falling behind in work with teacher fearing additional learning loss, Pond will contact families and inform them of the missing time and/or work and the consequences to learning. We do everything possible to work as partners to engage their student in the learning process. Pond will provide a plan to write an individual contract to engage students on a full or part time basis. Another strategy would be to, go on home visits, practicing safe practices like masks and social distancing to inform parents of the importance of attending, going online and completing work. Distance learning platforms will address student absenteeism by first taking attendance and monitoring frequent student absenteeism. Phone calls will be made to parents. Like in the face to face model, contracts between students teacher and parents will be generated reinforce commitments to attendance and participation.

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like as students and staff return this fall. Pond does not only want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.'

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. student engagement will be defined as having three components:

Behavioral engagement (Physical Actions) The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.

Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.

Emotional Engagement (Motivation and Emotional Response) Reflects a student's involvement in and enthusiasm for school as a

whole as well as their emotional connectedness to others on campus. Monitoring Engagement The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

- Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.
- Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
- Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary. Outreach

The office staff at Pond school made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting reengagement with the learning process. These efforts have reduced the list of 'unreachable' students. Students that are disconnected or unengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged in the fall. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of additional trauma. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. School closures have contributed to social isolation, which in turn has increased lack of connectedness and belonging. Staff's outreach efforts are continuing through the summer (and will persist) with the goal to reestablish and maintain the vital connection to each and every student. Summer efforts included home visits to households and resulted in all students being reached. As school reopened, first day of school communications were sent out in home languages via two-way text and hard copies were mailed to all addresses without a verified phone number on record.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Pond School will continue to provide all students breakfast and lunch. For in person instruction, students will have breakfast and lunch in their classrooms. Pond has a contract for our meals with the Delano Elementary Food Services. These meals will be provided contact free. All food service providers will wear masks and gloves. Hand washing will occur often during food preparation and distribution. Students who opt-out of on campus classes will still receive both meals.

In the case of distance learning parents will make arrangements with the office for continued pick-up or delivery. Pond will deliver meals to our normal delivery spots Pond School will also continue utilize suggestions in the School Services section of the CDE document Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools. Feedback from stakeholders has indicated that meals and delivery met the needs of all students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Learning Loss	Meetings will be held during PLC times to monitor progress. Student work will be reviewed to identify trends in learning. Adjustments will be made to the learning program when needed.	0	0	No
Pupil Engagement and Outreach	Unduplicated students will receive parent phone calls and surveys will be done monthly to gain feedback from stakeholders on student progress and student social emotional wellbeing.	\$500	0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

While unduplicated students received parent phone calls and surveys monthly to gain feedback, no additional costs were incurred.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Stakeholder feedback indicated that there was an increased need for technology. In order to support student learning, this feedback was considered within the development of the the 21-22 LCAP. Pond school discovered that more instructional time was needed to help students with their learning when using technology. This was especially true of unduplicated students. This feedback was an important part of the planning for the 21-22 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All grades are continuing to administer local standards based benchmark assessments to monitor progress and anise learning loss. A difficulty with monitoring and assessing learning was during the COVID effected school year, and with students taking assessments at home on online, it is hard to say if the assessments are reliable. It is possible that students were unmonitored or could have looked up answers to benchmark questions and writing samples. Pond is planning to reassess students to see if results and consistent.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Through stakeholder feedback it was discovered the many unduplicated students, low income students especially do not have access to high speed internet. To deliver increased and/or improved services additional funds were added to provide high speed internet services and also technology.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Upon reflection over this past LCAP cycle as well as over the past year and a half of the COVID-19 Pandemic, we have learned and are working to better inform our 2021-2024 LCAP. We have learned that providing high expectations for students and families represents one example of the district's efforts to empower stakeholders. We want our community and stakeholders to continue to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of our students and families. The implementation of distance learning and design of flexible modes of instruction during this pandemic have presented a unique opportunity to do things differently and create strategies that endure beyond the current crisis in order to improve student outcomes. As stakeholders have urged, and is reflected in the district's vision statement, this is a time to disrupt the status quo. Our individual and collective response to the challenges in this pandemic represent an opportunity to not only survive, but to lay strong foundations in new areas that will allow students to thrive in 2020-21 and the years beyond. Pond Elementary, in accordance with Senate Bill 98 established the new requirement to create the Learning Continuity and Attendance Plan by September 30, 2020. Articulation with parents, teachers and other stakeholders, Pond staff discussed elements of that plan including examining how the district was addressing gaps in learning, strategies on how to involve stakeholders, addressing the needs of unduplicated pupils, students with unique needs and homelessness. With the needed change in delivery of instruction the need to provide devices for distance learning. The need to provide meals for students and strategies to address student and staff mental health and social emotional well-being.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	102,915.00	0.00
	0.00	0.00
	25,000.00	0.00
	599,205.00	282,848.71
	22,000.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	0.00	41,166.24
	5,000.00	0.00
	129,490.00	8,424.75
	90,915.00	4,772.20
	129,000.00	32,754.71
	173,800.00	3,020.81
	220,915.00	192,710.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		0.00	41,166.24
		5,000.00	0.00
		32,000.00	0.00
		25,000.00	0.00
		72,490.00	8,424.75
		70,915.00	0.00
		0.00	0.00
		20,000.00	4,772.20
		107,000.00	32,754.71
		22,000.00	0.00
		173,800.00	3,020.81
		220,915.00	192,710.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	321,630.00	68,456.97
Goal 2	379,990.00	210,708.00
Goal 3	47,500.00	3,683.74

