

Introduction:

LEA: Lagunitas Elementary Email: www.lagunitas.org Phone: (415) 488-9421 LCAP Year: 2015-18

Local Control and Accountability Plan and Annual Update Template

We are a community, committed to continuous improvement in our educational effectiveness, aimed at fulfilling the needs of each individual student. We strive for quality, balancing academic excellence, social awareness, civic responsibility, and self esteem in a safe and attractive learning environment where all participants benefit. We value parental choice and involvement, collaborating with staff, students, and Board to ensure that programs continue to be responsive, operations become ever more efficient, and educational opportunity continues to be optimized.

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The Lagunitas School District offers unique educational programs within a beautiful setting. Our district is committed to providing a variety of educational choices within the public school system. The district encompasses three educational programs: The Montessori Program (K-5), the Open Classroom Program (K-6), and the Middle School (6-8).

Student enrollment for the two schools combined is approximately 300. The Lagunitas School District is located in Marin County, 6 miles west of Fairfax off Sir Frances Drake Boulevard. The small, rural school district is tucked away in the beautifully scenic woodland of the unincorporated San Geronimo Valley.

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

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

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the

state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each 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
The process to be used at Lagunitas to develop their LCAP was reviewed at Board Meetings	Has ensured board is clear on the process of developing the LCAP. No additional input was received.

Annual Update: No Description Entered	Annual Update:
Involvement Process	Impact on LCAP
A questionnaire was created and distributed to all staff and the parent community. The questionnaire was built around 8 priorities grouped into the three main categories.	Provided a vehicle for community and staff to identify needs which has helped inform the development of the LCAP. 32 responses were received with 20 pages of comments. Comments around EL and assessment have help developed our needs.
Annual Update:	Annual Update:
Involvement Process	Impact on LCAP
District Administration reviews results of questionnaire to determine community and staff needs and interests.	District administration was able to see themes and interests from the Lagunitas educational community. There were 15 comments or questions about our EL program which resulted in the addition of a re-designation rate action for our 4. Goal in section 3B.
Annual Update:	Annual Update:
Involvement Process	Impact on LCAP
District administration collects available assessment information (STAR. API, AYP) results to determine needs. District developed goals based on needs and input from community and staff from questionnaire	By reviewing our SARC and EL reports we determined that we have not been moving our EL students to English proficiency. An action was added to goal 4. in section 3B to measure re-designation rates. From our SARC report we determine that through 2012-13 suspensions were on the rise. It is expected that this year we will see a decline in suspensions with the implementation of Restorative Justice and Solution Team programs. No additional action required.
Annual Update:	Annual Update:
Involvement Process	Impact on LCAP
District administration develops draft goals based on needs and input from community and staff.	Allowed administration to consolidate thinking on Needs, Goals and Actions.
Annual Update:	Annual Update:
Involvement Process	Impact on LCAP

Meeting with staff, bargaining units to review LCAP and obtain input making changes as needed.	Staff identified the need to expand our actions for Goal 4. in section 3B to include a EL family engagement program.
Annual Update:	Annual Update:
Involvement Process	Impact on LCAP
Meeting with Joint school site council to obtain input making changes as needed.	The joint school site council approved the draft LCAP and did not include any additional input.
Annual Update:	Annual Update:
Involvement Process	Impact on LCAP
Board holds a public hearing on LCAP	A public hearing was held on 5/21/14. No additional input was received by the board.
Annual Update:	Annual Update:

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:	1. Develop articulated expectations for student achievement at developmentally appropriate levels from kindergarten through grade 8 in mathematics and reading. Ensure that benchmarks are consistent with the expectations of the different programs.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	Identified Need: There is no reliable measure for student academic growth in key curricular areas across programs. Metric: Teacher Misassignment, CCSS Implementation		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Faculty will work collaboratively to develop shared expectations that can be addressed through the unique programs. Student will have the benefit of clearly defined expectations in the key subjects of math and reading. They will understand what it will take to make developmentally appropriate progress.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a community outreach plan to ensure public awareness of the importance of grade level math placement upon graduation from 8th grade.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$1,000 Funding Source(s): Funded with Parcel Tax (RS9040/function 7150 & 2700)
Provide staff development and time for staff to develop shared goals in math and reading. As progress allows, being to use benchmarks to develop program specific assessments or to continue effective assessments already in use,	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$29,264 Funding Source(s): Base: 1,067,902 (Mandated Cost \$\$ - General Fund)
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Faculty will work collaboratively to develop shared expectations that can be addressed through the unique programs. Student will have the benefit of clearly defined expectations in the key subjects of math and reading. They will understand what it will take to make developmentally appropriate progress.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review data generated in year one to asses public understanding of the importance of grade level math in high school.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$1,000 Funding Source(s): General Funds (RS 0000/ Function: 1010)
Use locally developed benchmarks to asses student growth in math and reading.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$29,264 Funding Source(s): Base: 1,067,902 (Parcel Tax /Function: 1010)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Faculty will work collaboratively to develop shared expectations that can be addressed through the unique programs. Student will have the benefit of clearly defined expectations in the key subjects of math and reading. They will understand what it will take to make developmentally appropriate progress.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review data generated in year one to asses public understanding of the importance of grade level math in high school.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$0 Funding Source(s):
Provide time and training for staff to work collaboratively and normalize conversations related specifically to student academic growth.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$0 Funding Source(s): Base: 1,067,902 (Mandated Cost Funds/Function 1010 and Same as Above)

GOAL:	Continue to develop an environmentally sustainable school culture in which students can see the connection between their own health, the health of the community and the planet.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Identified Need: Ensure students are aware of their wellness.
	Metric: Facilities in Good Repair

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:		Hire a garden coordinator to lead outdoor classroom efforts and staff development.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire garden coordinator who will lead implementation of Wellness Committee objectives for the year.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$15,000 Funding Source(s): Garden Grant: 10,000 (Garden Grant - Goal/Function: 1330/1010)
Continue Middle School Emotional Literacy Program and assess its effectiveness by way of student feedback.	Middle School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$12,000 Funding Source(s): (Parcel Tax funds - RS9040/Object/Function: 5840/3110)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:		In collaboration with the Wellness Committee, the school will develop a set of desirable measurable outcomes based on health and sustainability objectives for students. The school will also develop a method of assessing students' progress toward those objectives.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement Wellness committee objectives for the year.	LEA-wide	<input checked="" type="checkbox"/> All	

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Continue Middle School Emotional Literacy Program and assess its effectiveness by way of student feedback.	Middle School	✓All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est. Cost: \$12,000 Funding Source(s): (Parcel Tax - RS9040/Object/Function5840/3110)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Evaluate student progress toward goals and re-evaluate objectives
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to wellness program	LEA-wide	✓All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est. Cost: \$15,000 Funding Source(s): Garden Grant: 0 (Garden Grant-Goal/Function: 1330/1010)
Continue Middle School Emotional Literacy Program and assess its effectiveness by way of student feedback.	Middle School	✓All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est. Cost: \$12,000 Funding Source(s): (Parcel Tax - RS9040/Object/Function: 5840/3110)

