

LEA: Union Joint Elementary Email: <http://mcoeweb.marin.k12.ca.us/rurals/union> Phone: (707) 762-2047 LCAP Year: 2015-18

Introduction:



For over 110 years Union Elementary School has provided an individualized program dedicated to developing each child to his/her fullest potential academically and socially. Union School is a small school limited to approximately 15 students across grades kindergarten through 6th.

Union Elementary offers a rich educational experience in a one room schoolhouse. Operating since 1895, Union Elementary unites students from different grade levels into one, cohesive classroom where children are encouraged to be individuals and are valued for their uniqueness. Students have the freedom to discover their strengths and work through their challenges while being supported by their peers and schools staff.

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>A stakeholders meeting was convened at Union School on March 11, 2015 and May 6, 2015. Parents were invited to review the 2014-2015 goals as well as engage in a discussion about priorities for LCAP 2015-2016 forward. Translation was available as needed.</p> <p>A student questionnaire was collected.</p> <p>Board members were provided a summary of the 2014-2015 goals and the actions toward them across the year.</p>	<p>Parent input included a request for a family night and swim instruction for the students. A family dinner is planned for Friday, May 29 which is part of Goal #2. Swim lessons are planned as part of our Physical Education program which relates to Goal #4. Also, as requested by a parent, a homework club is being considered in next year's schedule.</p> <p>Student input included thoughtful responses to questions. Please refer specifically to goal number 4 Health/Nutrition and Goal 2 - include more field trips.</p> <p>Goals 3,4 and 5 were directly influenced by the Board's input.</p>
<p><u>Annual Update:</u></p> <p>A stakeholders meeting was convened at Union School on March 11, 2015 and May 6, 2015. Parents were invited to review the 2014-2015 goals as well as a engage in a discussion about priorities for LCAP 2015-2016 forward. Translation was available as needed.</p> <p>Board members were provided a summary of the 2014-2015 goals and the actions toward them across the year.</p> <p>A student questionnaire was collected.</p>	<p><u>Annual Update:</u></p> <p>Parent input included the praise of meeting last year's parent goals and the request for a family dinner night as well as swim lessons as part of the Physical Education curriculum.</p> <p>Goals 3,4 and 5 were directly influenced by the Board's input.</p> <p>Student input included thoughtful responses to questions. Please refer specifically to goal number 4 Health/Nutrition and Goal 2 - include more field trips.</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 – Identify, attract, retain and develop outstanding staff	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 COE only: 9__ 10__ Local : Specify _____
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Identified Need : Identified Need: All teachers need to be highly qualified
Metric: Credential monitoring; Attendance in Common Core professional development (staff); School Attendance Rates, Chronic Absenteeism Rate, Dropout Rate, Suspension Rate, & Expulsion rate; Local measure of collaboration

Goal Applies to: Schools: Other :Single school district
Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Students will be taught by a highly qualified teacher with appropriate credential for the pupil population being served and the subject area being taught. Students will be engaged and will show increased collaboration.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Staff will attend training on Common Core State Standards – Mathematics Staff will attend technology trainings Staff will conduct bi-monthly training with support staff. 	School-wide	<input checked="" type="checkbox"/> All	Salaries & benefits \$137,790
		<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Funding Source(s): LCFF: \$117,448 Federal: \$854 REAP:\$19,488

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Students will be taught by highly qualified teachers with appropriate credential for the pupil population being served and the subject area being taught. Students will be engaged and will show increased collaboration.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Staff will attend training on Common Core State Standards – English Language Arts/English Language Development Staff will attend technology trainings Staff will conduct bi-monthly training with support staff. 	School-wide	<input checked="" type="checkbox"/> All <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)_____	Salaries & Benefits \$139,981 Funding Source(s): LCFF: \$ 119,293 Federal: \$868 REAP: \$19,820

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Students will be taught by highly qualified teachers with appropriate credential for the pupil population being served and the subject area being taught. Students will be engaged and will show increased collaboration.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Staff will attend training on Next Generation Science Standards if available • Staff will attend technology trainings • Staff will conduct bi-monthly training with support staff. 	School-wide	<input checked="" type="checkbox"/> All <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)_____	Salaries & Benefits: \$142,168 Funding Source(s): LCFF: \$121,094 Federal: \$882 REAP: \$20,192

GOAL:	Goal 2- Increase parent/family 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 _____
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Identified Need : **Identified Need:** Increase parent participation in school programs
Metric: Parent Participation (Attendance in Parent Club meetings; Attendance at board meetings) , School Attendance Rates, Chronic Absenteeism Rate, Dropout Rate (Middle school dropout rate)