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$140,000.00	\$125,396.57
Distance Learning Program	\$208,500.00	\$176,095.00
Pupil Learning Loss	\$100,000.00	
Additional Actions and Plan Requirements	\$500.00	
All Expenditures in Learning Continuity and Attendance Plan	\$449,000.00	\$301,491.57

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$75,000.00	\$97,956.57
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$75,000.00	\$97,956.57

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$65,000.00	\$27,440.00
Distance Learning Program	\$208,500.00	\$176,095.00
Pupil Learning Loss	\$100,000.00	
Additional Actions and Plan Requirements	\$500.00	
All Expenditures in Learning Continuity and Attendance Plan	\$374,000.00	\$203,535.00

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pond Union Elementary School District	Alex Lopez Superintendent/Principal	alopez@pond.k12.ca.us (661) 792-2545

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Pond Union Elementary School District's Local Control and Accountability Plan (LCAP) 2021-2024 is the blueprint for building on our strong foundation and improving our services to meet the challenges of a rapidly evolving post pandemic 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 involve 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 162 students. PUESD employs 22 people (9 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 95.73 percent Hispanic or Latino; 1.22 percent Asian; .61 percent Filipino; and .61 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."

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

While there are many small examples of successes over the course of the past few years, there are a few that we are most proud of. The Pond Union School District has remained open for in person instruction from early in October of 2020 through the end of the 2020-2021 school year. Flexibility has been afforded to all students as they have had (and continue to have) the choice to learn in person or virtually and most have chosen the in person route. Another example of success is that PUESD has successfully administered academic benchmarks and the CAASPP (in person and for distance learners) in order to assess learning loss and the mitigation of learning loss as well as mastery of California State Standards. We plan to continue with our regular benchmarks and to add curriculum based measurement screening data to our existing data platform to better inform teaching and learning and to monitor progress of students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2019 CA School Dashboard, Pond's Chronic Absenteeism rate declined by 1.2% and is in the Green Performance Level, however our status is considered Medium at 9.1% of students who are chronically absent. Due to the remote location of Pond School as well as a community with limited resources, we must intentionally build a positive learning environment that supports student's abilities to take risks academically so that we may accelerate learning in the classroom and school wide. As mentioned in goal 1, according to the California School Dashboard, our English learners are not making the desired growth in terms of learning English as they are considered to be performing at the "Low" level for number of EL students making progress year over year as per the English Language Arts Proficiency Assessment for California (ELPAC). Additionally, the "All Students" group declined in ELA by 15.6 points from the previous year and Mathematics declined 12.6 points from the previous testing year. Socioeconomically Disadvantaged students declined 9.7 points in math and 9.6 points in ELA over the previous year. After listening to stakeholder feedback and considering our outcome data, it was determined that ELA and Math as well as progress for our English language learners were areas of concern and will be the core focus of our LCAP. Additionally, stakeholders feel that consistency with regard to having a consistent language in building a positive school wide climate and an environment where students understand behavioral expectations in all areas of the school will be helpful in contributing to academic and engagement (regular attendance) gains. Additionally, after the COVID-19 Pandemic and the challenges it has caused, parents, teachers, and students all report an elevated anxiety. A predictable, positive environment would benefit the teaching and learning at Pond according to all stakeholders. Stakeholder feedback has suggested we provide counseling services to students in need at school. The fact that the school is in a rural area and there are very limited to no mental health services within the immediate area, parents and staff feel that we should offer more supports at school.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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) Accelerate student learning and mastery of state standards by providing consistent, high quality, data driven teaching practices to ensure that the needs of all students are met, and all students can thrive and are prepared to be successful in high school.
- 2) Ensure safe and well-maintained facilities and provide for a positive learning environment that supports the academic, social, emotional, relational, and physical needs of students.
- 3) Nurture strong family, school, and community relationships through meaningful school based engagement opportunities to ensure all stakeholders feel welcome to participate and contribute in school related events and activities.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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

A description of how the LEA will monitor and evaluate the 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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

From the beginning of the 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 communicate with representatives of unduplicated students populations including the students themselves. We reached out to our stakeholders via call-outs, the Pond website, Pond Facebook, mail and Ms. Ana contacted parents that she knows that prefer a call. A survey was produced to solicit feedback from the community. Surveys have been sent to parents, advisory groups, teachers/staff/other school personnel and students to gather feedback from stakeholders on the existing needs, internet capabilities, need for meals and desired support. Zoom and Google Meet were used when we had stakeholders meetings. Stakeholder meetings were held by the Superintendent/Principal at 4 pm and 6 pm to ensure better parent participation. As the COVID restrictions dissipated toward the spring, several face to face stakeholder meetings were held at the school. Safe practices were followed with all wearing face-masks and following safe social distances. Telephone calls were made to follow up with parents and other stakeholders. Pond also utilizes a Facebook as a mode of communication and feedback for all community members. The Superintendent/Principal called two separate meetings at different times to accommodate our community members. We discussed that our new three year plan was going to begin and stakeholders were asked for their vision of what needs to happen at Pond Elementary. We discussed activities that they would like to see at Pond and we came up with our three goals that they thought it was the most important. Pond School District has no bargaining units. On May 20, 2021 the Pond School District consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of our 2021-22 LCAP to ensure the needs of students with disabilities were being addressed by the district. The Parent Advisory Committee and the District English Language Advisory Committee reviewed the LCAP in draft form on May 6th and there were no questions or comments for which the superintendent needed to reply in writing. The Governing Board adopted the 2021-2022 LCAP on June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

