

Introduction:

LEA: _____ Laguna Joint _____ Contact (Name, Title, Email, Phone Number): _____ Luke McCann Superintendent Designee,
lmccann@marinschools.org (415) 499-5890 _____ LCAP Year: _____ 2015-2018

Introduction:

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

The Laguna Joint School District is dedicated to providing a comprehensive education, encouraging all students to develop to their fullest potential so they may lead meaningful lives and become productive citizens of a diverse society. Our LCAP reflects the diversity and uniqueness of our setting.

Laguna School appears to be a school right out of the history books, what is happening inside our doors is exciting. We provide our students with a well-balanced program rich in technology, academic rigor, hands on science labs, art and music. Students in grades 3–6 have their own iPads, as well as a computer lab equipped with 3 iMacs and 6 Dell computers. The younger students have access to an iMac and three PC computers. Technology is integrated throughout the curriculum. We continue to provide our students with a high quality, personalized education. It is a truly unique education experience.

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

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

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

| Involvement Process | Impact on LCAP |
|---|--|
| <p>April 1, 2015 Meeting with Parent Club: 10 parents were present and 2 staff. The 2014-15 goals were reviewed as well as the stakeholder input that was reviewed from the prior year. It was noted that some of the goals were not met and were suggested to roll forward for the. Homework club was an area of particular interest and will definitely be featured in the 2015-2016 LCAP. Subsequent to this meeting, an individual came forward that is interested in operationalizing this area. More to come.</p> <p>Additionally, other areas of improvement were collected. Playground equipment was suggested, specifically playground structures, tire swing. A shade structure was suggested as well.</p> | <p>Goal #4 In May 2015 a professional expert was hired for the Homework Club. The Homework Club is meeting once a week for 1.5 hours a day. Homework Club will be continued in 2015-16.</p> <p>Additional playground equipment was considered but was not included in the budget at this time. Playground equipment will be considered at a later time.</p> |
| <p>Annual Update: Through the annual update process it was determined that in general all goal areas were relevant and should be continued. However, it was felt that there could be some consolidation of goals, specifically, goal 5 - Nutrition and goal 6 School facilities. These will be combined to a goals that reflects student health/well-being and safety at school. Action steps will reflect these items more accurately than with separate goals.</p> <p>April 7, 2015 - Laguna Board Meeting: Ms. Brambila reviewed the prior year goals, provided a summary of the growth against the goals and areas that did not have enough development. Of those goals, the board also heard about the input from parents and what they found important. Ms. Brambila also provided insight on what goals she felt should move forward.</p> | <p>Annual Update: <i>These goals have been combined and are shown as Goal #5 for 2015-16.</i></p> <p>After Prop 39 funding is approved additional budget may be added to include a shade structure from these funds. If the funding application is not improved to add the shade structure the funding would have to come from the district's general fund.</p> |

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (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.

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

Goal: Describe the goal.

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

| | | |
|--------------|---|--|
| GOAL: | Goal 1: – All educators will participate in high quality professional development to continue to provide best practice instruction for all students. | Related State and/or Local Priorities: 1 ✓ 2 ✓3 COE only: 9__ 10__ Local : Specify _____ |
|--------------|---|--|

| | | | |
|--------------------------|--|--------------------------------------|--|
| Identified Need : | Identified Need: All teachers need to be highly qualified | | |
| | Metric: Highly Qualified teachers, parent survey, professional development records, student survey; student attendance rate | | |
| Goal Applies to: | Schools: | Other :Single School District | |
| | Applicable Pupil Subgroups: | All | |

LCAP Year 1: 2015-16

| | |
|---|---|
| Expected Annual Measurable Outcomes: | Students will gain more competence navigating technology designed to enhance the Common Core standards Students will be engaged and maintain attendance at school. Students will increase collaboration. Teachers will be highly qualified and well trained. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|---------------------------------|--|---|
| <ul style="list-style-type: none"> Pilot Common Core Math adoption Staff training for implementation – staff to participate in training related to this adoption. Pilot of Common Core Language Arts/ELD program and continue with purchased program until final list is approved by the state for pilot. Review and train staff in CCSS. | Other (School/dist rict wide) | ✓All | Salaries & Benefits \$166,037: LCFF: \$159,332 Federal: \$1,616 REAP: \$5,089 |

