

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction: Union Joint School District is a rural one room school house that currently serves nine students.

LEA: Union

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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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>LCAP Stakeholders Meeting</p> <p>A stakeholders meeting was convened at Union School on May 7, 2014. Parents were invited to review the goals proposed for the LCAP. Stakeholders were in attendance.</p> <ul style="list-style-type: none"> • Cynthia Haydon-Principal/Teacher • Martinique Perry-Instructional Aide • Cindy Pomi-parent • Christina Gutierrez-parent • Juan Vazquez-parent • Bob Maack-parent • Robin Frost-parent • Penny Stevenson- Accountant <p>Cynthia Haydon and Penny Stevenson explained the purpose of the LCAP and the goals that were proposed.</p> <p>Cynthia Haydon handed out a parent survey on May 12, 2014 (also translated to Spanish) for all parents to complete. The survey primarily requested feedback from the parents as to what improvements were needed at the school i.e. Common Core, increased parent participation/involvement, facility improvements, highly qualified teachers and increased attendance rates.</p> <p>The survey also asked what the preferred method of communication the parents would most like to see. Parents were asked what improvements could be made for improved student outcomes across all subjects</p>	<p>Parents in attendance were in agreement with the goals and made some valuable contributions of actions they would like to see included.</p> <p>Cindy Pomi-requested that the front yard lawn area is of concern to her and would like to have estimates for possible replacement with sod or artificial turf. She also expressed concerns about the outdated appliances in the kitchen that she would like to see replaced. Cindy stated that the shed needed to be replaced and/or repaired.</p> <p>Cynthia Haydon will get estimates for sod and artificial turf that is gopher resistant, as well as estimates for replacement of kitchen appliances and shed replacement and/or repair.</p> <p>This engagement resulted in an expansion of activities in both the Nutrition goal (#4) and the Facilities Goal (#5)</p> <p>Although none of the surveys were returned by parents prior to the public hearing on the LCAP, any comments or suggestions will be included in the final update to the LCAP prior to its adoption in June 2014.</p>

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Need: All teachers need to be highly qualified</p> <p>Metric:</p> <ul style="list-style-type: none"> • Student attendance Rates, • API • EL CELDT scores • SBAC 	#1 Identify, attract, retain and develop outstanding staff	All Students	Single School District	<p>Students will be engaged and will show increased collaboration</p> <p>All students will continue to achieve and improve</p>	<p>Students will be engaged and will show increased collaboration</p> <p>All students will continue to achieve and improve</p>	<p>Students will be engaged and will show increased collaboration</p> <p>All students will continue to achieve and improve</p>	1, 2, 4, 6	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<ul style="list-style-type: none"> • EL reclassification rate • Attendance rates • Chronic absenteeism rates Middle school dropout rate • Attendance in professional development (staff) • Suspension rates 								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Need: Students have access to broad course of study</p> <p>Metric:</p> <ul style="list-style-type: none"> • Attendance rates • Chronic absenteeism rates • Middle school dropout rates 	#2 Students will have a quality education with a broad course of study and will be ready to transition to 7 th grade.	All Students	Single School District	<p>Students will have more hands-on and collaborative learning opportunities</p> <p>All students will have access to standards aligned text</p>	<p>Students will have more hands-on and collaborative learning opportunities</p> <p>All students will have access to standards aligned text</p>	<p>Students will have more hands-on and collaborative learning opportunities</p> <p>All students will have access to standards aligned text</p>	2, 5, 7, 8	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Need: Increase parent participation in school programs</p> <p>Metric:</p> <ul style="list-style-type: none"> • Attendance rates • Chronic absenteeism rates • Middle School dropout rates • Attendance in Parent Club meetings, • Attendance at board meetings 	#3 Increase parent/family participation in school programs.	All students	Single School District		Students will see their family actively participate in school activities	Students will see their family actively participate in school activities	Students will see their family actively participate in school activities	3,5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Need: Students need to be healthy to learn</p> <p>Metric:</p> <ul style="list-style-type: none"> • Attendance rates • API • SBAC • EL progress on CELDT • EL Reclassification rate • Chronic absenteeism rates • Middle school dropout rates. • Meal counts 	#4 Students and families will understand the importance of good nutrition	All students	Single School District		Students will be able to identify what defines healthy vs. not healthy	Students will be able to identify what defines healthy vs. not healthy	Students will be able to identify what defines healthy vs. not healthy	4, 5, 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Need: All facilities need to be maintained for safety and in good working order</p> <p>Metric:</p> <ul style="list-style-type: none"> • Attendance rates • FIT Report, • Williams Report • Chronic absenteeism rates • Suspension and Expulsion rates • Parent and student survey 	#5 Maintain and/or improve school facilities to provide a clean and safe environment.	All students	Single School District		Students will feel safe at school and take pride in their campus	Students will feel safe at school and take pride in their campus	Students will feel safe at school and take pride in their campus	1, 5, 6

