

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

LEA: Laguna School

Contact (Name, Title, Email, Phone Number): Luke McCann, Superintendent

LCAP Year: 2016-2019

Laguna School



Introduction:

Laguna Elementary School is located in the beautiful ranch lands of western Petaluma. Built in 1906, Laguna School maintains the historic flavor of a one-room schoolhouse yet today offers a unique school experience in multi-aged classrooms – serving students kindergarten through sixth grade.

The Laguna Joint School District is dedicated to providing a comprehensive education, encouraging all students to develop to their fullest potential so they may lead meaningful lives and become productive citizens of a diverse society. Our LCAP reflects the diversity and uniqueness of our setting. Laguna School appears to be a school right out of the history books, what is happening inside our doors is exciting. We provide our students with a well-balanced program rich in technology, academic rigor, hands on science labs, art and music. Students in grades 3-6 have their own iPads, as well as a computer lab equipped with 3 iMacs and 6 Dell computers. The younger students have access to an iMac and three PC computers. Technology is integrated throughout the curriculum. We continue to provide our students with a high quality, personalized education. It is a truly unique education experience.

Laguna School continues to stress the philosophy of "parents as partners." We encourage and provide many opportunities for parents to become involved in their child's school. The Laguna Parent Club meets monthly with the Principal/Teacher to discuss and plan school activities, events and curriculum. They are an integral part of our LCAP development.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Monthly meetings with Parent club Staff meetings Reviewed at March 2016 Board meeting</p>	<p>Continued need for the Homework club was noted by parents and staff. (goal 2)</p> <p>Continued need for parent volunteers and consistent participation at school events was also noted. (goal 1)</p> <p>Based on parent input the district will continue with a two teacher model of staffing (Goal 1 and Section 3 – supplemental and concentration grant expenditures).</p>
<p>Annual Update: Monthly meetings with Parent club Staff meetings Reviewed at March 2016 Board meeting</p>	<p>Annual Update: Based on input and engagement we will consolidate our goals for a more holistic LCAP – look at Laguna School.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	Laguna School students will have a high quality education with a broad course of study by highly qualified educators who participate in professional development and maintain best practice educational learning and techniques		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<p>All teachers need to maintain their highly qualified status</p> <p>Professional development for educators that is based in best practice instruction and intervention for students.</p> <p>Common Core and Next Generation Science instruction training/STEM instruction</p> <p>Students have access to broad course of study that includes the Common Core and 21st Century Learning</p> <p>All students need to participate in a learning that is collaborative and authentic.</p> <p>All students need to participate in hands on learning in extended learning settings to mitigate their geographical isolation.</p> <p>Metric(s):</p> <p>HQT – all staff; Common Core State Standard use (based upon training), Standards-aligned Materials; CCSS Implementation (Report cards) , Student Access and Enrollment, Standardized Tests, API Scores, EL Progress and Reclassification Rates (CELDT), Other Tests (Formative Test Scores) Suspension/Expulsion rates; attendance, Chronic Absenteeism rates. <i>Note the District serves students in grades K-6</i></p>		
Goal Applies to:	Schools:	Laguna	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 100% of staff will maintain their Highly Qualified Status
- Registration in NGSS, ELA/ELD standards trainings by staff
- Students will participate in learning that encompasses CCSS standards for mathematics and ELA/ELD as well as Next Generation Science Standards – as measured by consistent year to year growth on standards aligned report card – trimester data to include the percentage of students making growth in all subject areas.
- Students will increase participation in collaborative learning from 40-50% to 60% in all subject areas.
- Students will demonstrate increased use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation from 20% to 30%.
- Student's geographic isolation will be mitigated as measured by- 4 field trips a year in settings that are relevant to curriculum.
- Students' scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence.
- EL students will continue to progress on the CELDT or other EL measure
- Reclassification rate for students will maintain consistent rate – internal data as state level data yields limited information due to the school's small size.
- Maintain Suspension and Expulsion rate of 0 students
- Monitor behavior data – by incident and grade
- Maintain Attendance rate at 98% or higher and maintain Chronic Absenteeism rate at 0 students.
- Maintain 100% student participation rate in school field trips and assemblies
- Maintain music and PE programs