LCAP Year 2: 2016-17

| | |
|---|---|
| Expected Annual Measurable Outcomes: | Students will gain more competence navigating technology designed to enhance the Common Core standards Students will be engaged and maintain attendance at school. Students will increase collaboration. Teachers will be highly qualified and well trained. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|---------------------------------|--|--|
| <ul style="list-style-type: none"> Pilot a Common Core aligned state adopted Language Arts program. Staff to begin participating in training related to the use and implementation of ELA/ELD materials. Review and train staff in CCSS. | Other (School/dist rict wide) | ✓All | Salaries & Benefits \$169,682 LCFF:\$162,848 Federal:\$1,646 REAP: \$5,188 |

LCAP Year 3: 2017-18

| <p>Expected Annual Measurable Outcomes:</p> | <p>Students will become more autonomous utilizing resources and working collaboratively with classmates. Students will be engaged and maintain attendance at school.</p> | | |
|---|--|---|---|
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <ul style="list-style-type: none"> Participate in professional development that will be related to STEM and Next Generation Science Standards. | <p>Other (School/district wide)</p> | <p>✓All</p> | <p>Salaries & Benefits \$173,337 LCFF: \$166,398 Federal: \$1,673 REAP: \$5,266</p> |

| | | |
|-------|---|--|
| GOAL: | Goal 2: – Students will have a quality classroom instruction and curriculum, with a broad course of study keeping with Common Core standards. | Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 COE only: 9__ 10__ Local : Specify _____ |
|-------|---|--|

| | |
|-------------------|--|
| Identified Need : | <p>Identified Need: _Students have access to broad course of study</p> <p>Metric: Standardized Tests, API Scores, EL CELDT Progress, EL Reclassification Rate, Common Core implementation, Access to a broad course of study, report cards</p> |
|-------------------|--|

| | | |
|------------------|--------------|---------------------------------|
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All |
|------------------|--------------|---------------------------------|

LCAP Year 1: 2015-16

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Students will develop skills necessary to work collaboratively and independently to meet academic goals. Contribute to lesson/concepts Increase participation rates. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|--------------------------------|--|--|
| <ul style="list-style-type: none"> Adopt Common Core Math program. Continue to pilot or purchase Common Core Language Arts. Continue to build library on on-line resources. Consistent tech support. | Other (School/district wide) | <input checked="" type="checkbox"/> All | Textbooks \$5,000 Library \$1,000 Supplies \$7,501 Services \$6,096 FUNDING Sources: LCFF: \$6,096 REAP: \$6,000 Lottery: \$1,590 |
| <ul style="list-style-type: none"> Continue to pilot or purchase Common Core English Language Development programs. Implement online learning program: Afterschool homework club will be made available to students on a weekly basis. | Other (School/district wide) | <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesigna ___ Other Subgroups:(Specify) _____ | Costs are included in Action #1 |

LCAP Year 2: 2016-17

| Expected Annual Measurable Outcomes: | Students will develop skills necessary to work collaboratively and independently to meet academic goals. Contribute to lesson/concepts Increase participation rates. | | |
|---|--|--|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> Adopt English Language Arts Curriculum. Continue to build library on on-line resources. Consistent tech support. Afterschool homework club will be made available to students on a weekly basis. Pilot Standards based report card | Other (School/district wide) | ✓All | Textbooks \$5,000 Library \$1,000 Supplies \$7,689 Services \$6,401 FUNDING Sources: LCFF: \$6,126 REAP: \$12,334 Lottery: \$1,630 |
| <ul style="list-style-type: none"> Adopt English Language Development curriculum. Afterschool homework club will be made available to students on a weekly basis. | Other (School/district wide) | ✓Low Income ✓Foster Youth ___ Other Subgroups:(Specify) _____ ✓ English Learners ✓ Redesigna | Costs are included in Action #1 |