Our School Site Council and English Learner Advisory Committee were in agreement on the goals and approved to continue with our LCAP plan as scheduled. Of the stakeholder groups, parents expressed the need for technology support to enable online instruction and resources. Parent groups also expressed a need for continued meals to be provided by the school. Teachers expressed concern for the mathematics program and wanted a review of text and teaching materials in the area of mathematics. The fact that we became a one to one Chromebook district was highlighted as a major positive for students and their families during stakeholder engagement (by parents) so that all students had access to a device. Additionally, hotspots were purchased and given to all Pond students, those who did not need connectivity at home because they already had connections did not take hotspots. Feedback from stakeholders and their concern with progress in the area of mathematics prompted 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 common core professional development, focusing on response to intervention students. Additionally, the Chromebooks and hotspots that were provided to all families that needed them made it possible to participate in public meetings of the governing board. Parents told us that they appreciated

the service from BrightArrow, a phone notification system that delivers voice calls, text messages, social media posts, and push notifications as this system was implemented in Spanish and English.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects of the LCAP that were influenced by stakeholder feedback are as follows:

We have three new goals that encompass the vision for the school and district for the next three years

We have a focus on literacy and math as well as mastery of common core standards and training and coaching for teachers will be ongoing

We are looking into developing and positive behavior interventions and supports (PBIS) system within a Multi Tiered System of Supports model - training the staff and developing an implementation plan with explicit input from teachers and staff.

We are bolstering enrichment opportunities by providing for CTE type labs that integrate technology and career so that students are in a position to be better prepared for high school and their careers.

We are offering additional parent engagement opportunities at the school site; Pond school should be the center of the community and a welcoming environment according to stakeholders!

Goals and Actions

Goal

Goal #	Description
1	Accelerate student learning and mastery of state standards by providing consistent, high quality, data driven teaching practices to ensure that the needs of all students are met, and all students can thrive and are prepared to be successful in high school.

An explanation of why the LEA has developed this goal.

This goal was identified by parent groups and staff examining Dashboard results and conducting discussions. Dashboard results indicate Pond scored Orange in both English Language Arts and Mathematics. ELA declined 15.6 points from last year and Mathematics declined 12.6 points from last year. After discussion it was determined that ELA and Math as well as progress for our English language learners were areas of concern and will be the core of our LCAP for 2021-2024. Pond's percentage of students making progress towards English proficiency is 38.3%. This score places Pond in the LOW area on the Dashboard site. Our students tend not to come to school with a valid pre school experience and many times they lack the resources for other critical skill building opportunities such as parks and recreational activities. Stakeholders told us it is critical to provide students additional supports in the classrooms by maintaining smaller class sizes and to provide additional supports within classrooms so that students can continue to learn in smaller groups and that instruction and acceleration can be tailored to our unduplicated student's unique needs. Based on declining achievement in English Language Arts and Math, we see need to focus on building the capacity of our staff and accelerating learning for our students in those core subjects as well as in Science and writing. 100% of our students checked out Chromebooks and or wifi devices to be able to access their education from home this past year. Without the school's purchase and continued refresh of technology and software, our students would be limited in their learning and access to their learning in our technology world today. We expect for this goal to help us improve teaching and learning at Pond through the actions below which support and improve student learning and teaching practices as measured by the included metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2A: Implementation of CA academic and performance standards as per administrative observations school wide in relation to the	CCSS Implementation Status: "Fully" as per administrative observations school wide.				Maintain CCSS Implementation Status of "Fully" as per administrative observations school wide.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation Rubric.					
Priority 2B: How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per administrative observations school wide.	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.				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.
Priority 4A: Statewide Assessments (CAASPP) Percent Met/Exceeded % for All Students.	CAASPP ELA: 40.23% Met / Exceeded CAASPP Math: 29.37% Met / Exceeded CAASPP Science: 11.36 Met/Exceeded				4A: CAASPP ELA: 50% Met / Exceeded 4A: CAASPP Math: 40% Met / Exceeded 4A: CAASPP Science: 20% Met Exceeded
Priority 4B: % of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California	NA				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and the California State University;					
Priority 4C: Percentage of pupils who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	NA				NA
Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	NA				NA
Priority 4E: Percentage of EL pupils making progress toward English Proficiency as per the CA School Dashboard.	53% of EL pupils making progress toward English Proficiency.				60% of EL pupils will be making progress toward English Proficiency.
Priority 4F:	20% of students were reclassified.				25% of students will be reclassified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate as per local data.					
Priority 4G: Percentage of pupils passing AP exam with 3 or higher.	NA				NA
Priority 4H: Percentage of pupils who participate in and demonstrate college preparedness on EAP.	NA				NA
Priority 7A Extent to which pupils have access to and are enrolled in a broad course of study as per master schedule.	100% of students have access to a broad course of study.				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 as per master schedule.	100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.				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	100% students with special needs will participate in the				Maintain 100% of students with special needs will participate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
are enrolled in programs/services for pupils with exceptional needs as per master schedule.	regular programs with support from special education teachers and aides.				in the regular programs with support from special education teachers and aides.
Priority 8 Other Student Outcomes: Physical Fitness Testing(PFT) 5th graders in the Healthy Fitness Zone 7th graders in the Healthy Fitness Zone	Physical Fitness Testing: Aerobic Capacity 5th Grade: 34.6 % students in Healthy Fitness Zone 7th Grade: 36.4 % students in Healthy Fitness Zone				Physical Fitness Testing: Aerobic Capacity 5th Grade: 50 % students in Healthy Fitness Zone 7th Grade: 50 % students in Healthy Fitness Zone

