

POND SCHOOL



LCFF Budget Overview for Parents

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

CDS Code: 15637196009963

School Year: 2022-23

LEA contact information:

Alex Lopez

Superintendent/Principal

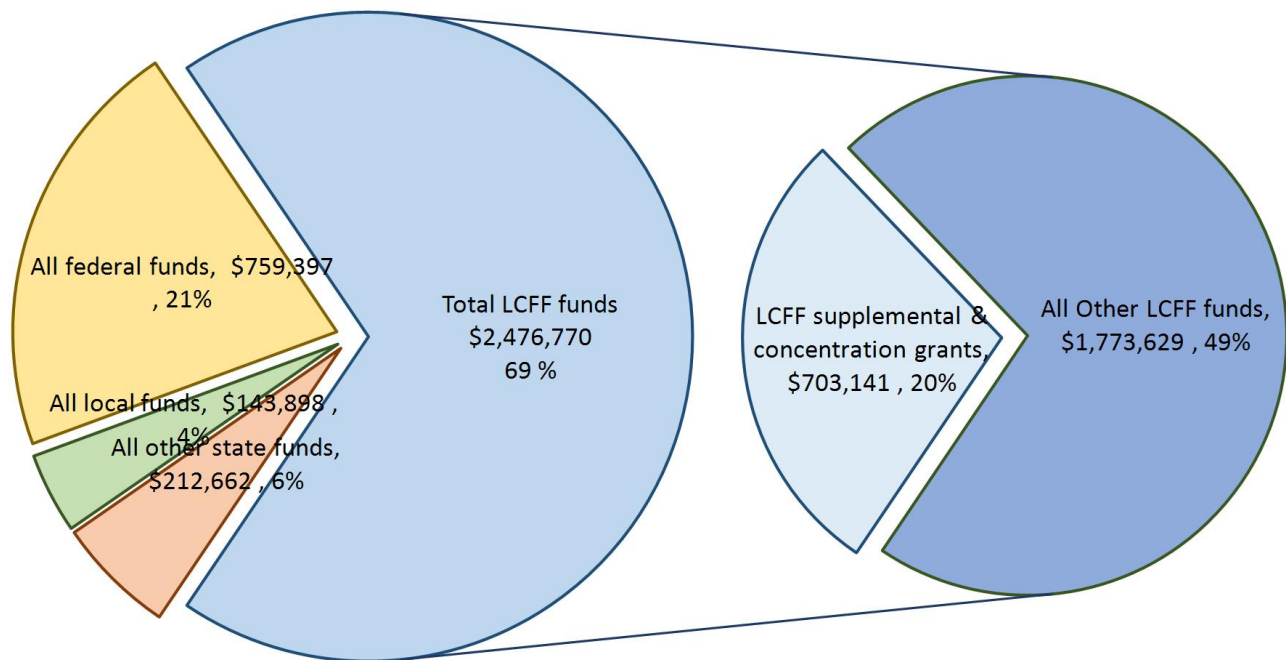
alopez@pond.k12.ca.us

(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 2022-23 School Year

Projected Revenue by Fund Source

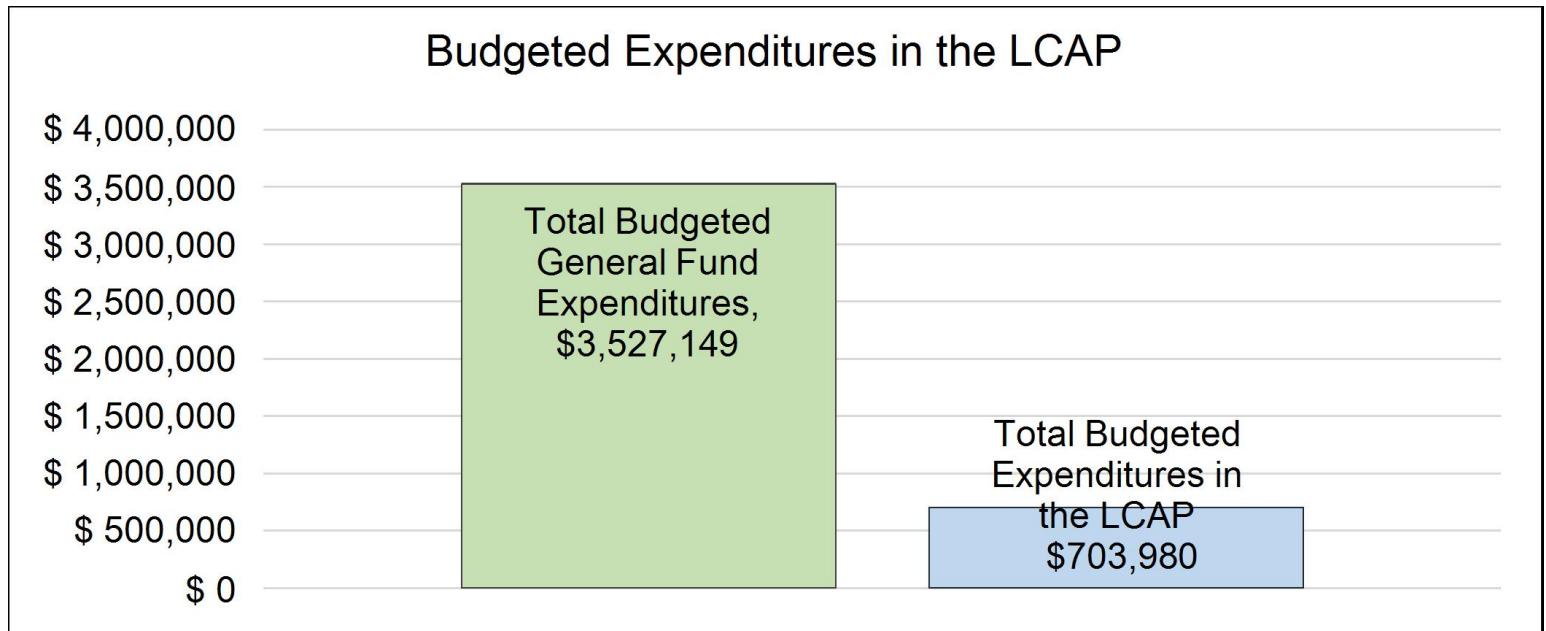


This chart shows the total general purpose revenue Pond Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pond Union Elementary School District is \$3,592,727.00, of which \$2,476,770 is Local Control Funding Formula (LCFF), \$212,662 is other state funds, \$143,898 is local funds, and \$759,397 is federal funds. Of the \$2,476,770 in LCFF Funds, \$703,141 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