LCAP Year 3: 2017-18

| Expected Annual Measurable Outcomes: | Students will develop skills necessary to work collaboratively and independently to meet academic goals. Contribute to lesson/concepts. Increase participation rates. | | |
|---|---|---|--|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> Consistently use Common Core aligned report card. Create units of study for Science. | Other (School/district wide) | ✓All Low Income ✓Foster Youth ___ Other Subgroups:(Specify) _____ ✓ English Learners ✓ Redesigna | Textbooks \$5,000 Library \$1,000 Supplies \$7,911 Services \$6,721 FUNDING Sources: LCFF: \$6,161 REAP: \$12,794 Lottery: \$1,677 |

| | | |
|--------------|---|--|
| GOAL: | Goal 3: – Provide students with an enriched education to mitigate geographic isolation and limited opportunities in a one room school house | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____ |
|--------------|---|--|

| | | | |
|-------------------|---|-------------------------------|--|
| Identified Need : | Identified Need: All students need to develop “big picture” outside of their small rural community, develop social and life skills | | |
| | Metric: Behavior data; suspension/expulsion rates; Attendance data; Chronic Absenteeism rate; Dropout rate; student survey | | |
| Goal Applies to: | Schools: | Other :Single School District | |
| | Applicable Pupil Subgroups: | All | |

LCAP Year 1: 2015-16

| Expected Annual Measurable Outcomes: | Students will take an active part in the choices and organization of field trips balanced with a rationale for such field trips. | | |
|--|--|--|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> Schedule four field trips annually. Schedule Rural School joint assemblies Schedule Guest Speakers | Other (School/district wide) | <input checked="" type="checkbox"/> All | Field Trips \$3,000; Assemblies/ Speakers in Goal #2 Federal (REAP) |

LCAP Year 2: 2016-17

| Expected Annual Measurable Outcomes: | Students will conduct research on potential field trips, guest speakers, and assemblies aligned with course study. | | |
|--|--|--|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> Schedule four field trips annually. Schedule Rural School joint assemblies Schedule Guest Speakers Research Petaluma Parks and Rec, after school sports team for interested students. | Other (School/district wide) | <input checked="" type="checkbox"/> All | Field Trips \$3,150; Assemblies/ Speakers in Goal #2 Federal (REAP) |

LCAP Year 3: 2017-18

| Expected Annual Measurable Outcomes: | Students will take an active part in the choices and organization of field trips balanced with a rationale for such field trips. | | |
|--|--|--|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> Schedule four field trips annually. Schedule Rural School joint assemblies Schedule Guest Speakers | Other (School/district wide) | <input checked="" type="checkbox"/> All | Field Trips 3,308; Assemblies/ Speakers in Goal #2 Federal (REAP) |

| | | |
|------|--|--|
| GOAL | Goal 4: - Maintain and Increase parent participation in school programs. | Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ COE only: 9__ 10__ Local : Specify _____ |
|------|--|--|

| | |
|-------------------|--|
| Identified Need : | Identified Need: Increase parent participation in school programs Metric: Parent survey; staff survey; Student Survey |
|-------------------|--|

| | |
|------------------|---|
| Goal Applies to: | Schools: _____ Other :Single School District Applicable Pupil Subgroups: _____ All |
|------------------|---|

| |
|-----------------------------|
| LCAP Year 1: 2015-16 |
|-----------------------------|

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | Students will assist parents with parent led lesson/activity. |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|--------------------------------|--|-----------------------------------|
| <ul style="list-style-type: none"> • Create a calendar of lessons for the school year. • Create a calendar of volunteer opportunities • Communicate with parents about lessons | Other (School/district wide) | <input checked="" type="checkbox"/> All | All costs included in Goals #1, 2 |
| <ul style="list-style-type: none"> • Send information to parents about ESL class. • Provide space for the ESL class. | Other (School/district wide) | <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated __ Other Subgroups:(Specify) _____ | All costs included in Goals #1, 2 |

| |
|-----------------------------|
| LCAP Year 2: 2016-17 |
|-----------------------------|

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Students and parents will work together creating a lesson to share or performing a task at school. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|--------------------------------|--|-----------------------------------|
| <ul style="list-style-type: none"> • Create a calendar of lessons for the school year. • Create a calendar of volunteer opportunities • Communicate with parents about lessons | Other (School/district wide) | <input checked="" type="checkbox"/> All | All costs included in Goals #1, 2 |
| <ul style="list-style-type: none"> • Send information to parents about ESL class. • Provide space for the ESL class. | Other (School/district wide) | <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated __ Other Subgroups:(Specify) _____ | All costs included in Goals #1 2 |