GOAL 1 - LCAP Year 1: 2016-17			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Hire teacher/principal (Incumbent retired June 30th, 2016) and second teacher (incumbent resigned effective June 30, 2016) to maintain two teacher instructional model Monitor Credentials 	ALL Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>All pupils</u>	Salaries & Benefits \$161,963 Funding Sources LCFF \$115,322 S&C \$39,716; State On behalf \$6,925
<ul style="list-style-type: none"> Classroom staff to Participate in the following trainings: <ul style="list-style-type: none"> ELA/ELD adoption and lesson design NGSS workshops Technology integration 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Substitute Teacher Salaries & Benefits \$3,013 LCFF \$1,155 Federal \$1,858
<ul style="list-style-type: none"> Staff to participate in training specific to modifying curriculum to meet the needs of EL student and students with exceptional needs <ul style="list-style-type: none"> Tonya Ward Singer – ELA/ELD SELPA trainings 	ALL Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u>	Salaries & Benefits \$2,171 LCFF Supplemental & Concentration
<ul style="list-style-type: none"> Adopt ELA/ELD materials/curriculum 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000 State Adopted Texts Funding Source LCFF \$5,000
<ul style="list-style-type: none"> Continue units of study that emphasize good health and nutrition. 	ALL Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>All Pupils</u>	Food service \$2,283 LCFF Supplemental & Concentration
<ul style="list-style-type: none"> Continue to develop Science curriculum that emphasizes: <ul style="list-style-type: none"> STEM learning Physiology/Biology 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Teacher salaries in Action #1

<ul style="list-style-type: none"> Continue online learning - EDMENTUM 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies Funding Source REAP \$1,500
<ul style="list-style-type: none"> Update Report cards to common Core aligned 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Salaries & Benefits \$1,289 Funding Sources LCFF
<ul style="list-style-type: none"> Continue to enhance/update library of online resources/apps aligned to learning/curriculum to include resources specific to EL students. 	ALL Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies Funding Source LCFF S&C \$1,500
<ul style="list-style-type: none"> Continue to enhance/update library of online resources/apps aligned to learning/curriculum to include resources specific to STEM Learning. 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teacher salaries in Action #1
<ul style="list-style-type: none"> Maintain Weekly Art program <ul style="list-style-type: none"> Create Visual arts rubric/course of study 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional expert Teacher salary & benefits \$1,637 Federal REAP grant
<ul style="list-style-type: none"> Maintain music program 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional expert Teacher salary & benefits \$1,852 Federal REAP grant
<ul style="list-style-type: none"> Continue to provide ongoing tech support for students and staff to enhance learning. 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Tech Support \$4,500 Funding Source REAP \$4,500