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase technology support devices K-8th,	Technology will be maintained at current levels and be refreshed/upgraded as necessary for students to meet the demands of 21st Century Learning. This action includes replacing chrome books, wi-fi extenders, and technology troubleshooting resources as needed. Extending the effective use of technology at school and to the homes of Pond students continues to be an important and necessary option for student learning and engagement. Instructional Technology Support and equipment for math and science, targeting response to intervention students will help ensure increased learning opportunities.	\$15,000.00	Yes
2	Supplemental/expanded instructional programs	Continue to extended learning time and provide supplementary supplies/materials: After school student support (Saturday School, Academy, Summer School) that allows for more individual attention for academic growth and social emotional supports for low income, foster	\$78,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		youth, and English learners in order to mitigate learning loss and reengage students. Unduplicated students are given priority for supplemental/expanded instructional program registration.		
3	AVID training	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 additional it supports the continuous building of a positive school climate.	\$10,000.00	Yes
4	Supplemental ELA Professional Development	A consultant (Dr. Teisinger) will assist us with supplemental reading training/professional learning for teachers and staff. Her focus will be on enhancing literacy strategies to help meet the needs of our low income, English learners, and foster youth as well as all student in order to improve reading fluency and comprehension.	\$10,000.00	Yes
5	Expand library collections	The Pond community does not have a public library. Therefore, Pond School's library is the only viable option for students to be able to check out and interact with books and literature regarding topics of interest and enjoyment of reading. We will continue to expand our literary collections in classrooms and within our library. We will provide class sets of books in fiction and nonfiction texts and Spanish selections to promote family literacy and learning together.	\$3,000.00	Yes
6	Maintain smaller class sizes	Many of our students begin their academic careers without the benefit of having experienced early childhood learning experiences. There are no preschools in the Pond area for which students could attend in order to become prepared for Kindergarten. Additionally, many of our students come to school to learn English as well as academic content.	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our students tend not to receive academic supports at home for various reasons. 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.		
7	Instructional aides assist teachers	Due to various factors, our students tend not to receive effective individual one on one time to learn and practice academic skills outside of school. Additionally, our students tend to come to school without the basic skills needed to succeed at school (without a kindergarten experience). We will maintain our Instructional Aides in order to provide supplemental individual and small groups targeted academic supports. We expect this principally directed action to support our unduplicated students first in succeeding on both local and state assessments.	\$200,000.00	Yes
8	Data assessments - EADMS online platform	Supplemental data management system contract to warehouse local assessment data. We will work with consultants to analyze data and to inform instruction in order to meet the needs of unduplicated students as well as all students. We will also continue with IO assessments within this system.	\$11,215.00	Yes
9	ELD CURRICULUM	We will purchase supplemental ELD curriculum and replace consumables yearly as needed.	\$20,000.00	Yes
10	Supplemental Math Professional Development	Math common core professional development, focusing on response to intervention students. Continue to purchase additional intervention math materials as needed as per formative assessment data and teacher/parent feedback to support the additional needs of our EL and SED students.	\$18,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Supplemental Writing skills and strategies	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.	\$5,000.00	Yes
12	Purchase Science Core Curriculum	Adopt NGSS science text books core curriculum.	\$30,000.00	No
13	Supplemental Academic Tutoring	Pond students live in a remote area and so the school becomes the learning hub for the community. Supplementary services will be provided to students in need of academic acceleration based on unduplicated status and need first, but all students in need will be served. A supplementary services company, such as SYLVAN, will be identified to provide direct services to the identified students.	\$10,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Ensure safe and well-maintained facilities and provide for a positive learning environment that supports the academic, social, emotional, relational, and physical needs of students.

An explanation of why the LEA has developed this goal.