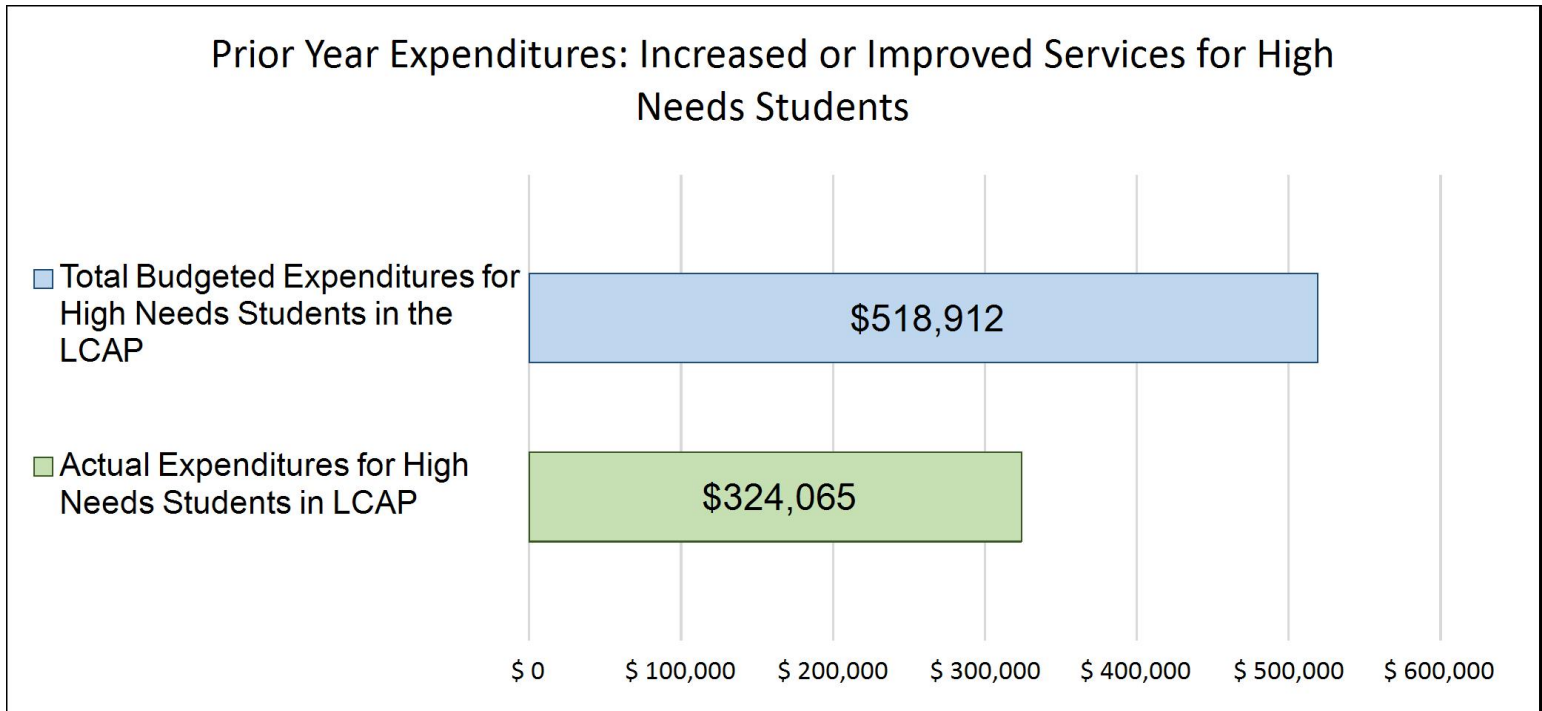
The text description of the above chart is as follows: Pond Union Elementary School District plans to spend \$3,527,149.00 for the 2022-23 school year. Of that amount, \$703,980 is tied to actions/services in the LCAP and \$2,823,169 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Pond Union Elementary School District is projecting it will receive \$703,141 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 \$703,980 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 2021-22



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

The text description of the above chart is as follows: In 2021-22, Pond Union Elementary School District's LCAP budgeted \$518,912 for planned actions to increase or improve services for high needs students. Pond Union Elementary School District actually spent \$324,065.36 for actions to increase or improve services for high needs students in 2021-22.

POND SCHOOL



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided by the Budget Act of 2021 that were not included in the LCAP include Educator Effectiveness Block Grant, and Expanding Learning Opportunities Grant. The LEA received multiple inputs on a variety of district programs and services for students from their educational partners throughout the LCAP development process. However, not all the expressed needs were met in the LCAP because of the limited LCFF resources. Therefore, the additional funds received will be used to address these expressed needs that were not addressed in the LCAP. The LEA engaged and will engage its educational partners during the 2021-22 school year:

- * School site council meetings were and will be held monthly, except for December 2021, for the 2021-2022 school year regarding the Educator Effectiveness Block Grant, and the Expanded Learning Opportunities Program. Inputs were received from staff, parents, and community members.
- * ELAC meetings were and will be held bimonthly for the 2021-2022 school year regarding the Expanded Learning Opportunities Program and Educator Effectiveness Block Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Pond Elementary School has an enrollment of unduplicated students greater than 55%.

Pond Union School District will use the concentration grant add-on funding to increase the number of paraprofessionals who will provide direct services to students at Pond Elementary School by providing small group instruction and additional assistance to teachers in the classroom. The LEA has also added an on-site psychologist to ensure that students/staff receive social-emotional support.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA received multiple inputs on a variety of district programs and services for students from their educational partners throughout the LCAP development process. However, not all the expressed needs were met in the LCAP because of the limited LCFF resources. Therefore, the additional funds received will be used to address these expressed needs that were not addressed in the LCAP. The LEA engaged and will engage its educational partners during the 2021-22 school year:

Regular in-person meetings were held in forms of School Site Council meetings, ELAC meetings, and school-wide educational partner meetings during the 2021-2022 school year to discuss for planning expenditures for federal resources (ESSER III, CARES ACT-LLMF, ESSER I, GEER I, CRRSA-ESSER II) . These meetings are regularly held monthly or bimonthly. Persons were able to join the meeting via google meet in the chance that they are not able or choose to not attend the in-person meeting.

An educational partner meeting/forum was held on 7/22/2020, 8/24/2020, 3/8/21, 8/19/2021, and 8/24/2021 regarding the use of ESSER funds and LCAP development process.

ELAC and School Site meetings were held bi-monthly and monthly respectively to talk about the ESSER III expenditure plan and the was approved by the board on October 12, 2021.

Educational district-wide meetings were held as needed and were announced publicly through social media, calls to parents, and notes to parents a week or two weeks prior to the meeting date.

Surveys and letters were sent home to parents about the programs and plans discussed during meetings and engagement sessions. They were asked to provide further feedback and inputs on these programs.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of the Pond Union Elementary School District to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. To this end, Pond Union School District has purchased PPE supplies and hired an additional night janitor.

Pond Union School District has implemented all/many/some actions identified in our Elementary and Secondary Emergency Relief III Expenditure plan. Specifically, we have successfully implemented CDE Covid safety guidelines, improved facilities to ensure touch-free equipment, and daily cleaning/maintenance to safely offer in-person instruction from the last two school years. These implementations have made it so that we are 100% in-person. We have also experienced challenges to implementation. One challenge is to ensure that teachers can continue to effectively implement teaching practices while still following safety guidelines. Another challenge is a rise of unexcused absences as parents keep their child at home for unwarranted reasons. It has also been difficult to find classified and certificated substitutes when staff are absent.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Pond Union Elementary School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are:

These fiscal resources allowed and will allow the LEA to offer an expanded school and purchase educational materials in order to accelerate student learning and mastery of state standards as aligned in our LCAP goal #1.

ESSER III funds and other fiscal resources allow the LEA to maintain and provide a positive learning environment that supports the academic, social, emotional, relations and physical needs of students as aligned in our LCAP goal #2.