<ul style="list-style-type: none"> Schedule four field trips annually that align with curricular goals Select guest speakers in keeping with curricular areas of relevance Schedule Rural School Joint assemblies 		<u> x </u> ALL	Field Trips \$3,000 Funding Source REAP \$3,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Homework club 		<u> </u> ALL	To be added once staff hired for 2016-17
		OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> x </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- 100% of staff will maintain their Highly Qualified Status
- Registration in NGSS, ELA/ELD standards trainings by staff
- Students will participate in learning that encompasses CCSS standards for mathematics and ELA/ELD as well as Next Generation Science Standards – as measured by consistent year to year growth on standards aligned report card – trimester data to include the percentage of students making growth in all subject areas.
- Students will increase participation in collaborative learning from 40-50% to 60% in all subject areas.
- Students will demonstrate increased use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation from 20% to 30%.
- Students will continue to be provided hands on and authentic learning – 4 field trips a year in settings that are relevant to curriculum.
- Students' scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence.
- EL students will continue to progress on the CELDT or other EL measure
- Reclassification rate for students will maintain consistent rate – internal data as state level data yields limited information.
- Maintain Suspension and Expulsion rate of 0 students
- Monitor behavior data – by incident and grade
- Maintain 100% student participation rate in identification of school field trips and assembly
- Maintain music and PE programs – using established rubrics/standards to monitor effectiveness and or create vision.
- Monitor Attendance rates for patterns and maintain Chronic Absenteeism rate at 0 students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Hire educational staff Monitor Credentials 	ALL Districtwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Salaries & Benefits \$172,053 Funding Sources LCFF \$125,138 S & C \$40,000 State on Behalf \$6,925
<ul style="list-style-type: none"> Classroom staff to Participate in the following trainings: <ul style="list-style-type: none"> ELA/ELD adoption and lesson design NGSS workshops Technology integration 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Substitute Teacher Salaries & Benefits \$3,013 LCFF \$1,155 Federal \$1,858
<ul style="list-style-type: none"> Staff to participate in training specific to modifying curriculum to meet the needs of EL student and students with exceptional needs <ul style="list-style-type: none"> Tonya Ward Singer – ELA/ELD SELPA trainings 	ALL Districtwide	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>special education</u>	Salaries & Benefits \$2,217 LCFF Supplemental & Concentration
<ul style="list-style-type: none"> Adopt ELA/ELD materials/curriculum 		<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>All student groups</u>	Texts \$5,000 Funding Source LCFF \$5,000
<ul style="list-style-type: none"> Continue online learning – EDMENTUM 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and Supplies Funding Source REAP \$1,500
<ul style="list-style-type: none"> Update Report cards to common Core aligned 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teacher salaries in Action #1

<ul style="list-style-type: none"> Continue to enhance/update library of online resources/apps aligned to learning/curriculum 		<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Materials and Supplies \$1,000 Funding Source REAP \$1,000
<ul style="list-style-type: none"> Maintain Weekly Art program 		<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Professional expert Teacher salary & benefits \$1,637 Federal REAP grant
<ul style="list-style-type: none"> Maintain music program 		<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Professional expert Teacher salary & benefits \$1,852 Federal REAP grant
<ul style="list-style-type: none"> Continue to provide ongoing tech support for students and staff to enhance learning. 		<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Tech Support \$4,500 Funding Source REAP \$4,500
<ul style="list-style-type: none"> Schedule four field trips annually that align with curricular goals Select guest speakers in keeping with curricular areas of relevance Schedule Rural School Joint assemblies 		<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	Field Trips \$3,000 Funding Source REAP \$3,000
<ul style="list-style-type: none"> Homework club 		<input type="checkbox"/> _ALL OR: <input checked="" type="checkbox"/> _x_Low Income pupils <input checked="" type="checkbox"/> _x_English Learners <input checked="" type="checkbox"/> _x_Foster Youth <input checked="" type="checkbox"/> _x_R redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	To be added once staff hired for 2016-17

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- 100% of staff will maintain their Highly Qualified Status
- Registration in NGSS, ELA/ELD standards trainings by staff
- Students will participate in learning that encompasses CCSS standards for mathematics and ELA/ELD as well as Next Generation Science Standards – as measured by consistent year to year growth on standards aligned report card – trimester data to include the percentage of students making growth in all subject areas.
- Students will increase participation in collaborative learning from 40-50% to 60% in all subject areas.
- Students will demonstrate increased use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation from 20% to 30%.
- Students will continue to be provided hands on and authentic learning – 4 field trips a year in settings that are relevant to curriculum.
- Students' scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence.
- EL students will continue to progress on the CELDT or other EL measure
- Reclassification rate for students will maintain consistent rate – internal data as state level data yields limited information.
- Maintain Suspension and Expulsion rate of 0 students
- Monitor behavior data – by incident and grade
- Maintain 100% student participation rate in identification of school field trips and assembly
- Maintain Attendance rate of 98% or higher
- Maintain 0% chronic absenteeism rate
- Maintain music and PE programs – using established rubrics/standards to monitor effectiveness and or create vision.
- Monitor Attendance rates for patterns and maintain Chronic Absenteeism rate at 0 students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Hire educational staff • Monitor Credentials 	ALL Districtwide	<u> x </u> ALL <hr/> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Salaries & Benefits \$127,810 Funding Sources LCFF \$112,603 S & C \$43,000 State on Behalf \$6,925

