

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
The process to be used at Lagunitas to develop their LCAP was reviewed at Board Meetings	Has ensured board is clear on the process of developing the LCAP. No additional input was received.
A questionnaire was created and distributed to all staff and the parent community. The questionnaire was built around 8 priorities grouped into the three main categories.	Provided a vehicle for community and staff to identify needs which has helped inform the development of the LCAP. 32 responses were received with 20 pages of comments. Comments around EL and assessment have help developed our needs.
District Administration reviews results of questionnaire to determine community and staff needs and interests.	District administration was able to see themes and interests from the Lagunitas educational community. There were 15 comments or questions about our EL program which resulted in the addition of a re-designation rate action for our 4. Goal in section 3B.
District administration collects available assessment information (STAR, API, AYP) results to determine needs. District developed goals based on needs and input from community and staff from questionnaire	By reviewing our SARC and EL reports we determined that we have not been moving our EL students to English proficiency. An action was added to goal 4. in section 3B to measure re-designation rates. From our SARC report we determine that through 2012-13 suspensions were on the rise. It is expected that this year we will see a decline in suspensions with the implementation of Restorative Justice and Solution Team programs. No additional action required.
District administration develops draft goals based on needs and input from community and staff.	Allowed administration to consolidate thinking on Needs, Goals and Actions.
Meeting with staff, bargaining units to review LCAP and obtain input making changes as needed.	Staff identified the need to expand our actions for Goal 4. in section 3B to include a EL family engagement program.

Involvement Process	Impact on LCAP
Meeting with Joint school site council to obtain input making changes as needed.	The joint school site council approved the draft LCAP and did not include any additional input.
Board holds a public hearing on LCAP	A public hearing was held on 5/21/14. No additional input was received by the board.

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	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Identify, attract, retain and develop outstanding staff Metric: Improve student engagement shown by increase in attendance, reduction of absenteeism, dropout rates, number of students enrolled in academic intervention logs.</p>	1. Ensure instructional salaries, benefits and professional development are consistent with similar districts.	All Pupils	All Schools		Reduction in required academic interventions. Improved attendance.	Maintain reduction in academic interventions and improved attendance.	Maintain reduction in academic interventions and improved attendance.	Pupil engagement: attendance, absenteeism (5) Basic Services: Rate of teacher miss-assignment (1)
<p>Need: Improve parent communication Metric: Improved Parent participation tracked by attendance at program meetings and number of parent volunteers.</p>	2. Develop a common understanding of the programs and how parents can participate.	All Pupils	All Schools		Students will benefit with improved parental involvement in their education	Continued benefit with improved parental involvement in their education	Continued benefit with improved parental involvement	Parental Involvement: promotion of parent participation in programs (3)
<p>Need: Implementation Plan for the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) that supports program principles. Metric: Measured with multiple state, local and teacher driven assessment.</p>	3. Determine how the Common Core and Next Generation Science Standards will be utilized within the	All Pupils	All Schools		Students will benefit from best use of CCSS and NGSS by improving critical thinking and collaborative	Students will benefit from best use of CCSS and NGSS by improving critical thinking and collaborative	Students will benefit from best use of CCSS and NGSS by improving critical thinking and collaborative	Basic Services: Pupils have access to standards-aligned materials and Common Core academic content adopted (1, 2) . Course Access: broad course of

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	Lagunitas School District				processing.	processing.	processing.	study (7)
<p>Need: Identify students with academic intervention need for academic intervention. Utilize Student assessment that supports the interests of the programs and the Lagunitas School District.</p> <p>Metric: Performance on multiple assessments including state and locally developed tools.</p>	4. For elementary program ensure all student needs are met and intervention provided as required.	All Pupils	All Schools		Student academic needs are identified and appropriate intervention provided.	Student academic needs are identified and appropriate intervention provided.	Student academic needs are identified and appropriate intervention provided.	Student achievement: Performance on tests (4). Other student outcomes: Other student indicators: Other indicator of student performance. (8)
<p>Need: Incorporate Art and enrichment programs for all students.</p> <p>Metric: Improvement in attendance rates and locally established performance metrics. Addresses chronic absenteeism and middle school dropout rate and EL reclassification rates.</p>	5. Develop creative minded and engaged students	All Pupils	All Schools		Student academic progress and performance will improve through increased arts and enrichment integration.	Student academic progress and performance will improve through increased arts and enrichment integration.	Student academic progress and performance will improve through increased arts and enrichment integration.	Student Achievement: Performance on tests (4) Student Engagement: School attendance rates (5) Course Access: Broad Course of Study (7)
<p>Need: Ensure students are aware of their wellness.</p> <p>Metric: Will reduce pupil</p>	6. Continued focus on the health and	All Pupils	All Schools		Students will be more aware of their	Students will be more aware of their	Students will be more aware of their	School Climate: Other Local Measures (6)

