

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction: Big Lagoon Union Elementary School District is a rural single-school K-8 district in Humboldt County. Because it is an elementary district, certain metrics do not apply to the District. State Priority 7 is N/A, as it is an elementary school with self-contained classrooms meeting Fine Arts and PE requirements. These metrics are: share of students that are college and career ready, share of students that pass Advanced Placement exams with a 3 or higher, share of students determined prepared for college by the Early Assessment Program, high school dropout rates, and high school graduation rates.

The district does not have ELS, RFEP OR FY at this time.

The percent of students eligible for Free and Reduced is over 90%, therefore all programs are designed to serve unduplicated count students.

LEA: Big Lagoon Union Elementary School District Contact Rea Erickson, Superintendent, rerickson@nohum.k12.ca.us, 707-677-3688
LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. 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 schoolsite, 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 52066(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>Student surveys were given to K-8 in December and showed a high level of satisfaction with the school in several important areas: 85% of students stated that most of the time they had friends and felt safe, and 50% of the students said they enjoyed their core subjects most of the time. However, only 52% stated the school helped them get along with others. Most suggestions for change included adding more art, music and science.</p> <p>Overall, parent participation continues to be low. Only 29% of parents returned surveys. Overall their perception of the school was positive with an average of 20% increase in the school meeting standards in LCAP priority areas. For example 90% stated the school seeks input and encourages parental participation, up from 42% the prior year. Parents were particularly concerned with email to increase communication, bullying and science in their comments.</p> <p>Staff return of surveys was low, and therefore input was taken at a staff meeting on January 21, 2015 A main concern was enrollment. Some ideas discussed were visitation days, advertising, fundraising, grant writing, involving community, continuing the basketball program, training staff for waterfront safety, and adding counseling services. The site council included community members who stated nearly identical ideas as the staff.</p> <p>Staff, Parent and Community stakeholders met on February 15, 2015 as the Advisory Committee and were invited to discuss and collect input for 2015-16 LCAP.</p>	<p><i>What got changed....</i></p> <p>Input from the Advisory council, students, parents, staff and community members were focused on adding more music, art, science and PE to the curriculum. Another area of concern was providing counseling services and bullying prevention. This will have to go unfunded due to decrease in enrollment and funds. Ideas for increasing parent involvement included an email version of the newsletter. In addition, many suggested that the school hold more events like plays to bring parents in.</p> <p>The Advisory Council recommended adding purchase of science and PE materials to support teachers. They were also concerned about food needs of low-income students outside of school hours. Volunteers will seek donations. In addition, volunteers provide hundreds of hours of student academic support at no cost.</p>

3/2/2016

Annual Update 14 - 15:

The School Board discussed the Annual update on April 14, 2015 giving their input.

The Advisory/Site Council met on April 16th, 2015 and reviewed the annual update, and a draft of the LCAP for 2015-18.

BLUSD CTA met on April 22nd and reviewed the LCAP reviewed the annual update, and a draft of the LCAP for 2015-18.

The School Board held a meeting on May 19th to review a draft of the LCAP for 2015-18.

The School Board held a Public Hearing on June 9, 2015 to take input on the final draft.

Annual Update: 14- 15

The board wanted stakeholders to know that the PTO has brought in guest art, music, lecturers, and center activities for enrichment, without spending any LCAP funds. The board was concerned with declining funds and staff due to declining enrollment. Expenditures towards goals will need to be limited.

The review of the annual update showed that the school met most of its goals. Reading intervention to increase literacy skills was revealed to be a goal that was not addressed this year. In addition, the wellness plan has not been addressed. Also, materials for bullying prevention are needed. More effort to inform parents of upcoming events and volunteer activities will be needed.

BLUSD CTA discussed purchase of social skills curriculum and science materials.

The board addressed the Advisory/Site councils concern regarding the home food supply, noting that Food for People offers a program that Trinidad Civic Club would help fund. The program requires several hours of volunteer time each week. The board would also like to see an increase in PTO involvement in the area of fundraising.

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.

3/2/2016

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

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 schoolsites 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 schoolsite 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).