<ul style="list-style-type: none"> Classroom staff to Participate in the following trainings: <ul style="list-style-type: none"> ELA/ELD adoption and lesson design NGSS workshops Technology integration 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Substitute Teacher Salaries & Benefits \$3,013 LCFF \$1,155 Federal \$1,858
<ul style="list-style-type: none"> Staff to participate in training specific to modifying curriculum to meet the needs of EL student and students with exceptional needs <ul style="list-style-type: none"> Tonya Ward Singer – ELA/ELD SELPA trainings 	ALL Districtwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Salaries & Benefits \$2,217 LCFF Supplemental & Concentration
<ul style="list-style-type: none"> Adopt ELA/ELD materials/curriculum 		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>All students</u>	\$5,000 Texts Funding Source LCFF \$5,000
<ul style="list-style-type: none"> Continue online learning – EDMENTUM 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500 Materials and supplies Funding Source REAP \$1,500
<ul style="list-style-type: none"> Continue to monitor student growth across all academic areas using report cards to common Core aligned 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in teacher salaries and benefits
<ul style="list-style-type: none"> Continue to enhance/update library of online resources/apps aligned to learning/curriculum 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Library \$1,000 Funding Source REAP \$1,000
<ul style="list-style-type: none"> Maintain Weekly Art program 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional expert Teacher salary & benefits \$1,637 Federal REAP grant

<ul style="list-style-type: none"> Maintain music program 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional expert Teacher salary & benefits \$1,852 Federal REAP grant
<ul style="list-style-type: none"> Continue to provide ongoing tech support for students and staff to enhance learning. 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Tech Support \$4,500 Funding Source REAP \$4,500
<ul style="list-style-type: none"> Schedule four field trips annually that align with curricular goals Select guest speakers in keeping with curricular areas of relevance Schedule Rural School Joint assemblies 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Field Trips \$3,000 Funding Source REAP \$3,000
<ul style="list-style-type: none"> Homework club 		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	To be added once staff hired for 2016-17

GOAL #2:	Increase parent/family participation in school programs to enhance and extend learning for all students.		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Increase parent/family participation in school programs Metric: Parent Input (Parent survey) , Parent Participation (Attendance in Parent Club meetings, Attendance to board meetings) , School Attendance Rates, Chronic Absenteeism Rate, Middle School Dropout Rate			
Goal Applies to:	Schools: Laguna Applicable Pupil Subgroups: All			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase/maintain parent/family participation in Parent Club meetings to at least 4 times a year. • Increase parent understanding of how to extend learning - Parents will be provided ongoing regular communication – parent monthly newsletter will be established. • Parents will participate/volunteer in activities, in the classroom as measured by the number of events that include parents across a school year – 80% participation anticipated. • Parents will continue to participate in recycling and extended learning programs (fieldtrips and assemblies) • Students will continue to engage in learning that incorporates home activities and/or involvement as a portion of the assignment. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<ul style="list-style-type: none"> • Survey parents (September) about availability, areas of interest, areas of expertise, willingness to work with students. • Create parent meeting to outline calendar of curricular areas across the school year. • Create lessons that include parent contributors • Provide time for parent training to prepare them for leading lesson/groups. 		_x_ ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost -0- Included in Goal #1	
<ul style="list-style-type: none"> • Establish school newsletter 		_x_ ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost -0- Included in Goal #1	