By maintaining a safe environment, the LEA is also able to nurture strong family, school, and community relationships as parents and students feel safe to take part in school-based engagement opportunities as aligned in our LCAP goal #3.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

POND SCHOOL



Local Control Accountability Plan

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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Pond Union Elementary School District's Local Control and Accountability Plan (LCAP) 2021-2024 is the blueprint for building a strong foundation and improving our services to meet the challenges of a rapidly evolving post pandemic world. Above all, Pond is committed 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 lifelong 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.” In order to achieve this vision, Pond sees the importance of involving every member of the community.

Pond Union Elementary School District (PUESD), established in 1914, is one of the oldest single K-8 school districts in Kern County and serves 185 students as of April 1, 2022. PUESD employs 25 people (9 teachers) and operates with a budget of \$3.5 million for the year 2021-2022.

PUESD students reflect the rich cultural diversity that is the hallmark of the Central Valley. The student population is 95.82 percent Hispanic or Latino, 1.4 percent Asian, 0.69 percent Filipino, 0.69 percent White, and 1.4 percent multiple. Residents within PUESD speak more than 5 languages; 45 percent of students speak a language other than English at home. Eighty five percent (85%) of students are Socioeconomically Disadvantaged.

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 Elementary School District has remained open for in person instruction since early October of 2020 and continues to be open to this present day. For the 2020-2021 school year, flexibility has been afforded to all students as they have had the choice to learn in person or virtually. With strong safety measures in place, parents and other educational partners felt secure to start the 2021-2022 school year as 100% in-person. Another example of success is that PUESD has successfully administered academic benchmarks and the CAASPP for 2020-2021. Additionally, even with the challenges brought on by the pandemic, for CAASPP 2020-2021, we are proud to say that "All Students" group increased by 1.98 point Met/Exceeded in ELA and 0.9 point Met/Exceeded in Math in comparison to their 2019 CAASPP results. Furthermore, for CAASPP 2020-2021, our Socioeconomically Disadvantaged students scored 42.31% Met/Exceeded in ELA, a 2.66 point increase to their 2019 results, and scored 30.77% Met/Exceeded in Math, a 1.98 point increase to their 2019 results. 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. Furthermore, we have decreased our chronic absenteeism; 14.84% were chronically absent in 2019, while only 10.7% of students were chronically absent in 2021.

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.

Our 2019 CA Dashboard results indicate Pond scored Orange in both English Language Arts and Mathematics.. For 2020-2021 while our "All Students" group had a positive increase in both Math and ELA, our desired outcome for 2023-2024 is 50% Met/Exceeded ELA and 40% Met/Exceeded Math. For 2021, Pond scored 42.21% Met/Exceeded in ELA and 30.37% Met/Exceeded in Math. Pond will need to accelerate the growth of our students in order to make our desired growth within the next two years. One big step that we have taken to address this area is to be more consistent in our data gathering, be data driven when creating our instruction, and deciding the most effective programs for student success. Another large step that PUESD is making this year is to increase the teaching capacity of our staff in Math and Writing. As mentioned in Goal 1, for CAASPP 2020-2021, only 3.33% of English Learners scored Met/Exceeded in both ELA and Math. In comparison, in 2019, English Learners scored 3.33% Met/Exceeded in ELA, which shows no growth, and 6.25% Met/Exceeded in Math,

which is a 2.94 point decrease. In response to this data and to address the needs of our English learners, we have offered our English Learners additional two-hour after school tutoring through SYLVAN with a 3-to-1 or 2-to-1 student to teacher ratio.

Another area of need is our attendance rate. In 2019, PUESD had a 97.3% attendance rate. In contrast, PUESD had a 89.3% attendance rate in 2021, which is an 8 point decrease. As a response to the declining attendance rate, educational partners feel that Pond will build a consistent positive language and clear behavioral expectations to create a positive school wide climate and environment. To achieve this goal, Pond had planned several PBIS and MTSS trainings throughout the 2021-2022 school year; however, because of COVID restrictions, trainings were not available until mid Spring of 2022. Moving forward, Pond will build the capacity of the staff by implementing PBIS practices for the 2022-2023 school year.

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 and conversations with all educational partners, promises a vision to the community that “The District will provide quality education, providing the basis for students to become lifelong 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.” In order to achieve this vision, it is important that Pond focuses on every member of the community.

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 educational partners 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners. A special priority was made to communicate with representatives of unduplicated student populations, including the students themselves. Pond reached out to our educational partners via callouts, the Pond website, Pond Facebook, mail, and Ms. Ana contacted parents that she knows prefer a call. A survey was produced to solicit feedback from the community. Surveys have been sent to parents, advisory groups, teachers/staff/other personnel, and students to gather feedback from educational partners on existing needs and desired support. All meetings were held in-person at school grounds; however, Zoom and Google Meet were available for those who could not attend in-person. Educational partner meetings were held by the Superintendent/Principal at 4pm and 6pm to ensure better parent participation. In April 2022, PUSD consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of our 2022-23 LCAP to ensure the needs of students with disabilities were being addressed by the district. No classified or certificated unions exist at PUSD. Telephone calls were made to follow up with parents and other educational partners. Pond also utilizes a Facebook page 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 reviewed our 3 Goals, discussed our Year 1 Outcomes, and received feedback on possible improvements and changes to our LCAP to increase growth in our metrics. We held a meeting with our Parent Advisory Committee and ELAC concerning the LCAP and our three goals. They approved of our goals and provided feedback on how we can be more effective in the implementation of our actions.

We took our draft LCAP to a hearing at a meeting of our governing board on 6/14/22. Our local governing board adopted our LCAP on June 21, 2022.

A summary of the feedback provided by specific educational partners.

Our Parent Advisory Committee and English Learner Advisory Committee (ELAC) agreed on the goals and approved to continue with our LCAP plan as scheduled. Due to the CAASPP results, all educational partners agreed that English Learners needed additional individual support in Math and ELA. An extended 2-hour tutoring sessions were provided for several English Learners in a weekly basis as a response to the feedback. Pond's Core ELA and Math Curriculum contract is up to expire by the end of the 2022-2023 school year. Teachers have expressed a desire to review and pilot new ELA and Math curriculum that better support our high population of English Learners and Socioeconomically Disadvantaged students, while still maintaining the rigor expected of Common Core standards. Additionally, teachers have seen the need for a more formal typing education for all students as Pond has become a one-to-one Chromebook district. Educational partners have positively highlighted Pond's proactive stance in offering more meaningful school-based engagement opportunities, while still being mindful of the safety of our students. This year, Pond was able to safely host its annual Back to School Night, Winter Program, Scholastic Book Fair, and Open House. While these events were modified in order to follow CDC guidelines (i.e. limiting guests), educational partners appreciated Pond's attempt to re-engage families. All educational partners have agreed that the added Counseling Services in the LCAP has made a positive impact in the social, emotional, and relational needs of our students. However, it has also been expressed that

the services are still not sufficient to meet all the socioemotional needs of our students. In response to this feedback, we will be increasing the number of days our psychologist is in on campus and Pond will also make a contract for a full time social worker.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Aspects of the LCAP that were influenced by specific input from educational partner feedback are as follows:

We have focused our after-school tutoring service (SYLVAN) to English Learners.

We have contracted a psychologist to offer socioemotional support for our students.

We have contracted a full time social worker to offer socioemotional support for our students.

We have offered after school counseling sessions every Mondays and Fridays and are continuing to discuss how we can provide more of these services for future years.

We have determined that several actions on our 2021-2022 LCAP were not possible due to COVID restrictions and challenges.

We have increased our Saturday Academies to 6 weeks to offer more academic support and opened it up to all students K-8th.

