

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

**Introduction: Laguna Joint Elementary School is a rural one room school house.**

**LEA: Laguna Elementary School**

**Contact (Name, Title, Email, Phone Number): Luke McCann, Superintendent [lmccann@marinschools.org](mailto:lmccann@marinschools.org); 415/499-5866 LCAP Year: 2014-15**

***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><b><u>LCAP Stakeholders Meeting</u></b></p> <p>A stakeholders meeting was convened at Laguna School on April 16, 2014. Parents were invited to review the goals proposed for the LCAP. Nine stakeholders were in attendance:</p> <ul style="list-style-type: none"> <li>• Pamela Brambila-Principal/Teacher</li> <li>• Karen Sheetz-Teacher</li> <li>• Silvia De La Torre-parent</li> <li>• Erika Gutierrez-parent</li> <li>• Vanessa Vertigan-parent</li> <li>• Martha Marquez-parent</li> <li>• David Lanatti-parent</li> <li>• Jenaro Padilla-parent</li> <li>• Penny Stevenson-MCOE accountant</li> </ul> <p>Pam Brambila and Penny Stevenson explained the purpose of the LCAP and the goals that were proposed.</p>	<p>Parents in attendance expressed agreement with the goals and made some valuable contributions of actions they would like to see included.</p> <p>Jenaro Padilla requested students be allowed to download district purchased i-Pad apps on students’ personal devices. Staff will investigate the district’s ability to make apps available on personal devices as an element of the technology implementation plan described in goal #2</p> <p>Silvia De La Torre made the suggestion that a P.E. instructor be hired to provide students with organized sports at school. This comment is not directly addressed in the LCAP although an action item to promote participation in team sports is included in goal #3.</p> <p>David Lanatti requested the after school homework club be reactivated so students would have access to technology and the internet. This suggestion was incorporated into the LCAP as an action to support Goal #3.</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><b>Need:</b> All teachers need to be highly qualified</p> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>• Student attendance Rates,</li> <li>• Professional development class attendance registers (staff)</li> <li>• Pupil Suspension and Expulsion rates</li> </ul>	#1 All educators will participate in high quality professional development to continue to provide best practice instruction for all students.	All students	Single School District		<p>Students will receive instruction aligned with Common Core best practices and be exposed to pilot Common Core curriculum in Math and Language Arts.</p> <p>Students will be engaged and maintain attendance at school.</p> <p>Students will increase collaboration.</p>	<p>Students will gain more competence navigating technology designed to enhance the Common Core standards</p> <p>Students will be engaged and maintain attendance at school.</p> <p>Students will increase collaboration.</p>	<p>Students will become more autonomous utilizing resources and working collaboratively with classmates</p>	1, 2, 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><b>Need:</b> Students have access to broad course of study</p> <p><b>Metric:</b> Attendance Rates,  SBAC, Test Scores,  CELDT-scores  EL reclassification rates  Report cards</p>	<p>#2 Students will have a quality classroom instruction and curriculum, with a broad course of study keeping with Common Core standards.</p>				<p>Students will develop skills necessary to work collaboratively and independently to meet academic goals.</p> <p>Contribute to lesson/concepts</p> <p>Increase participation rates.</p>	<p>Students will develop skills necessary to work collaboratively and independently to meet academic goals.</p> <p>Contribute to lesson/concepts</p> <p>Increase participation rates.</p>	<p>Students will develop skills necessary to work collaboratively and independently to meet academic goals.</p> <p>Contribute to lesson/concepts</p> <p>Increase participation rates.</p>	<p>2, 4, 7, 8</p>