<ul style="list-style-type: none"> Establish calendar of parent meetings/events for the year Establish Parent Club Calendar Parent club agenda sent prior to meeting Monitor attendance daily and contact parents 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost -0- Included in Goal #1
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase/maintain parent/family participation in Parent Club meetings – these did not occur last year. Increase parent understanding of how to extend learning - Parents will be provided ongoing regular communication – parent monthly newsletter will be established. Parents will participate/volunteer in activities, in the classroom as measured by the number of events that include parents across a school year – 80% participation anticipated. Parents will continue to participate in recycling and extended learning programs (fieldtrips and assemblies) Students will continue to engage in learning that incorporates home activities and/or involvement as a portion of the assignment. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Survey parents (September) about availability, areas of interest, areas of expertise, willingness to work with students. Create parent meeting to outline calendar of curricular areas across the school year. Create lessons that include parent contributors Provide time for parent training to prepare them for leading lesson/groups. 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost -0- Included in Goal #1
<ul style="list-style-type: none"> Maintain school newsletter 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost -0- Included in Goal #1

<ul style="list-style-type: none"> Establish annual calendar of parent meetings/events Establish annual Parent Club Calendar Parent club agenda sent prior to meeting Monitor attendance daily and contact parents 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost -0- Included in Goal #1
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase/maintain parent/family participation in Parent Club meetings – these did not occur last year. Increase parent understanding of how to extend learning - Parents will be provided ongoing regular communication – parent monthly newsletter will be established. Parents will participate/volunteer in activities, in the classroom as measured by the number of events that include parents across a school year – 80% participation anticipated. Parents will continue to participate in recycling and extended learning programs (fieldtrips and assemblies) Students will continue to engage in learning that incorporates home activities and/or involvement as a portion of the assignment. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Maintain school newsletter 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost -0- Included in Goal #1
<ul style="list-style-type: none"> Survey parents (September) about availability, areas of interest, areas of expertise, willingness to work with students. Create parent meeting to outline calendar of curricular areas across the school year. Create lessons that include parent contributors Provide time for parent training to prepare them for leading lesson/groups. 		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost -0- Included in Goal #1
<ul style="list-style-type: none"> Establish annual calendar of parent meetings/events Establish annual Parent Club Calendar Parent club agenda sent prior to meeting Monitor attendance daily and contact parents 		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost -0- Included in Goal #1