We have determined to see Year 1 Outcome results with a “grain of salt” due to the challenges and uniqueness of the pandemic and not be disheartened by the data.

We have added a new metric to measure the growth of our English Learners.

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.

Goal #1 was identified by parent groups and staff examining 2019 Dashboard results and conducting discussions. 2019 Dashboard results indicate Pond scored Orange in both English Language Arts and Mathematics. ELA declined 15.6 points from 2018 and Mathematics declined 12.6 points from 2018. 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. In 2019, Pond's percentage of students making progress towards English proficiency was 38.3%. This score placed Pond in the LOW area on the Dashboard's site. The majority of our Pond students usually enroll in school without a valid pre-school experience and many times, they lack the resources for other critical skill building opportunities, such as parks and recreational activities. Educational partners have expressed the importance of providing students additional supports in the classroom in order to mitigate these disadvantages. As a response, Pond has maintained smaller class sizes and provided additional supports within classrooms via paraprofessionals, so that students can continue to learn in smaller groups, and teachers can provide more tailored and individualized instruction to our unduplicated students' unique needs. Based on declining achievement in English Language Arts and Math, we see the 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. As a result of the pandemic, 100% of our students checked out Chromebooks and/or wifi devices for 2020-2021 school year, so that they can access their education from home. Without the school's purchase and continued refresh of technology and software, our students would be limited in their learning and be unable to access 21st century learning.

For 2022, Pond continues to see the importance of Goal #1. We have made some small progress in ELA and Math based on our 2021 CAASPP results. According to our 2021 CAASPP results, the percent of "All Students" who scored Met/Exceeded increased by 1.9 point in ELA and 0.9 point in Math. However, our English Learners (which make up a large part of our unduplicated group), are not showing any signs of growth based on the state data. In 2019, 3.3% of English Learners scored Met/Exceeded in ELA and it has remained at 3.3% in 2021. For Math, our English Learners declined from 6.25% in 2019 to 3.3% in 2021. Pond does see an increase in our English Proficiency via our Summative ELPAC scores. In 2019, 3.3% of ELs scored proficient in the 2019 Summative ELPAC. In comparison, 11.11% of ELs scored proficient in the 2021 Summative ELPAC, which is about an 8 point increase. Goal #1's purpose is to ensure equity for all students and provide support to our unduplicated students, so that all student groups will be academically successful. 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 Implementation Rubric.	CCSS Implementation Status: "Fully" as per administrative observations school wide.	CCSS Implementation Status: "Fully" as per administrative observations school wide.			Maintain CCSS Implementation Status of "Fully" 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.	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.	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	2021 CAASPP ELA: 42.2% Met / Exceeded 2021 CAASPP Math: 30.3% Met / Exceeded			4A: CAASPP ELA: 50% Met / Exceeded 4A: CAASPP Math: 40% Met / Exceeded 4A: CAASPP Science: 20% Met Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAASPP Science: 11.36 Met/Exceeded	2021 CAASPP Science: 12.5 % Met / Exceeded			
Priority 4B: % of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University;	NA	NA			NA
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			NA
Priority 4D: % of pupils who have successfully completed both types	NA	NA			NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of courses described in subparagraphs (B) and (C).					
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 per 2019 CA School Dashboard 3.3% of EL tested Proficient per 2019 ELPAC Summative Scores (New Data Baseline; Added 2022)	No CA School Dashboard Data for 2022. 11.11% of EL tested Proficient per 2021 ELPAC Summative Scores			60% of EL pupils will be making progress toward English Proficiency.
Priority 4F: English Learner Reclassification Rate as per local data.	20% of students were reclassified.	26% of students were reclassified			25% of students will be reclassified.
Priority 4G: Percentage of pupils passing AP exam with 3 or higher.	NA	NA			NA
Priority 4H: Percentage of pupils who participate in and demonstrate college preparedness on EAP.	NA	NA			NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	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.	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 are enrolled in programs/services for pupils with exceptional needs as per master schedule.	100% students with special needs will participate in the regular programs with support from special education teachers and aides.	100% students with special needs will participate in the regular programs with support from special education teachers and aides.			Maintain 100% of students with special needs will participate 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	Physical Fitness Testing: Aerobic Capacity 5th Grade: 50% students in Healthy Fitness Zone			Physical Fitness Testing: Aerobic Capacity 5th Grade: 50 % students in Healthy Fitness Zone

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th Grade: 36.4 % students in Healthy Fitness Zone	7th Grade: 55% students in Healthy Fitness Zone			7th Grade: 50 % students in Healthy Fitness Zone

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology Management	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 chromebooks, 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. This action will also fund a contracted technology support and related equipment for PUESD to increase the effectiveness and functionality of our technology and software in the classrooms. This action guarantees equity for all students as most of our unduplicated students do not have technology at home.	\$50,000.00	Yes
1.2	Supplemental/expanded instructional programs	Continue to extend 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 youth, and English learners in order to mitigate learning loss and reengage students. Unduplicated students are given priority for supplemental/expanded instructional program registration. Action will continue, but funding will move to ELOP beginning 2022-2023.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	AVID Program	Continue AVID participation and Staff Development and AVID Training, increase student awareness about college requirements and articulation meetings, bring in speakers to talk to students. AVID strategies are research based and effective. This program and training address the needs of English learners and College and Career awareness. In addition, it supports the continuous building of a positive school climate.	\$50,000.00	Yes
1.4	Supplemental ELD Professional Development	A consultant (Dr. Teisinger) will assist us with supplemental ELD training/professional learning for teachers and staff. Her focus will be on enhancing ELD 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.	\$5,000.00	Yes
1.5	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.	\$5,000.00	Yes
1.6	Maintain smaller class sizes	Many of our students begin their academic careers without the benefit of having experienced early childhood education. There are no preschools in the Pond area, so Pond students enter ill-prepared for Kindergarten. Additionally, many of our students come to school to learn English as well as academic content. Furthermore, many of our unduplicated student lack 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	\$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continued growth in local assessment outcomes as well as state testing in ELA and Math.		
1.7	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.	\$170,000.00	Yes
1.8	Data assessments - IO Assessments	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. Action retired 2022.	\$0.00	No
1.9	ELD CURRICULUM	We will purchase supplemental ELD curriculum and replace consumables yearly as needed.	\$6,000.00	Yes
1.10	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. Pond will build the capacity of our staff by contracting a Math Teacher Trainer for the year. They will support teachers by modeling effective Math lessons and help/guide teachers to plan and	\$81,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assess students using the Math framework. This action will also provide substitutes for our teachers as they work with the Math Teacher Trainer for planning and other professional development.		
1.11	Supplemental Writing skills and strategies	Our students tend to not have access to writing assistance at home. This principally directed action will enable the purchase of additional supplemental writing material (Step-up To Writing) for students to use at school and at home to practice and master writing skills and strategies. More importantly, this action will increase the capacity of our staff to implement writing strategies in the classroom. Pond has contracted a Step-up To Writing Teacher Trainer to assist in the implementation of Step-up to Writing by modelling lessons and guiding teachers in planning. We expect this action to improve student writing outcomes on local assessments as well as improve CAASPP ELA and Math outcomes. This action will also provide for substitutes for teachers to provide professional development during instructional hours.	\$51,000.00	Yes
1.12	Purchase Science Core Curriculum	Looking to pilot NGSS science text books core curriculum.	\$0.00	No
1.13	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.	\$15,000.00	Yes
1.14	Data Analysis/Needs Management	Pond understands the importance of having a data warehouse for needs management and data analysis. This action will be used for the KiDS platform, a unique data warehouse that was specifically created for schools in Kern. Through KiDS, teachers and faculty will be able to access student data across all areas: academic, attendance, and	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		behavior. Through KiDS, we will specifically be able to see the needs of our unduplicated students and provide needed support. This action will also allow Pond to work with an individual for data analysis and needs management.		
1.15	Transitional Kindergarten Coaching	Many of our students lack any pre-Kindergarten education, and so they enter our Kindergarten class ill-prepared to handle many skills from fine motor skills to social-behavioral skills. Through this action, Pond will build on the capacity of our transitional kindergarten teacher and provide support through individual coaching on a monthly basis.	\$20,000.00	Yes
1.16	Common Core State Standards Mastery	Additional staff for evidence based interventions serving students that have not achieved mastery on CAASPP (met or exceeded). Additional training and PD for teachers to elevate the quality of instruction for students.	\$132,246.00	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.