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

Students and parents will work together creating a lesson to share or performing a task at school.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|--------------------------------|---|-----------------------------------|
| <ul style="list-style-type: none"> • Create a calendar of lessons for the school year. • Create a calendar of volunteer opportunities • Communicate with parents about lessons | Other (School/district wide) | <input checked="" type="checkbox"/> All | All costs included in Goals #1, 2 |
| <ul style="list-style-type: none"> • Send information to parents about ESL class. • Provide space for the ESL class. | Other (School/district wide) | <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignate ___ Other Subgroups:(Specify)_____ | All costs included in Goals #1, 2 |

| | | | | |
|--------------------------------------|---|--------------------------------|--|--|
| GOAL: | Goal 5: – Provide a safe, and clean school environment that emphasizes healthy eating and physical activity. | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | Identified Need: All facilities need to be maintained for safety and in good working order. All students need to understand the need for exercise and nutrition. Metric: Facilities Inspection Tool | | | |
| Goal Applies to: | Schools: | Other :Single School District | | |
| | Applicable Pupil Subgroups: | All | | |
| LCAP Year 1: 2015-16 | | | | |
| Expected Annual Measurable Outcomes: | School grounds will be a safe and inviting place for students to play, exercise and socialize. The classrooms will be organized for student autonomy and efficiency. Students will feel safe at school. Students will understand the importance of nutrition and taking care of their bodies. | | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| | <ul style="list-style-type: none"> Calendar of maintenance will be updated. Repairs to facilities will take place Hot water heaters will be added to the bathrooms. The overhead structure and flagpole will be painted by parents. Conduct energy efficiency projects per approved Prop 39 plan | Other (School/district wide) | <input checked="" type="checkbox"/> All <hr/> ___ Other Subgroups:(Specify) _____ | Custodial & Maintenance: \$14,792 Funding Sources: LCFF \$14,049 Capital Outlay Prop 39: \$42,222 |
| | <ul style="list-style-type: none"> Hire Physical Education Aide to facilitate better PE programs for students at all grade levels. Inform parents about opportunities for physical activities for children. | LEA-wide | <input checked="" type="checkbox"/> All <hr/> ___ Other Subgroups:(Specify) _____ | Staff costs included in Goal #1 LCFF: |
| | <ul style="list-style-type: none"> Increase the number of days for hot lunch from two to three days a week. | LEA-wide | <input checked="" type="checkbox"/> All <hr/> ___ Other Subgroups:(Specify) _____ | Services: \$2,251 LCFF |
| | <ul style="list-style-type: none"> Develop units of study for health and nutrition. Continue physiology program as a part of the science curriculum. | LEA-wide | <input checked="" type="checkbox"/> All <hr/> ___ Other Subgroups:(Specify) _____ | Staff costs included in goal 1 |

LCAP Year 2: 2016-17

| <p>Expected Annual Measurable Outcomes:</p> | <p>School ground will be a safe and inviting place for students to play, exercise and socialize. The classrooms will be organized for student autonomy and efficiency. Students will feel safe at school. Students will understand the importance of nutrition and taking care of their bodies.</p> | | |
|--|---|--|--|
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
| <ul style="list-style-type: none"> Calendar of maintenance will be updated. | <p>Other (School/district wide)</p> | <p>✓All</p> <hr/> | <p>Custodial & Maintenance \$15,514 LCFF \$14,752 Lottery \$762</p> |
| <ul style="list-style-type: none"> Maintain part time Physical Education Aide to facilitate better PE programs for students at all grade levels. Continue with PE programs 3 days/week. Inform parents about opportunities for physical activities for children | <p>LEA-wide</p> | <p>✓All</p> <hr/> <p>__ Other Subgroups:(Specify)_____</p> | <p>Staff costs included in Goal #1 LCFF:</p> |
| <ul style="list-style-type: none"> Maintain the hot lunch program at 3 days/week. | <p>LEA-wide</p> | <p>✓All</p> <hr/> <p>__ Other Subgroups:(Specify)_____</p> | <p>Services: \$2,251 LCFF</p> |
| <ul style="list-style-type: none"> Maintain units of study for health and nutrition. Continue physiology program as a part of the science curriculum. | <p>LEA-wide</p> | <p>✓All</p> <hr/> <p>__ Other Subgroups:(Specify)_____</p> | <p>Staff costs included in goal 1</p> |