GOAL:	Develop an intervention program to ensure that all students are meeting high standards in core subjects.	Related State and/or Local Priorities: 1__ 2__ ✓3__ 4__ ✓5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Metric: Other Tests (Performance on multiple assessments including state and locally developed tools.)		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Provide staff development to facilitate systematic intervention program that makes use of classroom teachers knowledge and expertise and that meets defined criteria for effective response to intervention.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Initiate assessments and establish baseline. Will fund from LCFF sources. Intervention services \$56,000, Administrative \$280,000	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Est.Cost: \$336,000 Funding Source(s): LCFF: 336,000 (Gen Fund Object/Function: 5840/3110 & 7150)
Ensure academic intervention program continues to provide support to our students of greatest need. Continue Funding of Intervention program with LCFF and other Fed funds.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Est.Cost: \$86,000 Funding Source(s): Basic Local Assistantce Funds -SpEd (Object/Function : 5840/3110) and (RS/Function: 3310/1100)
Develop an intervention program that is designed to address specific learning deficits in core subjects: math, reading, writing, science and social studies	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Est.Cost: \$86,400 Funding Source(s): (Function: 1010 & Mandated Costs \$\$)
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Student academic needs are identified and appropriate intervention provided.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue assessments develop communication plan to engage parent community. Will fund from LCFF sources. Intervention services \$56,000, Administrative \$280,000	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$336,000 Funding Source(s): LCFF: 336,000 (Object/Function : 5840/3110 & 7150)
Ensure academic intervention program continues to provide support to our students of greatest need. Continue Funding of Intervention program with LCFF and other Fed funds.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$86,000 Funding Source(s): LCFF Gen Fund (Object/Function : 5840 & 2110/3110 & 1100)
Assess changes in program. Continue Funding of Intervention program.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$86,400 Funding Source(s): (Same as above)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Student academic needs are identified and appropriate intervention provided.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$0 Funding Source(s): LCFF: 0
	LEA-wide	<input type="checkbox"/> All	Est.Cost: \$0

		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Source(s):
Reassess intervention program and change as necessary based on assessment information.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$0 Funding Source(s):
GOAL:	Implement or continue to use instructional strategies and materials that are consistent with the Common Core State Standards and with the Next Generation Science Standards		Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<u>Identified Need:</u> Implementation Plan for the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) that supports program principles. <u>Metric:</u> Standards-aligned Materials, Other Tests (Measured with multiple state, local and teacher driven assessment.)		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Students will continue to participate in learning activities aimed at deep understanding of core concepts rather than on phatic coverage of broad curricula.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Finalize math and reading adoption in both programs.	Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$10,000 Funding Source(s): (RS/Function: 6300/1010 & Mandated Cost Funds)
Provide staff development in order to review and adopt as	LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost: \$10,000

needed materials and strategies consistent with the Common Core		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Funding Source(s): (Function: 2140 & Gen Funds - Mandated Cost \$\$)
As required implement common core standards into current curriculum. Will need to review funding when state funding for common core is determined.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$30,000 Funding Source(s): CommonCore: 30,000 CommonCore: 0 (Gen Fund - Function 7150 & 2700 &1010 with Mandated Cost \$\$)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fully implement curriculum.	Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$0 Funding Source(s):
Provide staff development in order to review and adopt as needed materials and strategies consistent with the Common Core	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Est.Cost: \$10,000 Funding Source(s): (Function: 2140 & Gen Fund Mandated Cost \$\$)
As required implement common core standards into current	LEA-wide	<input checked="" type="checkbox"/> All	Est.Cost: \$30,000

curriculum. Will need to review funding when state funding for common core is determined.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Funding Source(s): CommonCore: 30,000 CommonCore: 0 (RS100 & 6300/Function: 1010 & Gen Fund Mandated Cost \$\$)
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reassess efficacy of adopted curriculum based on local (program specific) assessments.	Elementary	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Est. Cost: \$5,000 Funding Source(s): (RS6300/Obj 5840 & 1300 /Function: 1010,2700,7150)
Provide staff development in order to review and adopt as needed materials and strategies consistent with the Common Core	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Est. Cost: \$10,000 Funding Source(s): (Function: 2140 & Gen Fund Mandated Cost \$\$)
	LEA-wide	<input checked="" type="checkbox"/> All	Est. Cost: \$0

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:(Specify) _____

Funding
Source(s):
CommonCore:
30,000
CommonCore: 0
(Function: 2140
& Gen Fund
Mandated Cost
\$\$)

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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?