With CDC restrictions because of the pandemic, many of our actions for 2021-22 were not implemented or only limitedly implemented. Any professional development actions (Action 1.4, 1.10, 1.11) were not implemented because trainings were not available due to the pandemic. Pond also did not implement Action 1.8; instead, we have retired 1.8 and created a new action, 1.14, to replace it. Furthermore, Pond was not able to buy a new science curriculum (Action 1.12). Action 1.1 was expanded for 2021-2022. With the pandemic, we realized much more the importance of technology in education; therefore, we will attend the ISTE conference for Summer 2022. ISTE is an EdTech conference that focuses on transforming teaching and learning through technology. Pond continued to maintain its small class sizes (Action 1.5), have offered extra academic support outside of instructional hours (Action 1.2, 1.13), and provided instructional aides to assist teachers (Action 1.7).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1 has been expanded to include attendance to the ISTE conference; and so, the actual expenditures is more than the budgeted expenditures. Moreover, we spent more on hotspots and new Chromebooks than what we had originally expected to spend because of the pandemic. The budgeted expenditures for Action 1.2 were very minimal for 2021-22 because of the pandemic. Very little supplemental and expanded instructional programs were offered in order to follow CDC guidelines. For Action 1.3, only half of the staff was able to attend the AVID training since the other half will be attending the ISTE conference. Because of this, the actual expenditures is half of the budgeted expenditures. Action 1.8 has also been retired for 2022 as Pond migrated over to a new data warehouse for 2022; therefore, there is \$0 in the actual expenditures. There was no professional development available for ELA, Math, or Writing because of the pandemic; and so, there were \$0 actual expenditures for Action 1.4 and 1.11, and less than 27% of the budgeted expenditure was spent in Action 1.10, which was spent on supplemental math curriculum. Finally, for Action 1.7, Pond only spent \$125,116 out of the budgeted \$200,000 because instructional aides were not needed at the beginning of 2021-22 because of the pandemic. For Action 1.9, we have overestimated the cost/needs for ELD materials, and in response, we have decreased the budget for Action 1.9.

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

There was an increase of students who scored a Met/Exceeded in the CAASPP 2021 results compared to our results in 2019. Pond had a 1.9 point increase in ELA, a 0.93 point increase in Math, and a 1.14 point increase in Science. Even with the challenges of following CDC guidelines in the classrooms, the positive academic growth is a direct result of several actions. Action 1.2 and 1.13 allowed Pond to offer Saturday academies, after school tutoring, and summer school, so that teachers can provide the extra academic support needed to mitigate the learning loss that was caused by distance learning and COVID. Finally, Action 1.6 and 1.7 maintained smaller class sizes and provided instructional aides to our teachers, so that students are able to receive more individualized attention and academic help in the classroom during instructional hours. All these actions led to our students improving their CAASPP results even at such a difficult time in education. Additionally, our Socioeconomically Disadvantaged students improved in their 2021 CAASPP results. Our Socioeconomically Disadvantaged students scored 42.31% Met/Exceeded in ELA, a 2.66 point increase to their 2019 results, and scored 30.77% Met/Exceeded in Math, a 1.98 point increase to their 2019 results.

Pond's 2021 CAASPP results do show that only 3% of our English Learners have scored a met/exceeded in both Math and ELA. This low percentage does indicate that more attention must be given to our English learners and Pond must be more effective in its use of ELA and Math supplemental resources for our English Learners and other unduplicated students. As a response to our ELs low performance, Pond has provided additional 2-hour tutoring sessions after school through SYLVAN, a tutoring company.

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.

Due to lack of Dashboard data, Pond used our Summative ELPAC proficiency results as the new metric to measure Priority 4E.

Pond has made Action 1.1 to encompass all technology-related aspect at the district/school level because Pond holds strongly that 21st century learning is an important part of our educational system.

Regarding to Action 1.3, Pond has increased the funding to provide an opportunity for all staff, including our instructional aides, to attend AVID Summer Institute.

Pond decreased the funding for 1.7 as we have had difficulty finding qualified staff and so, the number of instructional aides have decreased. Pond has migrated over to using KiDS as our integrated Data system and have chosen to retire Action 1.8 for this year since Pond will no longer use EADMs as our Data system. Action 1.14 has been added to replace Action 1.8 to fund our new data warehouse (KiDS).

Expenditures for Action 1.2 will be taken from our ELOP funding. However, we will continue to keep the action in the LCAP because it is a major action that contributes to achieving Goal #1.

We have increased the AVID program estimated budgeted for the next year as we plan to have all of our staff attend AVID Summer Institute. Through this, the teachers will not only gain more strategies for our unduplicated students, but will give us many planning time with our staff.

We have expanded the scope of Action 1.10 and Action 1.11 to include monthly coaching from Teacher Trainers in the area of Math and Writing for 2022-2023. By building the capacity of our teachers, Pond hopes to see an increase of academic success in math and reading for our unduplicated students, as the teacher trainers will focus on building strategies that benefit these students. However, we also expect that all students benefit through this action.

Pond has also added Action 1.15 ,which will allow for Transitional Kindergarten training. This training will build on the capacity of our transitional kindergarten teacher and provide a vibrant early education that many of unduplicated students lack.

Added Action 1.16 to increase individualized intervention to struggling readers, especially our English learners and other unduplicated students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 2019 California School Dashboard, our English learners are not making the desired growth, in terms of their progress learning English and their academic progress in our core subject area. 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, in 2019 the "All Students" group declined in ELA by 15.6 points from 2018 and Mathematics declined 12.6 points from 2018. For 2021, our English Learners continue to be our lowest performing group. Only 3% of our ELs scored Met/Exceeded in both Math and English. There has been some growth in terms of English language proficiency. In 2019, only 3.3% of ELs scored proficient in their ELPAC Summative test. In comparison, 11.11% scored proficient in 2021 ELPAC summative test. 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.