LCAP Year 3: 2017-18

| <p>Expected Annual Measurable Outcomes:</p> | <p>School ground will be a safe and inviting place for students to play, exercise and socialize. The classrooms will be organized for student autonomy and efficiency. Students will feel safe at school. Students will understand the importance of nutrition and taking care of their bodies.</p> | | |
|--|--|--|--|
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <ul style="list-style-type: none"> Facilities will be maintained in good repair | <p>Other (School/district wide)</p> | <p>✓All</p> <hr/> <p>__ Other Subgroups:(Specify)_____</p> | <p>Custodial & Maintenance \$16,274 LCFF \$15,490 Lottery \$784</p> |
| <ul style="list-style-type: none"> Maintain part time Physical Education Aide to facilitate better PE programs for students at all grade levels. Continue with PE programs 3 days/week. Inform parents about opportunities for physical activities for children | <p>LEA-wide</p> | <p>✓All</p> <hr/> <p>__ Other Subgroups:(Specify)_____</p> | <p>Staff Costs included in Goal #1 LCFF:</p> |
| <ul style="list-style-type: none"> Maintain the hot lunch program @ 3 days/week. | <p>LEA-wide</p> | <p>✓All</p> <hr/> <p>__ Other Subgroups:(Specify)_____</p> | <p>Services: \$1,886 LCFF</p> |
| <ul style="list-style-type: none"> Maintain units of study for health and nutrition. Continue physiology program as a part of the science curriculum. | <p>LEA-wide</p> | <p>✓All</p> <hr/> <p>__ Other Subgroups:(Specify)_____</p> | <p>Staff costs included in goal 1</p> |

Annual Update

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

Guiding Questions:

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

| | | |
|-------------------------------------|--|--|
| Original GOAL from prior year LCAP: | Goal 1 - All educators will participate in high quality professional development to continue to provide best practice instruction for all students. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 COE only: 9__ 10__ Local : Specify _____ |
|-------------------------------------|--|--|

| | | |
|------------------|-----------------------------|-------------------------------|
| Goal Applies to: | Schools: | Other :Single School District |
| | Applicable Pupil Subgroups: | All |

| | | | |
|--------------------------------------|---|------------------------------------|--|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> Students will receive instruction aligned with Common Core best practices and be exposed to pilot Common Core curriculum in Math and Language Arts. Students will be engaged and maintain attendance at school. Students will increase collaboration. | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> Participation in professional development was less than expected. All professional development that occurred was secondary to the mathematics pilot. Student suspension and expulsion rates remained unchanged. Limited to no behavioral concerns are noted for the 2014-2015 school year secondary to teacher professional development. |
|--------------------------------------|---|------------------------------------|--|

LCAP Year: 2014-15

| Planned Actions/Services | | Budgeted Expenditures | Actual Actions/Services | | Estimated Actual Annual Expenditures |
|---|--------------------------------|--|--|----------|--|
| <ul style="list-style-type: none"> Common Core professional development. Participate in technology training. Math Adoption Review and train staff in CCSS. | | Highly Qualified staff \$157,307 PD 9 days subs \$2,406 LCFF, REAP & Federal | <ul style="list-style-type: none"> Release time for release time to participate in discussions about mathematics @ one day attendance at Math publisher's presentation. Weekly Tech support provided ongoing technology training. | | Salaries & Benefits \$159,607 LCFF, Federal |
| Scope of service: | Other (School/district wide) | | Scope of service: | LEA-wide | |
| <input checked="" type="checkbox"/> All | | | <input checked="" type="checkbox"/> All | | |

| | |
|--|---|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | This goal is still relevant. We will continue to pilot a mathematics program and anticipate needing professional development related to the adopted curriculum. |
|--|---|