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><b>Need:</b> All students need to develop "big picture" outside of their small rural community, develop social and life skills</p> <p><b>Metric:</b> Attendance Rates Parent Participation rates Student feedback. Statewide assessments API</p>	#3 Provide students with an enriched education to mitigate geographic isolation and limited opportunities in a one room school house	All Students	Single School District		Students will gain knowledge traveling outside the classroom: logistics, social interaction and enriched exposure to the world.	Students will take an active part in the choices and organization of field trips balanced with a rationale for such field trips.	Students will conduct research on potential field trips, guest speakers, and assemblies aligned with course study.	4, 5, 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><b>Need:</b> Increase parent participation in school programs</p> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>• Attendance in Parent Club &amp; board meetings</li> <li>• Calendar of events</li> <li>• parent participation on field trips.</li> <li>• Parent Survey</li> <li>• School Attendance rates</li> <li>• Chronic Absenteeism</li> </ul>	#4 Maintain and Increase parent participation in school programs.	All Students	Single School District		Students will have parents actively involved in the classroom/school	Students will assist parents with parent led lesson/activity.	Students and parents will work together creating a lesson to share or performing a task at school.	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><b>Need:</b> Students and family will understand the importance of good nutrition</p> <p>Students need to be healthy to learn</p> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>• Income Verification</li> <li>• School Lunch Counts, Meal counts</li> <li>• Attendance rates.</li> <li>• Absenteeism rates</li> </ul>	#5 Increase student and families understanding about the importance of good nutrition.	All Students	Single School District		<p>Students will have necessary nutrition to be actively engaged in learning, physical education and social interaction.</p> <p>Students and families will understand what good foods are.</p> <p>Students will understand the importance of exercise.</p> <p>Students will be engaged in learning.</p>	<p>Students will have necessary nutrition to be actively engaged in learning, physical education and social interaction.</p> <p>Students and families will understand what good foods are.</p> <p>Students will understand the importance of exercise.</p> <p>Students will be engaged in learning.</p>	<p>Students will have necessary nutrition to be actively engaged in learning, physical education and social interaction.</p> <p>Students and families will understand what good foods are.</p> <p>Students will understand the importance of exercise.</p> <p>Students will be engaged in learning.</p>	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><b>Need:</b> All facilities need to be maintained for safety and in good working order</p> <p><b>Metric:</b></p> <ul style="list-style-type: none"> <li>• FIT Report, Williams Report</li> <li>• Student incident injury report</li> </ul>	#6 Maintain and/or improve school facilities to provide a clean and safe environment.	All Students	Single School District	<p>School ground will be a safe and inviting place for students to play, exercise and socialize.</p> <p>The classrooms will be organized for student autonomy and efficiency.</p> <p>Students will feel safe at school.</p>	<p>School ground will be a safe and inviting place for students to play, exercise and socialize.</p> <p>The classrooms will be organized for student autonomy and efficiency.</p> <p>Students will feel safe at school.</p>	<p>School ground will be a safe and inviting place for students to play, exercise and socialize.</p> <p>The classrooms will be organized for student autonomy and efficiency.</p> <p>Students will feel safe at school.</p>	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 All educators will participate in high quality professional development to continue to provide best practice instruction for all students.	1, 2, 6	Teachers will be offered professional development for Common Core implementation	School/district wide  For low income pupils:  For English learners:  For foster youth:  For redesignated fluent English proficient pupils:		Common Core professional development.  Participate in technology training.  Math Adoption  Review and train staff in CCSS.  Highly qualified staff \$157,307 Source: LCFF, REAP  Professional Development \$2,406 -9 days subs Source: Federal	Purchase Common Core Math adoption Staff training for implementation  Pilot of Common Core Language Arts/ELD program.  Review and train staff in CCSS.  Highly qualified staff \$160,866 Source: LCFF,REAP  Professional Development \$2,406 - 9 days subs Source: Federal	Purchase a Common Core aligned state adopted Language Arts program.  Review and train staff in CCSS.  Highly qualified staff \$164,470 Source: LCFF,REAP  Professional Development \$2,406 5 days subs Source: Federal

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 classroom instruction and curriculum, with a broad course of study keeping with Common Core standards.	2, 4 7, 8	All educators will : 1. participate in Common Core training, 2. Adopt Common Core Curriculum, 3. Purchase Common Core state standards. CA state adopted texts and workbooks, Provide a technology program to enhance learning.	School/district wide  For low income pupils:  For English learners:  For foster youth:  For redesignated fluent English proficient pupils:		Common Core Math pilot programs will be implemented in the classroom.  Technology upgrade: Purchase additional i-pad app,  Explore the Common Core aligned, on-line Lexia program.  Build classroom library with Common Core recommended literature.  Consistent tech support.  Afterschool homework club weekly:  Staff Costs included in Goal 1 Equipment & Supplies: \$12,828 Service: \$4,147 Source: LCFF, State, Federal	Adopt Common Core Math program. Continue to pilot or purchase Common Core Language Arts/ELD programs. Continue to build library on on-line resources.  Implement online learning program:  Consistent tech support.  Afterschool homework club will be made available to students on a weekly basis.  Staff Costs included in Goal 1 Equipment & Supplies: \$20,123 Services \$4,300 Source: LCFF, State, Federal	Adopt ELA/ELD curriculum.  Afterschool homework club will be made available to students on a weekly basis.  Consistent tech support.  Pilot Standards based report card  Staff Costs included in Goal 1 Equipment & Supplies: \$20,626 Services: \$1,907 Source: LCFF, State, Federal