Due to the remote location of Pond School as well as a community with limited resources, we must intentionally build a positive learning environment that supports student's abilities to take risks academically so that we may accelerate learning in the classroom and school wide. As mentioned in goal 1, according to the California School Dashboard, our English learners are not making the desired growth in terms of their progress learning English as they are considered in the "Low" level for number of EL students making progress year over year as per the English Language Arts Proficiency Assessment for California. Additionally, the "All Students" group declined in ELA by 15.6 points from the previous year and Mathematics declined 12.6 points from the previous testing year. After discussion it was determined that ELA and Math as well as progress for our English language learners were areas of concern and will be the core of our LCAP and stakeholders feel that consistency with regard to language in building a positive school wide climate and an environment where students understand behavioral expectations in all areas of the school will be helpful. Additionally, after the COVID-19 Pandemic and the challenges that has caused, parents, teachers and students all report an elevated anxiety and a predictable, positive environment would benefit the teaching and learning at Pond. This goal will help us to improve the academic, social, emotional, relational, and physical needs of students as measured by the metrics below including but not limited to attendance rates, chronic absenteeism, suspension rates and students sense of safety and connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A: 100 % of teachers are appropriately assigned and fully credentialed in the subject for the pupils they are teaching as per local records and data.	1A: 100 % of teachers are appropriately assigned and fully credentialed in the subject for the pupils they are teaching as measured by staffing report.				Maintain 100 % of teachers appropriately assigned and fully credentialed in the subject for the pupils they are teaching as measured by staffing report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1B: Pupil access to standards aligned materials as per local records.	1B: 100% of students have access to standards aligned materials				Maintain 100% of students have access to standards aligned materials
Priority 1C: School facilities maintained in good repair as per FIT Report.	1C: School facilities are maintained in "good" repair as per FIT.				Maintain 100% of school facilities are maintained in "good" repair as per FIT.
Priority 2A: Implementation of CA academic and performance standards as per school wide administrative observations.	2A: CCSS Implementation Status: "Fully" as per administrative observations school wide.				Maintain "Fully Implementation" as per administrative observations school wide.
Priority 2B: How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Language proficiency as per administrative observations school wide.	2B: 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and English language proficiency through designated and integrated ELD as indicated by administrative				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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	observations school wide.				observations school wide.
Priority 5A: School attendance rates as per local data.	97.3% attendance rate as per local data (2019-20).				Above 98%
Priority 5B : Chronic Absenteeism rates as per CA School Dashboard.	9.1% of students were Chronically Absent as per 2019 CA School Dashboard.				Lower than 4%
Priority 5C: Middle school dropout rates as per local data.	0% as per local data.				Maintain 0%
Priority 5D: High school dropout rates	NA				NA
Priority 5E: High school graduation rates:	NA				NA
Priority 6A: Pupil suspension rates	1%				Less than 1%
Priority 6B: Pupil expulsion rates	0%				Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6C: Other local measures on students sense of safety and school connectedness as per local student survey.	80% of students feel a sense of safety and school connectedness at school as per student survey.				At least 90% of students feel sense of safety and connectedness at school as per student survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Services	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. Priority will be given to unduplicated students, but all students that need services will be served. A social emotional learning curriculum and trauma informed care curriculum will be purchased.	\$6,000.00	Yes
2	PBIS / MTSS Staff Intro trainings	New Initiative Action: Introduce all staff to Positive Behavioral Interventions and Supports (PBIS) as a way to better support students to become more successful at school and for school staff to gain knowledge and resources/tools to better support student behavior on campus and within classrooms. Low income, English learners, and foster youth students as well as all students and staff will benefit from a common system and expectations that promote and reward positive behaviors. This action includes a consultant contract as well as funding for supplies and materials to implement PBIS school wide.	\$10,000.00	Yes
3	Facilities Well Maintained and Safe	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 on the FIT report. These costs will insure a safe and healthy environment for students and staff. We will do so as long as we have the funds to continue.	\$31,902.75	No

Action #	Title	Description	Total Funds	Contributing
		Students will be provided with a safe, clean, and well-maintained school facilities.		
4	Emergency Equipment and Supplies	We will replenish all emergency kits and bags (check for outdated water, food, etc). We will also purchase a container to store our emergency items that we would use in case of an emergency.	\$5,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Nurture strong family, school, and community relationships through meaningful school based engagement opportunities to ensure all stakeholders feel welcome to participate and contribute in school related events and activities.

An explanation of why the LEA has developed this goal.

Parents tend to work in the agriculture industry and out in the fields as pickers as they harvest grapes, almonds, oranges etc. They work for all year around and long hours/days and they lack time, energy, and the education level to help their students at home with academics. Additionally, there are limited local services - no libraries, no parks, no health facilities or clinics, no dentists. It is critical to the school that parents and stakeholder become actively involved and engaged in the school community and their student's education. We want parents to feel free to learn together with their students. While parent involvement is a challenge, we believe that this goal will assist the Pond Union School District in its efforts to function as a the hub and heart of the community as measured by the metrics below. We want parents to feel free and welcome to attend and engage in school activities so that they can relate to their students and assist and become involved in their students education.

All stakeholders have reviewed the Healthy Kids Survey and conducted school and class visits. Social media events like BBQ, BTSN, and reminder phone calls were all discussed as ways they felt engaged to the school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;	3A: At least 95% of parents attend parent teacher conferences each year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys,				3A: Maintain at least 95% of parents attend parent teacher conferences each year as measured by sign-in sheets. Input opportunities further sought at PT conferences via links to parent surveys,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PIQE enrollment opportunities, Latino Family Literacy Project participation opportunities as well as information regarding participation within and invitations to attend SSC/ELAC.				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 the school district will promote participation in programs for parents of students for low income, English learner, and foster youth 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 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.
Priority 3C:	3C: 100% exceptional needs parents				3C: Maintain 100% exceptional needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
How the school district will promote participation in programs for parents of students with disabilities.	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.				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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Additional Transportation Services	Because transportation provided by parents has been revealed in surveys and interviews to be difficult, Pond will provide additional bussing service to support student engagement and attendance at summer school, extra-curricular activities etc. at the school and among school related events and activities.	\$5,000.00	Yes
2	Additional Engagement / Enrichment Opportunities	Because of the remote location of the school, after-school activities that work to develop healthy lifestyles and career choices for students like running club, oral language, robotics, and college and career ready labs will be provided to unduplicated students (given priority) as well as all students due to the fact that we have no parks and recreation departments and the above opportunities would not exist without the school offerings.	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	School Garden Project	We will continue to support our school wide garden which teaches healthy lifestyles and eating habits. Students and classes are able to research various vegetables and plant and care for crops within the garden. This supplemental experience helps to extend our science curriculum and enables students to show an ownership of their learning.	\$2,000.00	Yes
4	Extra-curricular activities/incentives	Continue to offer students incentives to get them more excited to attend school and participate in extracurricular activities that we believe will improve their school engagement., We will continue to give students incentives for participating and reaching their set goals in AR reading, ALEKS, I-Ready, and state testing.	\$2,000.00	Yes
5	Parent Education	Continue to provide parent education opportunities such as PIQE, Latino Family Literacy, parental knowledge on how to get their child in college and the importance of biliteracy with the intent of increasing our parental engagement. We will also offer parents trainings on different areas that are offered by the county and other entities.	\$5,000.00	Yes
6	Engagement Opportunities - Field Trips - life experiences	Pond students live in a remote area and surveys and interview reveal that few enriching experiences are provided for theses 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.	\$40,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.07%	\$518,912