| | | | | | |
|---|---|---|--|---|---|
| Original GOAL from prior year LCAP: | Goal 2 - Students will have a quality classroom instruction and curriculum, with a broad course of study keeping with Common Core standards. | | | Related State and/or Local Priorities: 1__ 2__ ✓ 3__ 4__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | All | | | |
| | Applicable Pupil Subgroups: | All | | | |
| Expected Annual Measurable Outcomes: | Students will develop skills necessary to work collaboratively and independently to meet academic goals. Contribute to lesson/concepts. Increase participation rates. | Actual Annual Measurable Outcomes: | NO API CELDT rates reflect RFEP Attendance at CCSS - ELD | | |
| LCAP Year: 2014-15 | | | | | |
| Planned Actions/Services | | | Actual Actions/Services | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| 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 Services \$4,147 SOURCES: LCFF, State, Federal | Staff participated in training related to piloting of math programs IPad apps were purchased (Minecraft, Stack the States, Basic Math Skills) Edmentum purchased as an intervention tool | | Instructional Equipment, Supplies & Services \$19,542 LCFF REAP Lottery |
| Scope of service: | Other (School/district wide) | | Scope of service: | | |
| ✓All | | | ✓All | | |
| 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 Services \$4,147 SOURCES: LCFF, State, Federal | Staff participated in training related to piloting of math programs IPad apps were purchased (Minecraft, Stack the States, Basic Math Skills) Edmentum purchased as an intervention tool | | Costs identified in Action #1 |
| Scope of service: | Other (School/district wide) | | Scope of service: | | |
| ✓Low Income ✓ English Learners Other Subgroups:(Specify) _____ | | | ✓All | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Continue this goal. Modify to look more closely at English Language Development standards and STEM programming. | | | |

| | | |
|-------------------------------------|--|---|
| Original GOAL from prior year LCAP: | Goal 3 – Provide students with an enriched education to mitigate geographic isolation and limited opportunities in a one room school house | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ ✓ 5 ✓ 6 COE only: 9__ 10__ Local : Specify _____ |
|-------------------------------------|--|---|

| | | |
|------------------|-----------------------------|-------------------------------|
| Goal Applies to: | Schools: | Other :Single School District |
| | Applicable Pupil Subgroups: | All |

| | | | |
|--------------------------------------|---|------------------------------------|--|
| Expected Annual Measurable Outcomes: | Students will gain knowledge traveling outside the classroom: logistics, social interaction and enriched exposure to the world. | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> Maintained Attendance rates Absenteeism rates remained low Zero suspensions or expulsions in 2014-15 CELDT progress noted as students move from Intermediate to Early Advanced EL reclassification 2 of 6 students in 13-14; no reclassifications noted in 14-15 100% Parent Participation in field trip Student feedback survey was not conducted |
|--------------------------------------|---|------------------------------------|--|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> Schedule four field trips annually. Schedule Rural School joint assemblies Schedule Guest Speakers Disseminate information re: Petaluma Parks and Rec, after school sport teams. | Field trips \$2,000 Assembly/ Speakers \$1,500 Funding Source REAP | <ul style="list-style-type: none"> Field Trips: Safari West, Cinderella movie, Exploratorium, Hearts Desire Beach. Assemblies: Coastal Environmental Awareness; Humane Society; Puppet Show. No action taken re: after school sports teams | Field trips \$2,000 Assembly/ Speakers \$1,500 Funding Source REAP |
| Scope of service: | Other (School/district wide) | Scope of service: | LEA-wide |
| ✓All | | ✓All | |

| | |
|--|---------------------|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Continue this goal. |
|--|---------------------|

| | | | | |
|--|--|---|--|--|
| Original GOAL from prior year LCAP: | Goal 4 – Maintain and Increase parent participation in school programs. | | Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | Other :Single School District | | |
| | Applicable Pupil Subgroups: | All | | |
| Expected Annual Measurable Outcomes: | Students will have parents actively involved in the classroom/school | | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> • 75% of all parents attended Parent meeting • Parent Newsletter sent out bi-monthly • 100% parent participation on field trips • Calendar of events was not developed • Attendance rates are unremarkable. All absences secondary to illness and/or medical appointments. • Absenteeism rates remained low |
| LCAP Year: 2014-15 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| <ul style="list-style-type: none"> • Create a calendar of lessons across the school year. • Create a calendar of events/jobs needed throughout the school year in the areas of: gardening, carpentry, cooking and Spanish. • Communicate with parents about lessons and volunteer needs by category. • Send information home parents about ESL class. Provide space for the ESL class. | All costs included in Goals #1, 4 & 6 | <ul style="list-style-type: none"> • Calendar of lessons created • Calendar of events not developed instead staff relied on spontaneous lesson design ideas between staff and parents. • Parents teaching lessons to students in the area of cooking/Home economics. • Newsletter communicated lesson information • ESL class information sent | Included in Goals #1, #4 & #6 | |
| Scope of service: | Other (School/district wide) | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> All | | | <input checked="" type="checkbox"/> All | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Continue this goal and all actions steps. Possible to include action steps with parents as partners in the classroom – assist in teaching lessons. Consider combining with another goal. | | | |