Actions/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 schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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: Conditions of Learning will include highly qualified teachers, student access to standards aligned instructional materials, facilities in good repair and implementation of Common Core Standards.		Related State and/or Local Priorities: 1__X_ 2__X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	1. NCLB qualified teachers 2. Access to ELA CC aligned materials. 3. Facilities in good repair and safe ramps on buildings, window replacement, and electrical upgrading.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Metrics: 1. Teacher credentials, 2. textbook inventory, budget report 3. FIT, budget report 4. The district LCAP/budget		Outcomes: 1. 100% of BL will be highly qualified per NCLB. There will be no teacher misassignments. 2. 100% student access to standards aligned instructional materials. A CC aligned ELA adoption will be identified. Teacher will receive CC professional development. 3. Facilities will receive maintenance as outlined in the FIT. 4. The budget and LCAP will meet standards.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1.1 100% of BL will be highly qualified per NCLB. There will be no teacher misassignments. 1.2 1.2 Administrator will monitor credentials and qualifications of teachers.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		1.1 Teacher Salaries \$142,582 RS 0000, 1100, 1400, 4035,5820 OBJ 1100 1.2 Admin \$4,480 RS 0000 OBJ 1301,1303
2.1 100% student access to standards aligned instructional	Schoolwide	X_ALL		2.1 Instructional

<p>materials. 2.2 33 % of teachers will attend professional development in CC. 2.3 Release time for teachers to review CC aligned ELA materials, and pilot them. 2.4 Administrator will provide oversight and adoption rationale.</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Materials \$2,000 RS 0000, OBJ 4310 2.1 HERC Contract \$1,250 RS 0000, OBJ 5812 2.2 Prof. Dev. \$100 RS000, OBJ 5210 2.3 Substitutes \$105 RS 0000, OBJ 1140 2.4 Admin \$8,960 RS 0000, OBJ 1301,1303</p>
<p>3.1 Facilities will receive custodial care and maintenance as outlined in the FIT. Basic functions of the building will be funded. 3.2 The ramps on the library and art buildings will be replaced. Special Reserve Bldg fund will be main fund 3.3 Administrator will coordinate projects and monitor facility.</p>	<p>Schoolwide</p>	<p>X_ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>3.1 Custodial \$25,522 RS 0000, OBJ 2213 3.1 Maintenance salary \$12,831 RS000, OBJ 2214 3.1 Materials \$4,000 FU40, RS 0053, OBJ 5631 3.1 Elec/water garbage/security \$17,000 RS0000, OBJ 5510, 5520, 5530, 5560,5804, 3.3 Admin \$8,960 RS 0000, OBJ 1301,1303</p>

<p>4.1 Superintendent will oversee all aspects of the school district, including the LCAP/budget. 4.2 The Coop will assist with funding and LCAP 4.3 NOHUM will provide accounting and budget/LCAP assistance 4.4 HCOE will provide Accounting & Information software support 4.5 The Auditor will verify proper accounting and procedures</p>	<p>Schoolwide</p>	<p>X_ALL</p>	<p>4.1 Supt. Salary \$17,920 RS 0000, OBJ 1301,1303 4.2 coop contract \$800 RS0000, OBJ 5811 4.3 NOHUM contract \$17,350 RS 0000, OBJ 5800 4.4 HCOE Info Network contract \$2,653 RS0000, OBJ 5845 4.5 Auditor \$8,500 RS0000, OBJ 5822</p>
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<p align="center">LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: 1. Teacher credentials 2. textbook inventory, budget report 3. FIT, budget report 4. The district LCAP/budget</p>	<p>Outcomes: 1. 100% of BL will be highly qualified per NCLB. There will be no teacher misassignments. 2. 100% student access to standards aligned instructional materials. A CC aligned ELA adoption will be purchased. Teacher will receive CC professional development. 3. Facilities will receive maintenance as outlined in the FIT. 4. The budget and LCAP will meet standards.</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>
<p>1.1100% of BL will be highly qualified per NCLB. There will be no</p>	<p>Schoolwide</p>	<p>X_ALL</p>	<p>Teacher Salaries</p>