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The Pond Union School District serves a community made up of 93.3% unduplicated students. Based on of feedback from students, parents, staff, and other community stakeholders as well as assessment data and general observations about the needs, conditions, and circumstances of our students as a result of the COVID-19 pandemic, we find that the 2020-21 LCAP represents a tremendous opportunity to support the unique needs of our unduplicated students (socially economically disadvantaged, English learner, and foster youth).

While we are principally directing our LCFF contributing funds to support unduplicated students as determined by district's goals and actions, focusing on building the capacity of staff with additional professional development, added student intervention opportunities we expect all students will benefit from the following actions:

Goal 1:

After a comprehensive review of the data, Pond's results for on the 2019 release of the California School Dashboard for English Language Arts and Mathematics for "All Students" declined to the Orange Performance Level. More specifically, English Language Arts declined by 16.4 points while Math declined by 14.2 points when compared to the prior year. English learners, Hispanic, and Socioeconomically Disadvantaged student groups all scored in the Orange Performance Level for both ELA and Math. Additionally, only 38.3% of English learners made progress toward English language proficiency which indicates a low level of progress for these students.

In consideration of the above identified needs, circumstances, and conditions from student outcome data as well as perception and demographic data, we plan the following actions:

- Purchase technology support devices K-8th grades (Action 1.1)

- This is a new action. Over 95% of students indicated a need for technology during the COVID-19 Pandemic. Additionally, in order to ensure our low income, foster youth, and English learners can access their core curriculum at school and from home, they must have access to their education.
- Supplemental/expanded instructional programs (Action 1.2)
- This is a new action. The staff has noticed that in order to fully prepare our students for success and to see improvement in their regular class; we need to supplement our curriculum to accomplish our goals. Additionally, we have noticed that our students need additional assistance to complete their homework because at home they are not able to receive the assistance necessary to complete school work. When they stay for additional time with the teacher, they receive one-on-one time that allows for more individual attention for academic growth and to mitigate learning loss.
- AVID training (Action 1.3)
- This action is being continued from the 2017-2020 LCAP because AVID increases student's awareness about college requirements and the strategies they use in class are researched base and effective. This program addresses the needs of especially English learners and socioeconomically disadvantaged students as it provides tutorials and platforms for collaborating and supporting those with limited language skills. Strategies to increase academic discourse and organizational skills we feel have assisted all students as we saw an overall increase between the beginning of the 2017 LCAP cycle for ELA of 22 points and for Math of 8 points Distance from Standard (DFS as per the 2019 CA School Dashboard) for All Students. Additionally, we noticed that our SED students had larger gains of a 25 points in ELA and a 12 point gain in Math since the beginning of the previous LCAP cycle. Additionally, AVID provides for exposure to college and career and supports the continuous building of a positive school climate.
- Supplemental ELA professional development (Action 1.4)
- This is a new action for the 2021-2024 LCAP. Our staff is noticing learning loss in this area and according to the dashboard we decreased in ELA. We feel that we need to be stronger as a staff in order to assist our students in ELA. We have also noticed that in order for our students to succeed with new common core state standards; our students need to be stronger readers.
- Expanded library collections (Action 1.6)
- This action is new for this year's LCAP. Stakeholders feel that we should offer our community access to books to share with their children. We have limited opportunities for parents and their children to interact academically and socially; so our library gives them an opportunity to come on campus and check out books in English and Spanish.
- Maintain smaller class sizes (Action 1.7)
- This action is being continued from the 2017-2020 LCAP because this gives Pond an opportunity to keep small classrooms and the staff is able to offer more of one-on-one time to all students. We have noticed an improvement with our students attendance rates and a reduction of Chronic Absenteeism when they have a smaller number of peers in the classroom. Teachers report that relationships with students are stronger with fewer students in the classroom and that group sizes can be smaller so that additional individual attention may be given to students in need. We saw an overall increase between the beginning of the 2017 LCAP cycle for ELA of 22 points and for Math of 8 points Distance from Standard (DFS). Additionally, we noticed that our SED students had larger gains of a 25 points in ELA and a 12 point gain in Math from the previous cycle to the baseline for this new LCAP.
- Instructional aides (Action 1.8)
- This action is being continued from the 2017-2020 LCAP because this gives our staff an extra person to provide supplemental individual and small groups targeted academics support. According to our staff, our overall gains between 2017 to 2019 were in part, due to the fact that instructional aides throughout the school allowed for more individualized learning with smaller groupings of

students and stronger student to adult relationships (as indicated above). Additionally, we saw an overall increase between the beginning of the 2017 LCAP cycle for ELA of 22 points and for Math of 8 points Distance from Standard (DFS). Additionally, we noticed that our SED students had larger gains of a 25 points in ELA and a 12 point gain in Math from the previous cycle to the baseline for this new LCAP.