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
suspension rates and pupil expulsion rates.	wellness of Lagunitas Students.				own wellness and how they affect the world they live in.	own wellness and how they affect the world they live in.	own wellness and how they affect the world they live in.	
<p>Need: Improve instructional practices through campus facilities improvement and better utilization of space.</p> <p>Metric: Will be measured with the annual Facility Inspection Report and student attendance rates.</p>	7. Ensure school construction planned with the Bond proceeds enhances instruction for students.	All Pupils	All Schools		Students will benefit from improved instructional delivery within the classroom with state of the art facilities and enhanced whole child education by connecting instruction of outdoors and nature.	Students will benefit from improved instructional delivery within the classroom with state of the art facilities and enhanced whole child education by connecting instruction of outdoors and nature.	Students will benefit from improved instructional delivery within the classroom with state of the art facilities and enhanced whole child education by connecting instruction of outdoors and nature.	Basic Services: School Facilities (1)

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Ensure instructional salaries, benefits and professional development are consistent with similar districts.	Pupil engagement: attendance, absenteeism (5) Basic Services: Rate of teacher miss-assignment (1)	Develop a comparative compensation analysis for similar districts. Determine Lagunitas placement on schedule. Determine cost to move to medium of compensation.	LEA - Wide		Review compensation analysis. Will be funded by LCFF revenue sources. Function 1000s \$2,135,706	Review compensation analysis. Will be funded by LCFF revenue sources. Function 1000s \$2,135,706	Review compensation analysis. Will be funded by LCFF revenue sources. Function 1000s \$2,135,706
2. Develop a common understanding of the programs and how parents can participate.	Parental Involvement: promotion of parent participation in programs (3)	A new website will be introduced for the district. Collaborative discussion on information that is meaningful to parent	LEA - Wide		Initial website and framework established. Will be funded by allocation of tech support	Assess progress and modify, implement changes as available. Will be funded by	Assess progress and modify, implement changes as available. Will be funded by

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		community. Clear direction on participation.			and administrative staff. \$16,500 tech, \$12,764 administrative staff	allocation of tech support and administrative staff. \$16,500 tech, \$12,764 administrative staff	allocation of tech support and administrative staff. \$16,500 tech, \$12,764 administrative staff
3. Determine how the Common Core will be utilized within the Lagunitas School District	Basic Services: Pupils have access to standards-aligned materials and Common Core academic content adopted (1, 2) . Course Access: broad course of study (7)	Review common core standards and determine appropriate use within the Lagunitas School District. Obtain curriculum materials and training to ensure appropriate implementation for Lagunitas.	LEA - Wide		Each program will develop Common Core Utilize remaining Common Code implementation funds. \$40,000	As required implement common core standards into current curriculum. Will need to review funding when state funding for common core is determined.	Continue to assess Common Cores standards and implement aspects as needed. Will need to review funding when state funding for common core is determined.