Goal Applies to: Schools: Other :Single school district
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Students will see their family actively participate in school activities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Provide parent survey about areas of concern, growth, as well as areas of interest for classroom/school participation. Update Calendar of events on website weekly to include opportunities for parent involvement. Communicate with parents through website, homework logs, email, and verbally Offer monthly parent club meetings 	School wide	<input checked="" type="checkbox"/> All <hr/> <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) _____	Est.Cost: \$0 Funding Source(s): Inc. in Goal #5

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Students will see their family actively participate in school activities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Provide parent survey about areas of concern, growth, as well as areas of interest for classroom/school participation. Update Calendar of events on website weekly to include opportunities for parent involvement. Communicate with parents through website, homework logs, email, and verbally Offer monthly parent club meetings 	School wide	<input checked="" type="checkbox"/> All <hr/> <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) _____	Est.Cost: \$0 Funding Source(s): Inc. in Goal #5

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Students will see their family actively participate in school activities		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Provide parent survey about areas of concern, growth, as well as areas of interest for classroom/school participation. • Update Calendar of events on website weekly to include opportunities for parent involvement. • Communicate with parents through website, homework logs, email, and verbally • Offer monthly parent club meetings 	School wide	<ul style="list-style-type: none"> ✓All ✓Low Income ✓Foster Youth ___ Other Subgroups:(Specify)_____ <ul style="list-style-type: none"> ✓ English Learners ✓ Redesigna 	Est.Cost: \$0 Funding Source(s): Included in Goal #5

GOAL:	Goal 3 – Maintain and/or improve school facilities to provide a clean and safe environment.	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 _____
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Identified Need :	Identified Need: All facilities need to be maintained for safety and in good working order		
	Metric: FIT Report, Williams Report		
Goal Applies to:	Schools:	Other : Single School District	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Students will feel safe at school and take pride in their campus
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Develop a recycle program • Maintain a calendar of student jobs • Ongoing facility improvements/need • Hire Handyman building repair • Repairs to facilities will take place • Replacement of hot water heater and other approved energy efficiency projects 	Schoolwide	<input checked="" type="checkbox"/> All _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Maintenance & Operations: \$16,090 Funding Source(s): LCFF: 15,890 Lottery: \$200 Capital Outlay \$40,152 -Prop 39: \$40,152

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students will feel safe at school and take pride in their campus
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Maintain recycling program • Maintain a calendar of student jobs • Ongoing facility improvements/needs • Maintain Handyman 	Schoolwide	<input checked="" type="checkbox"/> All _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Maintenance & Operations: \$16,049 Funding Source(s): LCFF:\$15,844 Lottery: \$205

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
<ul style="list-style-type: none"> Maintain recycling program Maintain a calendar of student jobs Ongoing facility improvements/needs Maintain Handyman 	Schoolwide	<input checked="" type="checkbox"/> All ___ Low Income ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Maintenance & Operations: \$16,847 Funding Source(s): LCFF:\$16,636 Lottery: \$211

GOAL:	Goal 4- Students and families will understand the importance of good nutrition	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 _____
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Identified Need :	Identified Need: Students need to be healthy to learn Metric: Meal program participation and record of parent participation in nutrition program
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Goal Applies to:	Schools: _____ Other : Single school district Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Students will be able to identify what defines healthy vs. not healthy and make choices about nutrition and exercise.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Begin incorporation of nutrition curriculum Send nutrition information home to parents through worksheets, assessments, and websites 	Schoolwide	ALL and <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Food services \$1,200; Funding source LCFF

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students will be able to identify what defines healthy vs. not healthy and make choices about nutrition and exercise.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue nutrition curriculum Send nutrition information home to parents through worksheets, assessments, and websites Create opportunities for parent/guardian participation in nutrition program. Offer swim lessons as part of exercise program 	Schoolwide	ALL and <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Food services \$1,200; Funding source LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Students will be able to identify what defines healthy vs. not healthy and make choices about nutrition and exercise.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Continue nutrition curriculum • Send nutrition information home to parents through worksheets, assessments, and websites • Create opportunities for parent/guardian participation in nutrition program. • Offer swim lessons as part of exercise program 	Schoolwide	ALL and <hr style="border-top: 1px dashed black;"/> ✓ Low Income ✓ English Learners ✓ Foster Youth ✓ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Food services \$1,200; Funding source LCFE