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 Provide students with an enriched education to mitigate geographic isolation and limited opportunities in a one room school house.	4, 5, 8	Curriculum will be enhanced with real life experiences, hands on learning and extended learning.  District to offer field trips	School/district wide  For low income pupils:  For English learners:  For foster youth:  For redesignated fluent English proficient pupils:		Schedule four field trips annually.  Schedule Rural School joint assemblies  Schedule Guest Speakers  Information re: Petaluma Parks and Rec, after school sports teams will be made available to interested students.  Field Trips \$2,000 Library \$1,000 Assemblies/Speakers \$500 Source: REAP	Schedule four field trips annually.  Schedule Rural School joint assemblies  Schedule Guest Speakers  Information re: Petaluma Parks and Rec, after school sports teams will be made available to interested students  Field Trips \$2,000 Library \$1,000 Assemblies/Speakers \$500 Source: REAP	Schedule four field trips annually.  Schedule Rural School joint assemblies  Schedule Guest Speakers  Information re: Petaluma Parks and Rec, after school sports teams will be made available to interested students.  Field Trips \$2,000 Library \$1,000 Assemblies/Speakers \$500 Source: REAP

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 Maintain and Increase parent participation in school programs.	3, 5	<p>The Parent Club will actively enlist all parents to contribute to the school community.</p> <p>Laguna staff to communicate with parents regularly about upcoming events and needs - Areas of contribution may include fundraising, classroom lessons, organization/chaperone field trips, attend board meetings...</p> <p>The district will continue to support the ESL class facilitated by West Marin Literacy Group.</p>	<p>School/district wide</p> <p>For low income pupils:</p> <p>For English learners:</p> <p>For foster youth:</p> <p>For redesignated fluent English proficient pupils:</p>		<p>Create a calendar of lessons across the school year.</p> <p>Create a calendar of events/jobs needed throughout the school year in the areas of: gardening, carpentry, cooking and Spanish.</p> <p>Communicate with parents about lessons and volunteer needs by category.</p> <p>Send information home parents about ESL class.</p> <p>Provide space for the ESL class.</p> <p>All costs included in Goals #1,4,6</p>	<p>Create a calendar of lessons across the school year.</p> <p>Create a calendar of events/jobs needed throughout the school year in the areas of: gardening, carpentry, cooking and Spanish.</p> <p>Communicate with parents about lessons and volunteer needs by category.</p> <p>Send information home parents about ESL class.</p> <p>Provide space for the ESL class.</p> <p>All costs included in Goals #1,4,6</p>	<p>Create a calendar of lessons across the school year.</p> <p>Create a calendar of events/jobs needed throughout the school year in the areas of: gardening, carpentry, cooking and Spanish.</p> <p>Communicate with parents about lessons and volunteer needs by category.</p> <p>Send information home parents about ESL class.</p> <p>Provide space for the ESL class.</p> <p>All costs included in Goals #1,4,6</p>