<p>4. For elementary programs ensure all student needs are met and academic intervention provided as required. For middle school ensure all students are prepared for high school.</p>	<p>Student achievement: Performance on tests (4). Other student outcomes: Other student indicators: Other indicator of student performance. (8)</p>	<p>Determine appropriate assessments that respect the vision of the individual programs and the nature of the Lagunitas educational philosophy. Develop plan for early identification for academic intervention and metrics for decisions to discontinue intervention services for individual students. Articulate skills necessary for successful student transition from elementary programs to middle school.</p>	<p>LEA - Wide</p>		<p>Allocate administrative and program staff to define potential assessments and metrics. Will fund from LCFF sources. Professional Development \$6,500, Intervention services \$56,000, Administrative \$280,000</p>	<p>Initiate assessments and establish baseline. Will fund from LCFF sources. Intervention services \$56,000, Administrative \$280,000</p>	<p>Continue assessments develop communication plan to engage parent community. Will fund from LCFF sources. Intervention services \$56,000, Administrative \$280,000</p>
<p>5. Develop creative minded and engaged students</p>	<p>Student Achievement: Performance on tests (4) Student Engagement: School attendance rates (5) Course Access: Broad Course of Study</p>	<p>Review enrichment mins to ensure all students have access to enrichment.</p>	<p>LEA - Wide</p>		<p>Review instructional mins by program. Fund with Parcel Tax. \$630,000</p>	<p>Implement additional mins as determined. Fund with Parcel Tax. \$630,000</p>	<p>Maintain additional mins. Fund with Parcel Tax. \$630,000</p>

	(7)						
6. Continued focus on health and wellness of Lagunitas Students	School Climate: Other Local Measures (6)	Support wellness committee to ensure recommendation get appropriate attention for implementation such as Health Day, food services program, E.L. program.	LEA - Wide		Implement Wellness committee objectives for the year. Will utilize Green Geronimo grant. \$10,000	Implement Wellness committee objectives for the year. Will utilize Green Geronimo grant. \$10,000	Implement Wellness committee objectives for the year. Will utilize Green Geronimo grant. \$10,000
7. Ensure school construction planned with the Bond proceeds enhances instruction both inside and outside the classroom walls.	Basic Services: School Facilities (1)	Ensure staff and administrative time is allocated to school modernization projects. Ensure appropriate reviews are held through project life cycle to ensure educational focus.	LEA - Wide		Develop scope and prioritization. Complete schematic design. Utilize proceeds from Bond sales. Series A \$2,850,000, Series B 1,850,000	Initiate build projects. Utilize proceeds from Bond sales. Series A \$2,850,000, Series B 1,850,000	Consider phase 2 of bond funding and remaining projects. Utilize proceeds from Bond sales. Series A \$2,850,000, Series B 1,850,000

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4. For elementary programs ensure all student needs are met and intervention provided as required. For middle school ensure all students are prepared for high school.	Student achievement: Performance on tests (4). Other student outcomes: Other student indicators: Other indicator of student performance. (8)	For low income pupils: Provide assessment and intervention as needed to ensure academic success.	LEA wide		Ensure academic intervention program continues to provide support to our students of greatest need. Continue Funding of Intervention program with LCFF and other Fed funds. \$86,000	Ensure academic intervention program continues to provide support to our students of greatest need. Continue Funding of Intervention program with LCFF and other Fed funds. \$86,000	Ensure academic intervention program continues to provide support to our students of greatest need. Continue Funding of Intervention program with LCFF and other Fed funds. \$86,000
4. For elementary programs ensure all	Student Achievement: Share of ELs that become English	For English learners: Improve redesignated rate to English	LEA wide		Review ELL intervention program develop recommendations.	Implement recommendations. Continue Funding of Intervention	Assess changes in program. Continue Funding of

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
student needs are met and intervention provided as required. For middle school ensure all students are prepared for high school.	proficient, ELL classification rate.	proficient. Develop a family engagement program.			Continue Funding of Intervention program \$86,000 from Resources 0000 and 5830 Federal Rural Education Achievement Program (REAP) Funds	program. \$86,400 from Resources 0000 and 5830 Federal Rural Education Achievement Program (REAP) Funds	Intervention program. \$86,400 from Resources 0000 and 5830 Federal Rural Education Achievement Program (REAP) Funds
Lagunitas School district does not have foster Students		For foster youth:					
Lagunitas School district does not have redesignated fluent English proficient pupils		For re-designated fluent English proficient pupils:					

- C. 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 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 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.)

For 2014-15 the additional supplemental gap fund is \$19,916. These funds help support two intervention positions. Our intervention program supports all our ELL students and a majority of our low income student.

- D. 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.

For Lagunitas School District the Minimum Proportionality Percentage (MPP) is 1.27%. Of our intervention program's .9 FTE staff .4 FTE or 44.44% is funded by LCFF funds. Our academic intervention program primarily supports EL and a majority of our 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.