With these aforementioned results in mind, educational partners feel that consistent positive language and consistent behavioral expectations will create a school wide positive learning environment, where all students and educational partners understand school expectations and uphold each other to these expectations. Additionally, after the COVID-19 Pandemic and the challenges that it 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	1A: 100 % of teachers are appropriately	1A: 100 % of teachers are appropriately			Maintain 100 % of teachers appropriately assigned and fully

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assigned and fully credentialed in the subject for the pupils they are teaching as per local records and data.	assigned and fully credentialed in the subject for the pupils they are teaching as measured by staffing report.	assigned and fully credentialed in the subject for the pupils they are teaching as measured by staffing report.			credentialed in the subject for the pupils they are teaching as measured by staffing report.
Priority 1B: Pupil access to standards aligned materials as per local records.	1B: 100% of students have access to standards aligned materials	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.	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.	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	2B: 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and	2B: 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and			Maintain 100% of EL students are able to access the CCSS and ELD Standards for the purposes of gaining academic content knowledge and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic content knowledge and English Language proficiency as per administrative observations school wide.	English language proficiency through designated and integrated ELD as indicated by administrative observations school wide.	English language proficiency through designated and integrated ELD as indicated by administrative observations school wide.			English language proficiency through designated and integrated ELD as indicated by administrative observations school wide.
Priority 5A: School attendance rates as per local data.	97.3% attendance rate as per local data (2019-20).	88.2% attendance rate as per local data (2021-2022)			Above 98%
Priority 5B : Chronic Absenteeism rates as per CA School Dashboard.	Initial rate: 9.1% of students were Chronically Absent as per 2019 CA School Dashboard. New rate: 14.84% of students were Chronically Absent as per 2020-2021 local data (New Baseline Rate; added 2022)	2021 CA School Dashboard not available. See local metric below. 16.50% of students were Chronically Absent as per 2021-2022 local data			Lower than 4%
Priority 5C: Middle school dropout rates as per local data.	0% as per local data.	0% as per local data.			Maintain 0%
Priority 5D: High school dropout rates	NA	NA			NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5E: High school graduation rates:	NA	NA			NA
Priority 6A: Pupil suspension rates	1%	NA			Less than 1%
Priority 6B: Pupil expulsion rates	0%	0%			Maintain 0%
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.	74% 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
2.1	Counseling/psychologist 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.	\$30,980.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	PBIS / MTSS Staff Intro trainings	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
2.3	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. Students will be provided with a safe, clean, and well-maintained school facilities.	\$0.00	No
2.4	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.	\$0.00	No
2.5	School Social Worker	School social worker will be on the school-site during instructional hours and provide students and staff immediate access to counseling and socioemotional services. Priority will be given to our unduplicated students, but all students that need to be serviced will be served. Social worker will also work with staff on instructing and modeling strategies to help students with socioemotional needs.	\$145,680.00	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.

Action 2.2 was not implemented while the rest of the Actions were fully implemented during the school year. Action 2.2 was not implemented because PBIS/MTSS Staff trainings were not available because of the pandemic.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.2 was the only action that had any material differences between the budgeted expenditures and actual expenditures. The budgeted expenditures was meant to pay a year-long PBIS/MTSS staff trainings, but because of COVID, trainings were not available. Action 2.3 had a difference of \$29,000 Pond has overestimated what Pond needed for repairs and maintenance. As for 2.4, we did not have to replace emergency equipment for 2021-2022 and so, we had \$0 expenditure.

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

With COVID apprehensions and being open all year, it was important that Pond created an environment where all educational partners felt safe. Action 2.3 and 2.4 effectively ensured that Pond had a safe and well-maintained facilities at Pond to create a positive learning environment. The counseling services (Action 2.1) has also received a positive feedback from our educational partners in meeting the social, emotional, and relational needs of our students. However, educational partner feedback have indicated that they desires more hours of counseling services, as the current service hours available are not sufficient to meet all of the social, emotional, and relational needs of our students and staff.

For our year 1 outcome, Pond had a 89.3% attendance rate for 2021, an 8 point decrease to our 97.3% attendance rate in 2019. The decrease of attendance rate should not be seen as an indicator that the current actions in place are not working. Many of the absences for 2021 was due to COVID and students needing to quarantine. Also, Pond's action to increase attendance rate, and decrease chronic absenteeism was to implement PBIS and MTSS at Pond. However, because of COVID, Action 2.2 was not implemented this school year. Therefore, because of COVID related issues, it is very difficult to correlate the Year 1 Outcome results to the effectiveness or the ineffectiveness of any specific action.

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.

Priority 5B metric for chronic absenteeism was changed from CA dashboard data to local data since Year 1 outcome data was not available in the Dashboard for 2021.

We have added Action 2.5 as a result of educational partner feedback in needing more socioemotional support for both students and staff.

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A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Nurture strong family, school, and community relationships through meaningful school based engagement opportunities to ensure all educational partners 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 are out in the fields harvesting grapes, almonds, oranges etc. They work for year-round with 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 and dentists. It is critical to the school that parents and educational partners 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 the hub and heart of the community as measured by the metrics below. We want parents to feel free and welcomed to attend and engage in school activities so that they can relate and assist their children in their academic, social, emotional, and physical success.

All educational partners 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: 90% of parents attend parent teacher conferences as measured by sign-in sheets.	3A: Approximately 85% of parents attended parent teacher conferences each year as measured by sign-in sheets.			3A: Maintain at least 95% of parents attend parent teacher conferences each year as measured by sign-in sheets.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 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: How the school district will promote participation in programs for parents of students with disabilities.	3C: 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events.	3C: 100% exceptional needs parents received a phone calls before 504 meetings and IEPs for their students. Flexibility offered in time and dates in which parents can attend. At 504/IEP meetings parents given information regarding all school events.			3C: Maintain 100% exceptional needs parents 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
3.1	Additional Transportation Services	<p>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.</p> <p>Action will continue, but funding source for action will be taken from ELOP starting 2022-2023.</p>	\$0.00	No
3.2	Additional Engagement / Enrichment Opportunities	<p>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.</p> <p>Action will continue, but funding source for action will be taken from ELOP starting 2022-2023.</p>	\$0.00	No
3.3	School Garden Project	<p>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.</p>	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	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.	\$10,000.00	Yes
3.5	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.	\$10,000.00	Yes
3.6	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 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.	\$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.

Due to CDC restrictions because of the pandemic, many of the planned actions could not be implemented or only minimally implemented for 2021-22. There were no afterschool extra-curricular activities due to the pandemic, so we could not implement Action 3.1. The school garden project (Action 3.3) was put on hold until the school found it safe for students to interact in close proximity. Furthermore, Pond only continued with our parent education program (Action 3.4) and Engagement Opportunities-Field Trips-Life Experiences (Action 3.6) at the end of the year after CDC guidelines were lightened. We increased the number of other type of incentives (Action 3.4) so that students will be motivated to excel in their academics even without incentives such as field trips. Since we could not do any enrichment opportunities during the school year because of the pandemic, we have expanded the scope of Action 3.2 to include summer school in order to increase summer school attendance and to help mitigate the learning loss from the pandemic.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was \$0 actual expenditures for Action 3.1 and Action 3.3 because Pond did not need additional transportation services due to the pandemic and the school garden project was put on hold because of the pandemic. Since students were not able to go field trips and other life experiences due to the pandemic, we increased the number of extra curricular activities and incentives during school hours, thus the increase of actual expenditures for Action 3.4. We only began our parent education program once CDC restrictions were lifted and so, we only spent about 34% of the budgeted expenditures for Action 3.5. Action 3.6 was also minimally implemented because of COVID restrictions. Pond chose not to send students to field trips and life experiences until at the end of the school year as educational partners felt more safe in sending students into public spaces; therefore, there is a large material difference in the budgeted expenditures and actual expenditures. For Action 3.2, we expanded the scope of the Action to include summer school since we could not hold any additional engagement opportunities during the school year because of the pandemic and summer school will help mitigate the learning loss caused by the pandemic. Therefore, the actual expenditures increased exponentially since the cost of summer school includes full-day personnel.