GOAL:	Goal 5– Students will have a quality education with a broad course of study and will be ready to transition to 7th grade.	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 :	Identified Need: Students have access to broad course of study Metric: Standards aligned curriculum, course access; statewide assessments; API, % EL CELDT Progress; EL Reclassification rate; Evidence of student work in hands-on activities and evidence of collaborative learning opportunities.
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Goal Applies to:	Schools: _____ Other : Single school district Applicable Pupil Subgroups: _____ All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Students will have more hands-on and collaborative learning opportunities All students will have access to standards aligned text. All students will continue to achieve and demonstrate improvement across all subject areas.
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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 Mathematics curriculum • Purchase new technology devices/ • Purchase new apps for student learning • Train students on apps/devices • Pilot Common Core ELA/ELD materials • Purchase Chromebooks and iPads 	School wide	✓ All	Textbooks \$5,000 – Instructional Materials & supplies \$8,200 Funding Source(s): LCFF: \$12,000 Lottery: \$1,200

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students will have more hands-on and collaborative learning opportunities All students will have access to standards aligned text. All students will continue to achieve and demonstrate improvement across all subject areas.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Purchase Common Core curriculum for math • Adopt ELA/ELD curriculum • Purchase Chromebooks and iPads • Adopt CC report card • Create/Adopt Common Core Standards aligned report card 	Other (District and school-wide)	✓ All	Textbooks \$5,125 Instructional Materials and supplies \$8,230 Funding Source(s): LCFF: \$12,125 Lottery: \$1,230

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will have more hands-on and collaborative learning opportunities All students will have access to standards aligned text. All students will continue to achieve and demonstrate improvement across all subject areas.</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"> • Purchase ELA/ELD curriculum • Purchase Chromebooks and iPads • Create/Adopt Common Core Standards aligned report card • Pilot Science Curriculum 	<p>School-wide</p>	<p>✓All</p>	<p>Textbooks \$5,274 Instructional Materials and supplies \$8,266 Funding Source(s): LCFF: \$12,274 Lottery: \$1,266</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:	1 – Identify, attract, retain and develop outstanding staff		Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Other :Single school district		
Expected Annual Measurable Outcomes:	Students will be engaged and will show increased collaboration All students will continue to achieve and improve		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Statewide assessments will be made available by report, 2-3 weeks post assessment for students grades 3-6.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
Staff will engage in professional development for: <ul style="list-style-type: none"> Common Core implementation GLAD AERIES Classified staff will participate in lessons designed for Common Core 	Highly qualified staff \$129,161 Source: LCFF, REAP, Federal Professional Development \$562 – 5 days subs Source: LCFF	<ul style="list-style-type: none"> Teacher participation in trainings: <ol style="list-style-type: none"> Common Core Writers Workshop, 10/7/14; Common Core Math Workshop, 11/6/14; Getting Geeky Tech, 12/8/14; Math Publisher's, 1/9/15; Common Core Math, 1/30/15; LCAP 2/23/15 RFEP rates = 0 in 13-14. 4/11 pupils classified EL All teacher/Admin are HQT Absenteeism rate is insignificant Students made observable growth at each grade level. Classified staff attended a Common Core workshop Suspension and Expulsion rates are at 0%. 	Salaries and Benefits \$132,747 Funding Sources: LCFF REAP Substitute Teachers \$562 Funding Sources: LCFF Federal	
Scope of service:	Other (District and school-wide)		Scope of service:	
<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 will be continued with modification to the staff interaction around professional development and team planning.			

Original GOAL from prior year LCAP:	Goal 2 – Students will have a quality education with a broad course of study and will be ready to transition to 7 th grade		Related State and/or Local Priorities: 1__ 2 ✓ 3 4__ 5 ✓ 6__ 7 ✓ 8 ✓ 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 more hands-on and collaborative learning opportunities All students will have access to standards aligned text	Actual Annual Measurable Outcomes:	Students had more hands-on and collaborative learning opportunities All students had access to standards aligned text	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
<ul style="list-style-type: none"> All educators will participate in Common Core training Adopt Common Core Curriculum Purchase Common Core State Standards materials and workbooks Provide a technology infused program to support Common Core Collaborate with other Rurals to create CCSS units of study Common Core aligned report card 	Budgeted Expenditures Tech Consultant \$250 Source LCFF Tech trainings – see subs goal #1 for cost Materials/Supplies \$11,320 Source: LCFF, State & Local	<ul style="list-style-type: none"> Teacher/staff attended Common Core and trainings to infuse technology into curriculum. Piloting GoMath for all grades OnGoing Professional development with Lead Math Mentor Ongoing communication with partner schools. Staff observed in other settings to begin collaboration. Student attendance rates are stable and do not demonstrate any significant decreases. 	Estimated Actual Annual Expenditures \$10,904 Funding Sources: LCFF Lottery Local	
Scope of service:	Other (District and school-wide)		Scope of service:	
✓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 with slight modifications and additions to the actions and further development of a collaboration calendar with other schools for development of CCSS aligned report card.			