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	- 1. Ensure instructional salaries, benefits and professional development are consistent with similar districts.			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Reduction in required academic interventions. Improved attendance.		Actual Annual Measurable Outcomes:	There was no reduction in required academic interventions and no significant change in attendance levels.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Review compensation analysis. Will be funding by LCFF revenue sources. Function 1000s		\$2,135,706 LCFF Funding Function 1000 & 7100	Reviewed compensation as part of certificated bargaining unit negotiations. Reviewed intervention program in-depth to determine effectiveness.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> All			__ ALL		
OR:	__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR:	__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

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

Ensuring parity in terms of staff development and total compensation with similar districts could not be expected to cause a reduction in required academic intervention and improved attendance. In other words, It was not reasonable to expect that the original goal #1 would have a causal effect on the expected annual measurable outcome. In addition, Lagunitas has not been able to find similar districts with which to draw comparisons. In addition, the existing "intervention" system was found to be ineffective in determining appropriate intervention strategies that might reduce referrals. The expenditure of over 2 million dollars for the purpose of reviewing compensation analysis is also unreasonable. It may be that during year one of the LCAP process, the district believed that the expenditure was intended to address the implications of overall compensation and staff development rather than the stated analysis. Due to these significant issues, goal #1 will be completely overhauled an

Original GOAL from prior year LCAP:	- 2. Develop a common understanding of the programs and how parents can participate.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Students will benefit with improved parental involvement in their education	Actual Annual Measurable Outcomes:	No measurable outcomes were recorded
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Initial website and framework established. Will be funded by allocation of tech support and administrative staff. \$16,500 tech, \$12,764 administrative staff	All Base Funding \$29,264 (Gen Fund/function 2700 and 2420)	Website was updated and improved so as to provide for greater parent communication. The district was able to reduce the expense of the new site to a nominal fee for web hosting. (A parent volunteer redesigned the site for no charge.) Links to all programs have been provided that will facilitate a higher level of parent participation in the future and that will provide some structure for parent involvement.	\$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> All		<input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The District goal of improving parent involvement at school, while laudable was presented without a clear method of measuring our progress either quantitatively or qualitatively. As the new website rolls out this spring, we will develop a benchmark measure of parent involvement so that we can see the effectiveness of our efforts. In addition it seems that the website, which was less than state-of-the art is only one method of encouraging parent participation. The goal for the next LCAP should include other methods of accomplishing that task. In addition we do not have a way of defining the student "benefit" of such improvements much less measuring it.	
Original GOAL from prior year LCAP:	- 3. Determine how the Common Core and Next Generation Science Standards will be utilized within the Lagunitas School District		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will benefit from best use of CCSS and NGSS by improving critical thinking and collaborative processing.	Actual Annual Measurable Outcomes:	No measurable outcomes were recorded.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures

Each program will develop Common Core		Base Funding \$40,000 (Gen Fund/Obj 5840/Function: 2140 & 2700 & 7150) LCFF dollars)	2014-2015 was transitional year in terms of developing a deeper understanding of the common core among members of the school staff. As a school with a long history of alternative programs practices, staff recognized that much of what we have done in the past was consistent with what the common core requires. In all three programs, for example, the idea of in depth understanding as opposed to covering material has been a traditional practice for many years. Two particular subject areas, language arts and math were the focus of staff development. New common core- aligned math and language arts curricula were reviewed and the district provided related staff development for teachers.	\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> All			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The goal will be amended to communicate an improved understanding of CCSS and NGSS and to outline a plan by which the programs will address student learning in terms of alignment with the common core. Much of current practice appears to be consistent with the common core philosophy so we should develop robust ways of measuring student progress using local measures. Given the community's historical opposition to standardized testing (and high opt-out rates) it will be important to provide valid measures to ensure that all students are mastering content.		
Original GOAL from prior year LCAP:	- 4. For elementary program ensure all student needs are met and intervention provided as required.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Student academic needs are identified and appropriate intervention provided.	Actual Annual Measurable Outcomes:	No measurable outcomes were recorded.	
LCAP Year: 2014-15				