| | | |
|-------------------------------------|--|--|
| Original GOAL from prior year LCAP: | Goal 5 – Increase student and families understanding about the importance of good nutrition. | Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ COE only: 9__ 10__ Local : Specify _____ |
|-------------------------------------|--|--|

| | | |
|------------------|-----------------------------|-------------------------------|
| Goal Applies to: | Schools: | Other :Single School District |
| | Applicable Pupil Subgroups: | All |

| | | | |
|--------------------------------------|--|------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> Students will have necessary nutrition to be actively engaged in learning, physical education and social interaction. Students and families will understand what good foods are. Students will understand the importance of exercise. Students will be engaged in learning. | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> District contracted with Petaluma schools to provide a lunch program for which 61% of students qualified for free or reduced price lunches. Attendance rates are not significant for outstanding absences. All absences secondary to illness or medical appointment. |
|--------------------------------------|--|------------------------------------|---|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|----------------------------------|--|--|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Applications for NSLP – 11 of 17 students qualify. Petaluma City Schools is contracted to provide lunches. Exercise program conducted regularly – Monday and Wednesday from 2:00 to 2:30 and 2:15 to 2:45 on Tuesday, Thursday. Science program included nutrition and awareness of the human body, its function and how nutrition impacts growth and use. | Food Services \$1,710 Source LCFF Health Inspection \$541 Source LCFF |
| Scope of service: | Other (School/district wide) | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> All | | <input checked="" type="checkbox"/> All | |

| | |
|--|---|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Merge this goal with the district’s goal for safe facilities. Continue these action steps. Expand the hot lunches to more days in the week. |
|--|---|

| | | |
|-------------------------------------|---|---|
| Original GOAL from prior year LCAP: | Goal 6 – Maintain and/or improve school facilities to provide a clean and safe environment. | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 ✓ 6 ✓ COE only: 9__ 10__ Local : Specify _____ |
|-------------------------------------|---|---|

| | | |
|------------------|-----------------------------|-------------------------------|
| Goal Applies to: | Schools: | Other :Single School District |
| | Applicable Pupil Subgroups: | All |

| | | | |
|--------------------------------------|--|------------------------------------|---|
| Expected Annual Measurable Outcomes: | School ground will be a safe and inviting place for students to play, exercise and socialize. The classrooms will be organized for student autonomy and efficiency. Students will feel safe at school. | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> FIT Report – good to excellent rating overall for the condition of the school. Williams Report Student incident/injury report unremarkable for any injuries at school Survey Student attendance rates are not significant for any substantive decreases. Most absences are attributed to seasonal illness. Dropout rates do not apply. No students were suspended or expelled. Measurement of student engagement on task is not directly done, however global observation would suggest that students are engaged in learning and feel comfortable in the school setting. Student survey results suggest that they are happy and feel well cared for at school. |
|--------------------------------------|--|------------------------------------|---|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|--|--|--|---------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> 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 -LCFF Calendar: goal #1 Facilities Maintenance \$16,166 - LCFF | <ul style="list-style-type: none"> This was an area identified by parents as a priority A calendar was created. The playground was not yet re-surfaced in 2014-2015 | Custodial & Maintenance \$20,290 LCFF |
| Scope of service: | Other (School/district wide) | Scope of service: | LEA-wide |
| ✓All | | ✓All | |

| | |
|--|---|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | This goal will be continued. Change Priority to #1. |
|--|---|

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).
- Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.
 - For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|--|----------|
| Total amount of Supplemental and Concentration grant funds calculated: | \$33,537 |
| Laguna Joint School District’s increase in funds is estimated to be \$33,537. 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 76% of the total student population. | |

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

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

| | | |
|-------|---|---|
| 25.57 | % | Laguna Joint School District is providing services for its students of need by a minimum of 25.57% more than is provided to all of the District’s students by providing a 2 teacher model to serve 17 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 38.6%. 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 1.5 hours weekly to this endeavor representing a service increase of 1.88%. |
|-------|---|---|

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

01-13-15 [California Department of Education]