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#1 Identify, attract, retain and develop outstanding staff.	1, 2, 4, 6	Staff will engage in professional development for: * Common Core implementation, *GLAD training *ARIES *Classified staff will participate in lessons designed for Common Core	District and school-wide For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils:		*2 days a year for CC training Dates and hours TBD *GLAD training *Classified will attend trainings *Create calendar of in-house training (2 hours) *Conduct bi-monthly trainings Highly qualified staff \$129,161 Source: LCFF, REAP, Federal Professional Development \$562 - 5 days subs Source: LCFF	*2 days a year for CC training Dates and hours TBD *GLAD training *Classified will attend trainings *Conduct bi-monthly trainings Highly qualified staff \$130,665 Source: LCFF, REAP, Federal Professional Development \$562 – 5 days subs Source: LCFF	*2 days a year for CC training Dates and hours TBD *GLAD training *Classified will attend trainings *Conduct bi-monthly trainings Highly qualified staff \$133,931 Source: LCFF, REAP, Federal Professional Development \$562 – 5 days subs Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#2 Students will have a quality education with a broad course of study and will be ready to transition to 7 th grade.	2, 5, 7, 8	All educators will participate in: * Common Core training (see above) * Adopt Common Core Curriculum, *Purchase Common Core state standards. materials and workbooks *Provide a technology infused program to support common core *Collaborate with other Rurals to create CCSS units of study *Common Core standards aligned report card	District and school wide For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils:		In-house and additional trainings – Cost included Goal 1 *Investigate Common Core curriculum for mathematics *Investigate technology programs with Tech Consultant *Attend Technology trainings *Math/ELA grades K-1 unit of study with rurals *Investigate Common Core report card Tech Consultant \$250 Source LCFF Tech Trainings – see subs Goal 1 for cost Materials/Supplies \$11,320 Source: LCFF, State, Local	In-house and additional trainings – Cost included in Goal 1 Pilot Common Core curriculum for math and investigate Common Core ELA curriculum *Attend technology trainings *Purchase new technology devices *Math/ELA grades 2-4 unit of study with rurals *Pilot CC Report card Common Core: Adopted texts, materials and supplies and technology \$7,000 Source: LCFF Materials/Supplies \$18,581 Source: LCFF, State, Local	In-house and additional trainings – Cost included in Goal 1 Purchase Common Core curriculum for math Adopt ELA curriculum *Attend technology trainings Purchase Chromebooks and iPads *Math/ELA grades 5-6 unit of study with rurals *Adopt CC report card Common Core: Adopted texts, materials and supplies and technology \$7,000 Source: LCFF Materials/Supplies: \$19,045 Source: LCFF, State, Local

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#3 Increase parent/family participation in school programs.	3, 5	1*Investigate viable options for parent/family participation 2*Communication with parents 3*Provide Calendar of events	District and school wide For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils:		1*Provide parent survey about areas of concern, growth, input (about 1.5 hours) 2*Investigate parents preferred method of communication (1 hour) 3*Update Calendar of events on website weekly (1 hr weekly) *Communicate with parents through website, homework logs, email, and verbally (6-8 hours monthly) All costs included in Goal 1 Source: LCFF	*Provide parent survey about areas of concern, growth, input (about 1 hour) 3*Update Calendar of events on website weekly *Communicate with parents through website, homework logs, email, and verbally (6-8 hours monthly) All costs included in Goal 1 Source: LCFF	*Provide parent survey about areas of concern, growth, input (about 45 min.) 3*Update Calendar of events on website weekly *Communicate with parents through website, homework logs, email, and verbally (6-8 hours monthly) All costs included in Goal 1 Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#4 Students and family will understand the importance of good nutrition	4, 5, 6	*Investigate lunch programs *Offer ongoing nutrition lessons *Provide information to parents about planning healthy meals *school garden	Schoolwide For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils:		*Use Prop 39 Funds to update kitchen appliances if allowable *Plan what Prop 39 program will look like ; Phase 1 (6-8 hours) *Investigate family friendly nutrition curriculum Send nutrition information home to parents through worksheets, assessments, and websites School lunches \$1,200 Source: LCFF	*Begin incorporation of nutrition curriculum Send nutrition information home to parents through worksheets, assessments, and websites School Lunches \$1,200 Source: LCFF	*Continue nutrition curriculum Send nutrition information home to parents through worksheets, assessments, and websites School Lunches \$1,200 Source: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#5 Maintain and/or improve school facilities to provide a clean and safe environment	1,5, 6	*Develop a recycle program *Assign student jobs *Hire a handyman *Staff participate in Health/Safety trainings *New shed and storage options.	Schoolwide For low income pupils: For English learners: For foster youth: For redesignated fluent English proficient pupils:		*Obtain green recycling waste can *Maintain existing recycling program *Maintain a calendar of student jobs *Create a list of facility improvements that are needed (100 hours a year) Facilities Maintenance \$14,478 Source: LCFF	*Maintain a calendar of student jobs *Ongoing facility improvements/needed Facilities Maintenance \$14,945 Source: LCFF	*Maintain a calendar of student jobs *Ongoing facility improvements/needs Facilities Maintenance \$15,450 Source: LCFF