GOAL #3:	Maintain and/or improve school facilities to provide a clean safe environment for students, staff and families.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Student/parent survey</u>	
Identified Need :	All facilities need to be maintained for safety and in good working order <u>Metric:</u> FIT report, Other Local Measures (Parent, student survey, Calendar of work completed/improvements to campus)			
Goal Applies to:	Schools:	Laguna		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain “Excellent” rating on FIT report • School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation. • Classrooms will be efficiently organized so students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Repairs to facilities will take place: <ul style="list-style-type: none"> ○ Hot water heater ○ Overhead structure painting • Calendar of repairs maintained 			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Maintenance & Operations \$15,563 Funding Source LCFF \$14,763 Lottery \$800
<ul style="list-style-type: none"> • Create recycling program to increase awareness of conservation, energy efficiency and campus beautification. • Assignment of student jobs for recycling program. 			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain “Excellent” rating on FIT report • School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation. • Classrooms will be efficiently organized so students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report. • 			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Repairs to facilities will take place: <ul style="list-style-type: none"> List to be created at start of year Calendar of repairs maintained 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Maintenance & Operations: \$15,955 Funding Sources LCFF \$15,135 Lottery \$820 Services \$14,110
<ul style="list-style-type: none"> Maintain recycling program to increase awareness of conservation, energy efficiency and campus beautification. Assignment of student jobs for recycling program. 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain “Excellent” rating on FIT report School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation. Classrooms will be efficiently organized so students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Repairs to facilities will take place: <ul style="list-style-type: none"> List to be created at start of year Calendar of repairs maintained 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Maintenance & Operations \$16,373 Funding Source LCFF \$15,532 Lottery \$841
<ul style="list-style-type: none"> Create recycling program to increase awareness of conservation, energy efficiency and campus beautification. Assignment of student jobs for recycling program. 		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Original GOAL from prior year LCAP:	1. All educators will participate in high quality professional development to continue to provide best practice instruction for all students.		Related State and/or Local Priorities: 1__✓ 2__✓ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Other :Single School District		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will gain more competence navigating technology designed to enhance the Common Core standards Students will be engaged and maintain attendance at school. Students will increase collaboration. Teachers will be highly qualified and well trained. Metric:: Highly Qualified teachers, parent survey, professional development records, student survey; student attendance rate		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All teachers are Highly Qualified • Staff attended conference on Common Core Standards; • It was determined that a student survey at this point was premature as a measure of the goal. This will be created in subsequent years. • Laguna student projects utilized technology as a tool for learning. Outcomes were noted on local report cards and parent teacher conferences. • P2 attendance – 98-99% for 2016 • Small group collaboration constitutes 50% of the learning method.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> • Pilot Common Core Math adoption Staff training for implementation – staff to participate in training related to this adoption. • Pilot of Common Core Language Arts/ELD program and continue with purchased program until final list is approved by the state for pilot. • Review and train staff in CCSS. 	Salaries & Benefits \$166,037: LCFF: \$159,332 Federal: \$1,616 REAP: \$5,089	<ul style="list-style-type: none"> • Houghton Mifflin Math Expression was purchased in 2015. • Staff attended CCSS Math conference. • Laguna School purchased Triumph Learning, ELA for implementation for grades 3-6. Implementation will continue in 2016-2017 	Salaries & Benefits \$166,037 LCFF \$159,332 Federal \$1,616 REAP \$5,089	

Scope of service:	Other (School/district wide)	Scope of service:	Other (School/district wide)
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Laguna school will continue to implement Math Expression. We will also be measuring our ELA curriculum to determine if it meets the requirements for ELA/ELD standards. Students will be surveyed to ascertain their comfort with group learning and motivation for learning. Laguna will also experience a significant staff change and will be hiring new staff	

Original GOAL from prior year LCAP:	2. Students will have a quality classroom instruction and curriculum, with a broad course of study keeping with Common Core standards.		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will develop skills necessary to work collaboratively and independently to meet academic goals. Contribute to lesson/concepts Increase participation rates. Metric:: Standardized Tests, API Scores, EL CELDT Progress, EL Reclassification Rate, Common Core implementation, Access to a broad course of study, report cards	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Because a total of seven (7) students participated in CAASPP testing across 4 grade levels, deriving data from this measure is challenging and further runs the risk of compromising the confidentiality of the students. Data here is observational and empirical – using trimester report card data as a measure of growth. 100% of students met the standards for their grade levels across all subject areas, including ELA, Mathematics and Science (those areas measured by the CAASPP) The above consideration is consistent for CELDT and Reclassification rates. 20% of students were tested at Intermediate; 20% at Early Intermediate; 30% at Beginning on the CELDT