Original GOAL from prior year LCAP:	3 – Increase parent/family participation in school programs.		Related State and/or Local Priorities: 1 2 3 ✓ 4__ 5 ✓ 6 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Other :Single School District		
Expected Annual Measurable Outcomes:	Students will see their family actively participate in school activities	Actual Annual Measurable Outcomes:	Families actively participated in school activities	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> Investigate viable options for parent/family participation Communication with parents Provide a calendar of events 	All costs included in Goal 1: Source LCFF	<ul style="list-style-type: none"> Survey of parents – reflected a variety of methods of communication are the best – no specific way identified. Website in place and updated weekly to include all school events. Homework logs and flyers are sent to parents regularly. Parent participation in 2 student led productions, field trips, attendance at monthly Parent Club meetings and parent career day. Email communication of school events. Student attendance rates are stable and do not demonstrate any significant decreases. Other metrics in the Student Engagement category are not significant and/or are not applicable. 	\$0 Included in Goal 1	
Scope of service:	Schoolwide		Scope of service:	Schoolwide
✓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 with slight modifications and additions to the actions.			

Original GOAL from prior year LCAP:	Goal 4- Students and families will understand the importance of good nutrition		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Other : Single school district		
Expected Annual Measurable Outcomes:	Students will be able to identify what defines healthy vs. not healthy		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students are aware of the importance of good nutrition as measured by participation in programs. • Communication with home included increased amount of information pertaining to nutrition.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Investigate lunch programs – Use prop 39 funds to update kitchen appliances if allowable. Conduct ongoing nutrition lessons Provide information to parents about planning healthy meals Plant school garden		\$1,200	<ul style="list-style-type: none"> • No funds were received. Union has qualified and is in place to receive the funds for 15-16. • Nutrition lessons were conducted as a part of the science and health units of study. We participated in a health/self-esteem assembly. • Information was sent home to parents about nutrition as well as the lessons that took place. • School attendance rates did not reflect any significant changes. • Student achievement as measured by growth against report card did not demonstrate a notable change. • Incidences of student behavior were unremarkable. 	\$1,200 LCFF
Scope of service:	Schoolwide		Scope of service:	Schoolwide
			✓_ALL	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Change the Expected Annual Measurable outcomes to something that encompasses Student Health/Wellness and safety – consider changing the name of the goal to expand the focus of what this goal is trying to achieve. The lunch program will continue to be a part of this overarching goal.		

Original GOAL from prior year LCAP:		Goal 5 – Maintain and/or improve school facilities to provide a clean and safe environment.		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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:		Schools:	Other : Single school district		
		Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	Students will feel safe at school and take pride in their campus		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> FIT report reflected good/excellent building status. 	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Develop a recycle program Assign student jobs – campus wide Hire a handyman Staff to participate in Health/Safety Trainings New Shed and storage options 		\$14,478	<ul style="list-style-type: none"> Green recycling can was obtained Weekly student chore chart created and in place. Numerous repairs were conducted on the site: Front lawn replacement, repaired sprinkler system; replacement/repair of sandbox retaining wall; repair of storage units; paint exterior of school and other campus buildings; A maintenance worker was hired and campus issues and a regular maintenance schedule exists. Student led activities around the campus Student behavior was unremarkable Student Survey reflected positive school outlook. Student behavior incidents were unremarkable. 		\$27,364 Funding Sources LCFF Lottery
Scope of service:	Other (District and school-wide)		Scope of service:		
<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners ___ Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners ___ 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?		Continue this goal with additional action steps pertinent to the ongoing maintenance of the school.			

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:	\$4,611
Union Joint School District’s increase in funds totals \$4,611. These funds are expended to support a nutrition program serving low income students; to provide one-on-one time with English learner and re-designated English proficient students; and to administer the annual CELDT examination and assessments.	

- 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.

3.3	%	Union Joint School District is providing services for its students of need by a minimum of 3.3% more than is provided to all of the District’s students by dedicating 2 hours per week or 5% of the sole certificated teacher’s time to one-on-one instruction with English Learner students, and Re-designated English Proficient students. The district also provides general fund support to provide a nutrition program for low-income students.
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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).