- Data Assessments EADMS online platform (Action 1.9)
- This action is being continued from the 2017-2020 LCAP because this platform has been used to house our local assessment results which has given us the opportunity to analyze local assessment results and plan and better learn of achievement gaps that exist for students that inform teaching and learning. This is an additional reason that we made solid gains with all students as well as students who are socioeconomically disadvantaged and English learners as well as all students over the past three years.
- Supplemental math professional development (Action 1.12)
- This action is being continued from the 2017-2020 LCAP because formative assessment data and teacher/parent feedback to support the additional needs of our English learners and SED students. We will also have professional development in this area to be up to date on the latest math teaching strategies to support our student population. Math scores for SED students as well as English learners and All Students have increased since the previous LCAP cycle began in 2017.

We believe these actions will contribute to improving support for unduplicated pupils and increase academic achievement for all students by improving local assessment outcomes in ELA and Math by providing for smaller groups of students to work with teachers and paraprofessionals. Additionally, the professional learning opportunities available for teachers this next year will improve/support better teaching practices, standards alignment and implementation, and data analysis for all core subject areas and provide for more supports for our English language learners.

Goal 2:

According to the 2019 CA School Dashboard, Pond's Chronic Absenteeism rate declined by 1.2% and is in the Green Performance Level, however our status is considered Medium at 9.1% of students who are chronically absent. Due to the remote location of Pond School as well as a community with limited resources, we must intentionally build a positive learning environment that supports student's abilities to take risks academically so that we may accelerate learning in the classroom and school wide. As mentioned in goal 1, according to the California School Dashboard, our English learners are not making the desired growth in terms of their progress learning English as they are considered to be performing at the "Low" level for number of EL students making progress year over year as per the English Language Arts Proficiency Assessment for California. Additionally, the "All Students" group declined in ELA by 15.6 points from the previous year and Mathematics declined 12.6 points from the previous testing year. After listening to stakeholder feedback and considering our outcome data it was determined that ELA and Math as well as progress for our English language learners were areas of concern and will be the core of our LCAP and stakeholders feel that consistency with regard to having a consistent language in building a positive school wide climate and an environment where students understand behavioral expectations in all areas of the school will be helpful in contributing to academic gains. Additionally, after the COVID-19 Pandemic and the challenges that has caused, parents, teachers and students all report an elevated anxiety and a predictable, positive environment would benefit the teaching and learning at Pond. Stakeholder feedback has suggested we provide counseling services to students in need at school. The fact that the school is in a rural area and there are very limited to no mental health services within the immediate area, parents and staff feel that we should offer more supports at school.

In consideration of the above identified needs, circumstances, and conditions from student outcome data as well as perception and demographic data, we plan the following actions:

- Counseling services (Action 2.1)
- This is a new action for the 2021-2022 LCAP
- PBIS/MTSS Introduction and trainings Action 2.2)
- This is a new action for the 2021-2022 LCAP

We believe these actions will support unduplicated pupils and their unique needs in response to post COVID-19 re engagement practices and will help to increase our in person learners at school. Additionally, this goal will provide for an increase in school connectedness. These goals will assist Pond to return to being the hub of learning and activities for the Pond community as per parent surveys we will administer. We will bring back our activities and offer the community an opportunity to attend them once COVID restrictions are lifted and when it is safe to do so.. The end goal will be that students and parents trust us to keep everyone safe while they are learning on campus at school and we will do this by keeping everyone involved informed and involved.

Goal 3

Parents and stakeholders have indicated that they would like additional engagement opportunities at the school. Almost 94% of families have students who are considered unduplicated and stakeholders have indicated that they would attend and participate if more community events were held at school. Parents report that they appreciate and want to maintain additional transportation opportunities to remain in place as this service enables students to stay after school to attend additional learning and engagement opportunities on campus.

In consideration of the above identified needs, circumstances, and conditions from student outcome data as well as perception and demographic data, we plan the following actions:

- Additional transportation services (Action 3.1)
- This action is being continued from the 2017-2020 LCAP because it has been effective or determined to be effective based on our high attendance percentage and more than 50% of the students participating in our extra-curricular activities.
- Additional Engagement/Enrichment Opportunities (Action 3.2)
- This action is being continued from the 2017-2020 LCAP because Pond is the learning hub in the community and when we offer additional opportunities more students and parents participate. We offer a plethora of activities and we offer them to everyone in the community. We; will also target students that are not interested in the "regular" activities like sports; we will offer more of the career/hands-on activities.
- School Garden Project (Action 3.4)
- This action is being continued from the 2017-2020 LCAP because parents always talk about how their children love working in the garden and grow their own vegetables and eating them at the end. This gives all students the opportunity to find out where their food comes from and makes it for a healthy lifestyle.
- Extra curricular activities incentives (Action 3.5)