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

Pond tried its best to nurture strong family, school, and community relationships through meaningful school based engagement opportunities to ensure all educational partners feel welcome to participate and contribute in school related events and activities. However, COVID made this a very difficult year to provide these engagement opportunities. In order to meet CDC guidelines, the number of guests for school events were limited or were not even offered in order to keep our educational partners safe. With the programs and events that were offered, educational partner feedback has shown that they do feel welcome at Pond and are part of the Pond family.

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.

Beginning 2022-2023, expenditures for Action 3.1 and 3.2 will now be taken from our ELOP plan. They continue to be an action to meet our Goal #3, but expenditures will no longer be taken from our LCAP funds. Our educational partners have also voiced their desire to improve our parent involvement, and so, we have increased our budget for Action 3.5 and hope to provide more educational opportunities to our parents for the coming year. Pond hopes to quickly establish our PBIS and MTSS program in the coming school year, and in response to this, we have increased our budget for Action 3.4 for 2022-23, knowing that incentives play a role in PBIS.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$703,141	\$93,545

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.69%	6.88%	\$107,152.82	51.58%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 88.65% unduplicated students in 2022. Based on the feedback from students, parents, staff, and other community educational partners, 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 LCAP represents a tremendous opportunity to support the unique needs of our unduplicated students (socially economically disadvantaged, English learner, and foster youth).

We are principally directing our LCFF contributing funds to support unduplicated students as determined by the district's goals and actions by building the capacity of staff with additional professional development and added student intervention opportunities. Not only will this greatly benefit our unduplicated students, but we expect all students will benefit from the following actions:

Goal 1:

After a comprehensive review of the data, Pond's results 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. While our CAASPP results for 2021 were not released in the California School Dashboard because of the pandemic, Pond was one of the few schools that did administer the 2021 CAASPP. The 2021 CAASPP results indicate a small increase in the number of "All Students" who scored Met/Exceeded in Math and ELA. In ELA, 42.4% scored Met/Exceeded in 2021, in comparison to 40.23% in 2019 (1.9 point increase). In Math, 30.3% scored Met/Exceeded in 2021, in comparison to 29.37% in 2019 (0.9 point increase). Additionally, in 2021, only 3.3% of English Learners scored Met/Exceeded in both Math and ELA. This shows that there has been a slight growth in academic performance for "All Students" from 2019 to 2021. However, our English Learners cohort group indicate a lack of growth in both academic areas.

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 added in our 2021 LCAP. 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. We maintained this Action for our 2022 LCAP as technology continues to be an important tool for 21st century learning.
- Supplemental/expanded instructional programs (Action 1.2)
- The funding source has moved from the LCAP to the ELOP in 2022. However, the action will remain in the LCAP since it is an important action to accomplishing Goal #1. Many unduplicated students, for various reasons, are unable to receive assistance in completing homework and other academic support at home. Action 1.2 provides after school help and resources for unduplicated students, so that they can receive their individual needs.
- AVID Program (Action 1.3)
- This action is continued from the 2017-2020 LCAP. AVID increases student's awareness about college requirements and the strategies they use in class are researched base and effective. This program especially addresses the needs of 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 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 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.
- Expanded library collections (Action 1.5)
- This action is maintained from our 2021 LCAP year. 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 1.6)
- 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 1.7)
- 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.
- Supplemental math professional development (Action 1.10)
- This action is being continued from the 2017-2020 LCAP because our educational partners see that math continues to be an area of need for our student, especially with the learning loss from the pandemic. This action has expanded in scope to include more individualized coaching and professional development to increase the capacity of our staff. Teachers will be coached, modeled, and trained with 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.
- Supplemental Writing Skills and Strategies (Action 1.11)
- Our unduplicated students lack the writing support at home and writing is one of the largest need for English Learners. This action has been expanded to include more individualized coaching for teachers in order to fully and effectively implemented our supplemental writing program (Step-up To Writing Action 1.13).
- Data Analysis/Needs Management (Action 1.14)
- This action is a new action added for 2022 LCAP. We have migrated from the IO data warehouse to KiDS data warehouse. Pond feels that KiDS will allow us to see data of the overall child: academic, attendance, and behavior in one data warehouse. Also, since KiDS was specially created for Kern districts, we are able to have data of incoming students if they are coming from any districts in Kern and also participate in KiDS.
- Transitional Kindergarten Coaching
- This action is a new action added for 2022 LCAP. Pond does not have any preschools in the area. To strengthen our TK instruction, Pond will focus on the capacity of our staff by providing the needed coaching for our teachers.

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. There is no 2021 CA School Dashboard data. As per local data, in 2021 14.84% of students were chronically absent. For 2022, Pond's Chronic Absenteeism rate increase to 16.50% as of May 2022. One reasons for the increase chronic absenteeism in 2022 is the quarantine protocols set up by the CDC. 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 2019 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. Also, although we do not have 2021 CA School Dashboard data results, Pond did take the 2021 CAASPP and only 3.3% of our ELs scored a Met/Exceeded in both Math and ELA. In contrast, the "ALL Students" group scored 42.2% in ELA and 30.3% in Math. Fortunately, our SED students (our largest unduplicated group) scored 42.31% in ELA and 30.77% in Math for CAASPP 2021.

After listening to educational partners 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. Educational partners 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. Educational partner 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 mores 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 added in the 2021-2022 LCAP year and maintained in 2022 LCAP
- PBIS/MTSS Introduction and trainings (Action 2.2)
- This is a new action added in the 2021-2022 LCAP year and maintained in 2022 LCAP
- School Social worker (Action 2.5)
- This is a new action added in the 2022-2023 LCAP year

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 educational partners have indicated that they would like additional engagement opportunities at the school. Almost 895% of families have students who are considered unduplicated and educational partners 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)
- Funding for this action will be taken from ELOP as of 2022, but action will remain in the LCAP. 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)
- Funding for this action will be taken from ELOP as of 2022, but action will remain in the LCAP. 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 3.3)
- 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 3.4)
- 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 3.5)
- 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 3.6)
- 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 as per survey data. 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. Our English Language learners face many challenges including receptive and expressive barriers such as a lack of exposure to and practice with using formal and informal English. This presents unique struggles for students learning English while learning content standards. The following actions are designed to meet the needs of our English Learners:

- Supplemental ELD training/professional learning for teachers and staff specific to helping students acquire English. Focus is on enhancing ELD strategies to help meet the needs of our English learners in order to improve reading fluency and comprehension (Action 1.4).
- Supplemental ELD curriculum to accelerate English language proficiency (Action 1.9).