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Allocate administrative and program staff to define potential assessments and metrics. Will fund from LCFF sources. Professional Development \$6,500, Intervention services \$56,000, Administrative \$280,000	\$342,500 LCFF Funding (General Fund/Function 7100 & 2700 & 1000)	Administration determined criteria for an effective intervention system which was shared publicly on line and as a board of trustees discussion item. Current staffing levels and professional development was examined and a collaborative planning process was begun.	\$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓All		__ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Review ELL intervention program develop recommendations. Continue Funding of Intervention program	\$86,000 (Parcel Tax RS9040 & 4203/Function 1100)	Continued funding intervention program	\$0
Scope of service: LEA-wide		Scope of service: LEA-wide	
__All		__ALL	
OR: __ Low Income pupils ✓English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Ensure academic intervention program continues to provide support to our students of greatest need. Continue Funding of Intervention program with LCFF and other Fed funds.	\$86,000 (Same as Above)	Academic intervention was provided at the same level.	\$0

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ All			__ ALL		
OR: ✓ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The current intervention program was found to be inconsistent with established and research based criteria for response to intervention. Thus rather than relying on it to address intervention needs, the district will work collaboratively with staff to ensure that a new RTI plan is developed that will meet the following requirements: Systematic, Directive, Timely, Delivered by a highly trained staff, Research-Based. A new goal will be developed to address these needs.			
Original GOAL from prior year LCAP:	- 5. Develop creative minded and engaged students			Related State and/or Local Priorities: 1__ 2__ 3__ 4 ✓5 ✓6__ 7 ✓8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Student academic progress and performance will improve through increased arts and enrichment integration.		Actual Annual Measurable Outcomes:	There were no measurable outcomes.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Review instructional mins by program.		General Funds \$630,000 (RS0000/Obj 5840 & 1300 & 1100/Func 7100 & 1010 & 2700)	The Principal reviewed instructional minutes.		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

✓All		__ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal will be removed because no reliable metric for measuring academic progress in each of the three programs. The imperative to develop clear and consistent curricula must precede goals based on measuring growth or metrics as rudimentary as instructional minutes.	
Original GOAL from prior year LCAP:	- 6. Continued focus on the health and wellness of Lagunitas Students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ ✓7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students will be more aware of their own wellness and how they affect the world they live in.	Actual Annual Measurable Outcomes:	Students became more aware of their own wellness by participating in various activities sponsored by the wellness committee. Gardening, composting, nutrition and waste management were addressed in each program. Results are difficult to measure but staff observation indicates an enhanced level of awareness throughout the school.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement Wellness committee objectives for the year.	Garden Grant as above \$10,000 (Goal/Function: 1330/1010)	The wellness committee raised funds and constructed recycling containers that were placed throughout campus. Students were taught to sort types of waste and deposit them in a way that would	\$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
✓All		__ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Wellness will continue to be a focus in the Lagunitas School District as has been the case for many years. As a discreet goal, however, it is appropriate to omit it from the LCAP in order to focus energy and goals that can be measured with greater validity.	
Original GOAL from prior year LCAP:	- 7. Ensure school construction planned with the Bond proceeds enhances instruction for students.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students will benefit from improved instructional delivery within the classroom with state of the art facilities and enhanced whole child education by connecting instruction of outdoors and nature.	Actual Annual Measurable Outcomes:	In 2014-2015 the bulk of facilities planning decisions were made. All decision making was done through the lens of best possible outcomes for students. Since construction will not begin until summer of 2015, it was not possible measure actual outcomes.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop scope and prioritization. Complete schematic design. Utilize proceeds from Bond sales.	\$4,700,000 (Fund 21/Obj 5840)	Identical to planned actions and services. Work was completed in a timely manner	\$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> All		<input type="checkbox"/> ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	It is appropriate to eliminate this goal in 2015-2016. School construction projects will proceed and funding has been provided appropriately. Board and CBOC oversight is robust and funding is by local bond measure and can only be used for this purpose.		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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:	\$50,207
For 2015-16 the additional supplemental grant is \$50,207. These funds help support two intervention positions. Our intervention program provide targeted services that support all our ELL students and a majority of our low income student.	

- 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.

2.5	%	For Lagunitas School District the Minimum Proportionality Percentage (MPP) is 2.5%.
The district has 13 FTE certificated classroom teachers devoted to providing core services to all students. Our intervention program is staffed by a 0.9 FTE certificated teacher; therefore, 7% is the increase that supports EL and a majority of our low income students.		

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).