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
#1 Identify, attract, retain and develop outstanding staff.	1, 2, 4, 6	Staff will engage in professional development for: * Common Core implementation, *GLAD training *ARIES *Classified staff will participate in lessons designed for Common Core	School and District-wide: For Low Income Pupils For English Learners For Foster Youth For redesignated fluent English proficient pupils		*2 days a year for CC training Dates and hours TBD *GLAD training *Classified will attend trainings *Create calendar of in-house training (2 hours) *Conduct bi-monthly trainings Highly qualified staff \$129,161 129,723130,966 Source: LCFF,REAP Professional Development \$562557 - 5 days subs Source: LCFF	*2 days a year for CC training Dates and hours TBD *GLAD training *Classified will attend trainings *Conduct bi-monthly trainings Highly qualified staff \$132,6762,015133,194 Source: LCFF, REAP Professional Development \$562557 – 5 days subs Source: LCFF	*2 days a year for CC training Dates and hours TBD *GLAD training *Classified will attend trainings *Conduct bi-monthly trainings Highly qualified staff \$133,931132,296133,194 Source: LCFF, REAP Professional Development \$562557 – 5 days subs Source: LCFF

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
#2 Students will have a quality education with a broad course of study and will be ready to transition to 7 th grade.	2, 3, 7, 8	For English learners, For foster youth, and For redesignated fluent English proficient pupils : All educators will participate in: * Common Core training (see above) * Adopt Common Core Curriculum, *Purchase Common Core state standards. materials and workbooks *Provide a technology infused program to support common core *Collaborate with other Rurals to create CCSS units of study *Common Core standards aligned report card	School and District-wide For Low Income Pupils For English Learners For Foster Youth For redesignated fluent English proficient pupils		In-house and additional trainings – Cost included Goal 1 *Investigate Common Core curriculum for mathematics *Investigate technology programs with Tech Consultant & Attend Technology trainings *Math/ELA grades K-1 unit of study with rurals *Investigate Common Core report card Review of Common Core, trainings, Math/ELA and report cards Costs included in Goal 1 Materials/Supplies \$11,320 Source: LCFF, State, Local	In-house and additional trainings – Cost included in Goal 1 Pilot Common Core curriculum for math and investigate Common Core ELA curriculum *Attend technology trainings *Purchase new technology devices *Math/ELA grades 2-4 unit of study with rurals *Pilot CC Report card Common Core: Adopted texts, materials and supplies and technology equipment \$7,000 Source: LCFF Materials/Supplies \$18,581 Source: LCFF, State, Local	In-house and additional trainings – Cost included in Goal 1 Purchase Common Core curriculum for math Adopt ELA curriculum *Attend technology trainings Purchase Chromebooks and iPads *Math/ELA grades 5-6 unit of study with rurals *Adopt CC report card Common Core: Adopted texts, materials and supplies and technology equipment \$7,000 Source: LCFF Materials/Supplies \$19,045 Source: LCFF, State, Local

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
#4 Students and family will understand the importance of good nutrition	4, 5, 6	For low income pupils: *Investigate lunch programs *Offer ongoing nutrition lessons *Provide information to parents about planning healthy meals *school garden	School and District-wide For Low Income Pupils For English Learners For Foster Youth For redesignated fluent English proficient pupils		*Use Prop 39 Funds to update kitchen appliances if allowable *Plan what Prop 39 program will look like ; Phase 1 (6-8 hours) *Investigate family friendly nutrition curriculum Send nutrition information home to parents through worksheets, assessments, and websites All costs included in Goal 1 Source: LCFF School lunches \$1,200 Source: LCFF	*Begin incorporation of nutrition curriculum Send nutrition information home to parents through worksheets, assessments, and websites All costs included in Goal 1 Source: LCFF School lunches \$1,200 Source: LCFF	*Continue nutrition curriculum Send nutrition information home to parents through worksheets, assessments, and websites All costs included in Goal 1 Source: LCFF School lunches \$1,200 Source: LCFF
		:					

Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Union Joint School District's increase in funds totals \$5,682. These funds are expended to support a nutrition program serving low income students; to provide one-on-one time with English learner and re-designated English proficient students; and to administer the annual CELDT examination and assessments.

- C. 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). 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). 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.

Union Joint School District is providing services for its students of need by a minimum of 4.1% more than is provided to all of the District's students by dedicating 2 hours per week or 5% of the sole certificated teacher's time to one-on-one instruction with English Learner students, and Re-designated English Proficient students. The district also provides general fund support to provide a nutrition program for low-income students.

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.