We expect for the above targeted actions to lead to increase the percentage of English Learners who make progress toward English proficiency as measured by ELPI.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Pond Union School District used the additional concentration grant funding at Pond School by retaining teachers to maintain smaller classroom sized in grades 4-8 (Action 1.6). Additionally, we are maintaining our instructional aides in order to continue to provide supplemental individual and small groups targeted academic supports (Action 1.7).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:19
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:17

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$838,660.00			\$132,246.00	\$970,906.00	\$443,246.00	\$527,660.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Technology Management	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.2	Supplemental/expanded instructional programs	All		\$0.00			\$0.00
1	1.3	AVID Program	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.4	Supplemental ELD Professional Development	Foster Youth	\$5,000.00				\$5,000.00
1	1.5	Expand library collections	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.6	Maintain smaller class sizes	English Learners Foster Youth Low Income	\$115,000.00				\$115,000.00
1	1.7	Instructional aides assist teachers	English Learners Foster Youth Low Income	\$170,000.00				\$170,000.00
1	1.8	Data assessments - IO Assessments	All	\$0.00				\$0.00
1	1.9	ELD CURRICULUM	English Learners	\$6,000.00				\$6,000.00
1	1.10	Supplemental Math Professional Development	English Learners Foster Youth	\$81,000.00				\$81,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.11	Supplemental Writing skills and strategies	English Learners Foster Youth Low Income	\$51,000.00				\$51,000.00
1	1.12	Purchase Science Core Curriculum	All		\$0.00			\$0.00
1	1.13	Supplemental Academic Tutoring	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
1	1.14	Data Analysis/Needs Management	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.15	Transitional Kindergarten Coaching	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.16	Common Core State Standards Mastery	All				\$132,246.00	\$132,246.00
2	2.1	Counseling/psychologist Services	English Learners Foster Youth Low Income	\$30,980.00				\$30,980.00
2	2.2	PBIS / MTSS Staff Intro trainings	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.3	Facilities Well Maintained and Safe	All	\$0.00				\$0.00
2	2.4	Emergency Equipment and Supplies	All	\$0.00				\$0.00
2	2.5	School Social Worker	English Learners Foster Youth Low Income	\$145,680.00				\$145,680.00
3	3.1	Additional Transportation Services	All		\$0.00			\$0.00
3	3.2	Additional Engagement /	All		\$0.00			\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Enrichment Opportunities						
3	3.3	School Garden Project	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
3	3.4	Extra-curricular activities/incentives	English Learners Low Income	\$10,000.00				\$10,000.00
3	3.5	Parent Education	English Learners	\$10,000.00				\$10,000.00
3	3.6	Engagement Opportunities - Field Trips - life experiences	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1573230	\$703,141	44.69%	6.88%	51.58%	\$838,660.00	0.00%	53.31 %	Total:	\$838,660.00
								LEA-wide Total:	\$832,660.00
								Limited Total:	\$6,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Technology Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.3	AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.4	Supplemental ELD Professional Development	Yes	LEA-wide	Foster Youth	All Schools	\$5,000.00	
1	1.5	Expand library collections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.6	Maintain smaller class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
1	1.7	Instructional aides assist teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$170,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	ELD CURRICULUM	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,000.00	
1	1.10	Supplemental Math Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,000.00	
1	1.11	Supplemental Writing skills and strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,000.00	
1	1.13	Supplemental Academic Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.14	Data Analysis/Needs Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.15	Transitional Kindergarten Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.1	Counseling/psychologist Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,980.00	
2	2.2	PBIS / MTSS Staff Intro trainings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.5	School Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$145,680.00	
3	3.3	School Garden Project	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
3	3.4	Extra-curricular activities/incentives	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	
3	3.5	Parent Education	Yes	LEA-wide	English Learners	All Schools	\$10,000.00	
3	3.6	Engagement Opportunities - Field Trips - life experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$623,117.75	\$414,565.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology Management	Yes	\$15,000.00	\$44,844.12
1	1.2	Supplemental/expanded instructional programs	Yes	\$78,500.00	\$7,819.64
1	1.3	AVID Program	Yes	\$10,000.00	\$4,102.41
1	1.4	Supplemental ELA Professional Development	Yes	\$10,000.00	\$0
1	1.5	Expand library collections	Yes	\$3,000.00	\$3,000
1	1.6	Maintain smaller class sizes	Yes	\$80,000.00	\$113,500
1	1.7	Instructional aides assist teachers	Yes	\$200,000.00	\$125,116
1	1.8	Data assessments - EADMS online platform	Yes	\$11,215.00	\$0
1	1.9	ELD CURRICULUM	Yes	\$20,000.00	\$2,527.37
1	1.10	Supplemental Math Professional Development	Yes	\$18,500.00	\$4,211.06

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Supplemental Writing skills and strategies	Yes	\$5,000.00	\$0
1	1.12	Purchase Science Core Curriculum	No	\$30,000.00	\$0
1	1.13	Supplemental Academic Tutoring	Yes	\$10,000.00	\$17,717.10
2	2.1	Counseling Services	Yes	\$6,000.00	\$1,200
2	2.2	PBIS / MTSS Staff Intro trainings	Yes	\$10,000.00	\$0
2	2.3	Facilities Well Maintained and Safe	No	\$31,902.75	\$2,806.18
2	2.4	Emergency Equipment and Supplies	No	\$5,000.00	\$0
3	3.1	Additional Transportation Services	Yes	\$5,000.00	\$0
3	3.2	Additional Engagement / Enrichment Opportunities	Yes	\$25,000.00	\$75,230.09
3	3.3	School Garden Project	Yes	\$2,000.00	\$0
3	3.4	Extra-curricular activities/incentives	Yes	\$2,000.00	\$8,089.86
3	3.5	Parent Education	Yes	\$5,000.00	\$1,710.61

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Engagement Opportunities - Field Trips - life experiences	Yes	\$40,000.00	\$2,690.92

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$518912	\$556,215.00	\$411,759.18	\$144,455.82	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Technology Management	Yes	\$15,000.00	\$44,844.12		
1	1.2	Supplemental/expanded instructional programs	Yes	\$78,500.00	\$7,819.64		
1	1.3	AVID Program	Yes	\$10,000.00	\$4,102.41		
1	1.4	Supplemental ELA Professional Development	Yes	\$10,000.00	\$0		
1	1.5	Expand library collections	Yes	\$3,000.00	\$3,000		
1	1.6	Maintain smaller class sizes	Yes	\$80,000.00	\$113,500		
1	1.7	Instructional aides assist teachers	Yes	\$200,000.00	\$125,116		
1	1.8	Data assessments - EADMS online platform	Yes	\$11,215.00	\$0		
1	1.9	ELD CURRICULUM	Yes	\$20,000.00	\$2,527.37		
1	1.10	Supplemental Math Professional Development	Yes	\$18,500.00	\$4,211.06		
1	1.11	Supplemental Writing skills and strategies	Yes	\$5,000.00	\$0		
1	1.13	Supplemental Academic Tutoring	Yes	\$10,000.00	\$17,717.10		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Counseling Services	Yes	\$6,000.00	\$1,200		
2	2.2	PBIS / MTSS Staff Intro trainings	Yes	\$10,000.00	\$0		
3	3.1	Additional Transportation Services	Yes	\$5,000.00	\$0		
3	3.2	Additional Engagement / Enrichment Opportunities	Yes	\$25,000.00	\$75,230.09		
3	3.3	School Garden Project	Yes	\$2,000.00	\$0		
3	3.4	Extra-curricular activities/incentives	Yes	\$2,000.00	\$8,089.86		
3	3.5	Parent Education	Yes	\$5,000.00	\$1,710.61		
3	3.6	Engagement Opportunities - Field Trips - life experiences	Yes	\$40,000.00	\$2,690.92		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1556868	\$518912	0	33.33%	\$411,759.18	0.00%	26.45%	\$107,152.82	6.88%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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