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Adopt Common Core Math program. Continue to pilot or purchase Common Core Language Arts. Continue to build library on on-line resources. Consistent tech support. 	Textbooks \$5,000 Library \$1,000 Supplies \$7,501 Services \$6,096 FUNDING Sources: LCFF: \$6,096 REAP: \$6,000 Lottery: \$1,590	<ul style="list-style-type: none"> Purchased text books in Mathematics Piloted ELA materials Purchased online resources/materials to enhance learning Ongoing tech support has been critical to implementation of learning. 		Textbooks \$5,000 Library \$1,000 Supplies \$7,501 Services \$3,521 Funding Sources: LCFF \$9,521 Lottery \$1,590 REAP \$5,911
Scope of service:	Other (School/district wide)	Scope of service:	Other (School/district wide)	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<ul style="list-style-type: none"> Continue to pilot or purchase Common Core English Language Development programs. Implement online learning program: Afterschool homework club will be made available to students on a weekly basis. 	Costs are included in Action #1	<ul style="list-style-type: none"> Staff piloted an ELA program this year. Reading Eggs with implemented and used all year with students Homework club was not implemented this year. 		
Scope of service:	Other (School/district wide)	Scope of service:	Other (School/district wide)	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Staff piloted an ELA program this year. It will be necessary to ascertain how this program will meet the ELA/ELD requirements. It will be beneficial for new staff to participate in the ELA/ELD toolkit training to determine if this is indeed the piloted program meets the needs of all students. Afterschool homework club was not successful. Our remote location makes it challenging to find interested/qualified staffing for implementation of this portion of the action step.

Original GOAL from prior year LCAP:	Provide students with an enriched education to mitigate geographic isolation and limited opportunities in a one room school house		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_✓_ 6_✓_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: Single School District		
		Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will take an active part in the choices and organization of field trips balanced with a rationale for such field trips.		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Behavior notices are sent directly to parents and reviewed with students. There were no suspension or expulsions P1 and P2 – reflected No Chronic Absenteeism Student input was collected as it pertained to field trips and taking into consideration when teacher creating curricular units of study.
	Metric: Behavior data; suspension/expulsion rates; Attendance data; Chronic Absenteeism rate; Dropout rate; student survey			
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Schedule four field trips annually. Schedule Rural School joint assemblies Schedule Guest Speakers 		Field Trips \$3,000; Assemblies/ Speakers in Goal #2 Federal (REAP)	<ul style="list-style-type: none"> 4 field trips were taken across the 16-17 school year (Spring Lake, Santa Rosa Junior College Planetarium, Academy of Sciences, Dillon Beach. Joint assemblies were held: Marin County Library sponsored MAD Science/Rockets, Robotics Dinosaurs, Wild Care – California Habitats and Wild Life. Representatives/Guest speakers from the Wild Care center came to Laguna 	Field Trips \$3,000 Assemblies/ Speakers included in Goal #2 Source REAP \$3,000

Scope of service:	Other (School/district wide)	Scope of service:	Other (School/district wide)
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal will continue to ensure that our students have a broad course of study that includes science and authentic learning. Student interest survey should continue to assist in the selection of field trip and assemblies that align with curriculum.		

Original GOAL from prior year LCAP:	Maintain and Increase parent participation in school programs.		Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Other :Single School District		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will assist parents with parent led lesson/activity. Metric:: Parent survey; staff survey; Student Survey		Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> • Create a calendar of lessons for the school year. • Create a calendar of volunteer opportunities • Communicate with parents about lessons 	All costs included in Goals #1, 2	This action step was not completed this year	\$0	

Scope of service:	Other (School/district wide)		Scope of service:	Other (School/district wide)	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<ul style="list-style-type: none"> • Send information to parents about ESL class. • Provide space for the ESL class. 		All costs included in Goals #1, 2	A neighboring school in Petaluma offered ESL classes as well as on-site childcare providing a perfect opportunity for our parents. There was no need to attempt duplication of service.		
Scope of service:	Other (School/district wide)		Scope of service:	Other (School/district wide)	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal will be combined with another goal in subsequent years. Parent engagement is a critical feature for Laguna school. The goal and action step as it is written was not reflective of what we need to ensure this continues and maintains. It will be re-crafted as a parent communication action step within another goal.			