- Continued from 2017-2020 based on feedback from students, teachers, and families because many of the educational trips taken would not have taken place from home or the community and participation grew from 40% to 80%. After surveying students and parents as for the type of lab they wish to participate in, we are adding Career Labs this year within our extra curricular activities incentives.
- Parent Education (Action 3.6)
- This action is being continued from the 2017-2020 LCAP because our parents tell us they are always looking for ways to help their students at home and these parent education opportunities teach our parents on how to assist their children. We are always looking to bring these activities around the time when parents are less busy like in the winter time. We are always in communication with our parents and discuss times when they are less busy so we can bring these opportunities to Pond.
- Engagement Opportunities - field trips (Action 3.7)
- Continued from 2017-2020 based on feedback from students, teachers, and families because many of the educational trips taken would not have taken place from home or the community. Stakeholders felt that these real life experiences benefitted student engagement and helped decrease Chronic Absenteeism (according to the 2019 release of the CA School Dashboard, Chronic Absenteeism is in the Green Performance Level and declined by 1.2% over the previous year).

We believe these actions will bring our parents, students and staff together because they will feel like they are part of the school. We will offer parents activities where they are in-charge of the them. We believe that this will give them ownership and they will be more willing to be on campus more often. Finally, we believe that when the students see their parents more involved at school, the students will see the importance of working hard at school and then we will see an improvement all around, everyone will benefit.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the actions and services being provided LEA-wide or school wide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

- Supplemental ELD curriculum to accelerate English language proficiency (Action 1.10).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$593,117.75	\$30,000.00			\$623,117.75

Totals:	Total Personnel	Total Non-personnel
Totals:	\$389,000.00	\$234,117.75

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Purchase technology support devices K-8th,	\$15,000.00				\$15,000.00
1	2	English Learners Foster Youth Low Income	Supplemental/expanded instructional programs	\$78,500.00				\$78,500.00
1	3	English Learners Foster Youth Low Income	AVID training	\$10,000.00				\$10,000.00
1	4	English Learners Foster Youth Low Income	Supplemental ELA Professional Development	\$10,000.00				\$10,000.00
1	5	English Learners Foster Youth Low Income	Expand library collections	\$3,000.00				\$3,000.00
1	6	English Learners Foster Youth Low Income	Maintain smaller class sizes	\$80,000.00				\$80,000.00
1	7	English Learners Foster Youth Low Income	Instructional aides assist teachers	\$200,000.00				\$200,000.00
1	8	English Learners Foster Youth Low Income	Data assessments - EADMS online platform	\$11,215.00				\$11,215.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners	ELD CURRICULUM	\$20,000.00				\$20,000.00
1	10	English Learners Foster Youth Low Income	Supplemental Math Professional Development	\$18,500.00				\$18,500.00
1	11	English Learners Foster Youth Low Income	Supplemental Writing skills and strategies	\$5,000.00				\$5,000.00
1	12	All	Purchase Science Core Curriculum		\$30,000.00			\$30,000.00
1	13	English Learners Foster Youth Low Income	Supplemental Academic Tutoring	\$10,000.00				\$10,000.00
2	1	English Learners Foster Youth Low Income	Counseling Services	\$6,000.00				\$6,000.00
2	2	English Learners Foster Youth Low Income	PBIS / MTSS Staff Intro trainings	\$10,000.00				\$10,000.00
2	3	All	Facilities Well Maintained and Safe	\$31,902.75				\$31,902.75
2	4	All	Emergency Equipment and Supplies	\$5,000.00				\$5,000.00
3	1	English Learners Foster Youth Low Income	Additional Transportation Services	\$5,000.00				\$5,000.00
3	2	English Learners Foster Youth Low Income	Additional Engagement / Enrichment Opportunities	\$25,000.00				\$25,000.00
3	3	English Learners Foster Youth Low Income	School Garden Project	\$2,000.00				\$2,000.00
3	4	English Learners Low Income	Extra-curricular activities/incentives	\$2,000.00				\$2,000.00
3	5	English Learners	Parent Education	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	English Learners Foster Youth Low Income	Engagement Opportunities - Field Trips - life experiences	\$40,000.00				\$40,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$556,215.00	\$556,215.00
LEA-wide Total:	\$536,215.00	\$536,215.00
Limited Total:	\$20,000.00	\$20,000.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Purchase technology support devices K-8th,	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
1	2	Supplemental/expanded instructional programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,500.00	\$78,500.00
1	3	AVID training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	4	Supplemental ELA Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	5	Expand library collections	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
1	6	Maintain smaller class sizes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
1	7	Instructional aides assist teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$200,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Data assessments - EADMS online platform	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,215.00	\$11,215.00
1	9	ELD CURRICULUM	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,000.00	\$20,000.00
1	10	Supplemental Math Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,500.00	\$18,500.00
1	11	Supplemental Writing skills and strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	13	Supplemental Academic Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	1	Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	\$6,000.00
2	2	PBIS / MTSS Staff Intro trainings	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	1	Additional Transportation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	2	Additional Engagement / Enrichment Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
3	3	School Garden Project	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
3	4	Extra-curricular activities/incentives	LEA-wide	English Learners Low Income	All Schools	\$2,000.00	\$2,000.00
3	5	Parent Education	LEA-wide	English Learners	All Schools	\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	6	Engagement Opportunities - Field Trips - life experiences	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$40,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.