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 Increase student and families understanding about the importance of good nutrition.	3, 5	Schools to provide daily hot lunches and breakfast snacks.  Lunches will be made available to all students.  Students will study physiology and nutrition in science and gain an understanding and appreciation of the importance of good nutrition.	School/district wide  For low income pupils:  For English learners:  For foster youth:  For redesignated fluent English proficient pupils:		Contract with Petaluma City Schools to provide daily hot lunches and breakfast snacks for all students.  Students will study physiology and nutrition in science and gain an understanding and appreciation of the importance of good nutrition.  Communication with parents will include opportunities for meal preparation and garden assistance.  Parents will be provided nutritional information.  Hot Lunches \$1,710 Source: LCFF	Contract with Petaluma City Schools to provide daily hot lunches and breakfast snacks for all students.  Students will study physiology and nutrition in science and gain an understanding and appreciation of the importance of good nutrition.  Communication with parents will include opportunities for meal preparation and garden assistance.  Parents will be provided nutritional information.  Hot Lunches \$1,710 Source: LCFF	Contract with Petaluma City Schools to provide daily hot lunches and breakfast snacks for all students.  Students will study physiology and nutrition in science and gain an understanding and appreciation of the importance of good nutrition.  Communication with parents will include opportunities for meal preparation and garden assistance.  Parents will be provided nutritional information.  Hot Lunches \$1,710 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
					All other items included in Goals #2,4	All other items included in Goals #2,4	All other items included in Goals #2,4
#6 Maintain and/or improve school facilities to provide a clean and safe environment.	5, 6	Maintenance will occur regularly.  Repairs to building and structures will be made.  School facilities will be assessed for necessary updates or needs.	School/district wide  For low income pupils:  For English learners:  For foster youth:  For redesignated fluent English proficient pupils:		Calendar of maintenance will be developed.  The playground blacktop will be resurfaced to prevent accidents.  A map of the world or the United States will be added to the current game lines painted on the blacktop.  Resurface/Map \$2,500 Source: LCFF Calendar cost included in Goal #1 Facilities Maintenance \$16,166 Source: LCFF	Calendar of maintenance will be updated.  Hot water heaters will be added to the bathrooms. The overhead structure and flagpole will be painted.  Hot Water Heaters \$2,500 Source: LCFF Calendar cost included in Goal #1 Facilities Maintenance \$16,676 Source: LCFF	Calendar of maintenance will be updated.  Calendar cost included in Goal #1 Facilities Maintenance \$17,228 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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#2 Students will have a quality classroom instruction and curriculum, with a broad course of study keeping with Common Core standards.	1, 2, 6	All educators will participate in Common Core training,  Adopt Common Core Curriculum,  Purchase Common Core state standards. CA state adopted texts and workbooks,  Provide a technology program to enhance learning.	School/district wide For low income pupils:  For English learners:  For foster youth:  For redesignated fluent English proficient pupils		Common Core Math pilot programs will be implemented in the classroom.  Technology upgrade: Purchase additional i-pad app,  Explore the Common Core aligned, on-line Lexia program.  Build classroom library with Common Core recommended literature.  Consistent tech support.	Adopt Common Core Math program. Continue to pilot or purchase Common Core Language Arts/ELD programs. Continue to build library on on-line resources.  Implement online learning program:  Consistent tech support.  Afterschool homework club will be made available to students on a weekly basis.  Staff Costs	Adopt ELA/ELD curriculum.  Afterschool homework club will be made available to students on a weekly basis.  Consistent tech support.  Pilot Standards based report card  Staff Costs included in Goal 1 Equipment & Supplies: \$20,626 Services: \$1,907 Source: LCFF, State, Federal

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<p>Afterschool homework club weekly:</p> <p>Staff Costs included in Goal 1 Equipment &amp; Supplies: \$12,828 Service: \$4,147 Source: LCFF, State, Federal</p>	<p>included in Goal 1 Equipment &amp; Supplies: \$20,123 Services \$4,300 Source: LCFF, State, Federal</p>	

- 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.)

Laguna Joint School District's increase in funds is estimated to be \$30,295. These funds are expended to support a two-teacher model of instruction, with one of those teachers bilingual 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. The District supports a nutrition program serving all students; and administers the annual CELDT examination and assessments. The District is a single school district with an unduplicated count of students described in 5 CCR 15496(a)(5) equal to 77.78% of the total student population.

- 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.

Laguna Joint School District is providing services for its students of need by a minimum of 24.21% 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 the instructional aide the District previously employed with a highly qualified bilingual certificated teacher is 22.3%. In addition to this extra service level, the District's Principal/lead teacher devotes 2 hours a week to English Language Learner curriculum development, assessments and instructional strategies representing a 5% increase in service above that provided all students. Finally the district supports a homework club to promote access to technology and the internet for low-income students. Staff devote 1 hour weekly to this endeavor representing a service increase of 1.25%.

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.