Original GOAL from prior year LCAP:	Provide a safe, and clean school environment that emphasizes healthy eating and physical activity.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Other :Single School District		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	School grounds will be a safe and inviting place for students to play, exercise and socialize. The classrooms will be organized for student autonomy and efficiency. Students will feel safe at school. Students will understand the importance of nutrition and taking care of their bodies. Metric: Facilities Inspection Tool		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Excellent rating on the FIT report. Laguna School blacktop re-sealed Science undertook physiology and nutrition underscored the importance of healthy and taking care of your bodies. All students participated in lessons and demonstrated understanding. Vision, hearing screenings took place throughout the year as well as health and development classes for 5-6th graders.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Calendar of maintenance will be updated. Repairs to facilities will take place Hot water heaters will be added to the bathrooms. The overhead structure and flagpole will be painted by parents. Conduct energy efficiency projects per approved Prop 39 plan 		Custodial & Maintenance: \$14,792 Funding Sources: LCFF \$14,049 Capital Outlay Prop 39: \$42,222	<ul style="list-style-type: none"> Calendar of maintenance was not updated The lighting project which is an element of the District's Prop 39 approved plan was completed. No other major repairs took place in 2016-2017. 	Custodial and Maintenance \$17,855 Supplies \$800 Funding Sources: LCFF \$14,763 Lottery \$800 Prop 39 \$3,092
Scope of service:	Other (School/district wide)		Scope of service:	Other (School/district wide)
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<ul style="list-style-type: none"> • Hire Physical Education Aide to facilitate better PE programs for students at all grade levels. • Inform parents about opportunities for physical activities for children. 		Staff costs included in Goal #1 LCFF:	This action step did not occur – was not approved by the board, however the District purchased and installed playground equipment.		Supplies & Services to install \$4,974 Federal REAP \$2,012 Local donations \$1600 LCFF \$1,362
Scope of service:	LEA-wide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<ul style="list-style-type: none"> • Increase the number of days for hot lunch from two to three days a week. 		Services: \$2,251 LCFF	This action step did not occur because our provider, Petaluma City Schools was unable to increase the level of service to us.		\$0
Scope of service:	Other (School/district wide)		Scope of service:	Other (School/district wide)	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<ul style="list-style-type: none"> • Develop units of study for health and nutrition. • Continue physiology program as a part of the science curriculum. 		Staff costs included in goal 1	<ul style="list-style-type: none"> • Science curriculum lessons were developed to develop a clear understanding of the importance of nutrition and taking care of our bodies. All students participated in lessons and demonstrated understanding. 	Staff costs included in goal 1
Scope of service:	Other (School/district wide)		Scope of service:	Other (School/district wide)
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal will continue but will be more closely targeted to school safety and building maintenance.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 38,592
<p>Laguna Joint School District's plans to expend the supplemental and concentration grant to support a two-teacher model of instruction, with one of those teachers bilingual if at all possible in place of a one teacher with an aide model. This model was put in place to respond to the needs of the District's English Language Learners and Re-designated English proficient students and is estimated to cost \$39,716.</p> <p>The funds will also support a nutrition program providing low-income students with free lunch program at an estimated cost of \$2,283; additional on-line resources and applications for English Learner students at an estimated cost of \$1,500, and both teachers will be provided with professional development directed at meeting the educational needs of English Learner Students at a cost of \$2,171. These actions/services and the associated budget are described in Goal #1 of the LCAP.</p> <p>The District is a single school district with an unduplicated count of students described in 5 CCR 15496(a)(5) equal to 89% of the total student population. These actions are all provided districtwide as the entire single school district is 20 pupils or fewer. Districtwide actions are an effective means of ensuring the target population meet the district's goals in the eight state priority areas.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

23.74	%	Laguna Joint School District is providing services for its students of need by a minimum of 23.74% more than is provided to all of the District's students by providing a 2 teacher model to serve 18 students rather than the one teacher model provided for in the State funding model. The incremental increase in costs of replacing an instructional aide with a highly qualified bilingual certificated teacher is 29%.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).