<p>teacher misassignments. 1.2 Administrator will monitor credentials and qualifications of teachers.</p>		<p>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)_____</p>	<p>\$142,582 RS 0000, 1100, 1400, 4035,5820 OBJ 1100 Admin, \$4,480 RS 0000 OBJ 1301,1303</p>
<p>2.1 100% student access to standards aligned instructional materials. 2.2 33 % of teachers will attend professional development in CC. 2.3 Release time for teachers to review CC aligned ELA materials, and pilot them. 2.4 Administrator will provide oversight and adoption rationale.</p>	<p>Schoolwide</p>	<p>X_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)_____</p>	<p>2.1 Instructional Materials \$2,000 RS 0000, OBJ 4310 2.1 HERC Contract \$1,250 RS 0000, OBJ 5812 2.2 Prof. Dev. \$100 RS000, OBJ 5210 2.3 Substitutes \$105 RS 0000, OBJ 1140 2.4 Admin \$8,960 RS 0000, OBJ 1301,1303</p>
<p>3.1 Facilities will receive custodial care and maintenance as</p>	<p>Schoolwide</p>	<p>X_ALL</p>	<p>3.1 Custodial</p>

<p>outlined in the FIT. 3.2 Windows will be replaced as needed. Special Reserve Bldg .fund will be main fund 3.3 Administrator will coordinate and monitor projects.</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$25,522 RS 0000, OBJ 2213 3.1 Maintenance salary \$12,831 RS000, OBJ 2214 3.1 Materials \$4,000 FU40, RS 0053, OBJ 5631 3.1 Elec/water garbage/security \$17,000 RS0000, OBJ 5510, 5520, 5530, 5560,5804, 3.3 Admin \$8,960 RS 0000, OBJ 1301,1303</p>
<p>4.1 Superintendent will oversee all aspects of the school district, including the LCAP/budget. 4.2 The Coop will assist with funding and LCAP 4.3 NOHUM will provide accounting and budget/LCAP assistance 4.4 HCOE will provide Accounting & Information software support 4.5 The Auditor will verify proper accounting and procedures</p>	<p>Schoolwide</p>	<p>X_ALL</p>	<p>4.1 Supt. Salary \$17,920 RS 0000, OBJ 1301,1303 4.2 coop contract \$800 RS0000, OBJ 5811 4.3 NOHUM contract \$17,350 RS 0000, OBJ 5800 4.4 HCOE Info Network contract \$2,653 RS0000, OBJ 5845 4.5 Auditor \$8,500 RS000, OBJ 5822</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1. Teacher credentials 2. textbook inventory, budget report 3. FIT, budget report 4. The district LCAP/budget 	<p>Outcomes:</p> <ol style="list-style-type: none"> 1. 100% of BL will be highly qualified per NCLB. There will be no teacher misassignments. 2. 100% student access to standards aligned instructional materials. A CC aligned materials will be reviewed. Teacher will receive CC professional development. 3. Facilities will receive maintenance as outlined in the FIT. 4. The budget and LCAP will meet standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 100% of BL will be highly qualified per NCLB. There will be no teacher misassignments. 1.2 Administrator will monitor credentials and qualifications of teachers.</p>	<p>Schoolwide</p>	<p>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1.3 Teacher Salaries \$142,582 RS 0000, 1100, 1400, 4035,5820 OBJ 1100 1.2 Admin \$4,480 RS 0000 OBJ 1301,1303</p>
<p>2.1 100% student access to standards aligned instructional materials. 2.2 33 % of teachers will attend professional development in CC. 2.3 Release time for teachers to review CC aligned ELA materials, and pilot them. 2.4 Administrator will provide oversight and adoption rationale.</p>	<p>Schoolwide</p>	<p>_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>2.1 Instructional Materials \$2,000 RS 0000, OBJ 4310 2.1 HERC Contract \$1,250 RS 0000, OBJ 5812 2.2 Prof. Dev. \$100 RS000, OBJ 5210 2.3 Substitutes \$105 RS 0000, OBJ 1140 2.4 Admin \$8,960 RS 0000, OBJ 1301,1303</p>

<p>3.1 Facilities will receive custodial care and maintenance as outlined in the FIT. 3.2 The electrical system will be upgraded. Special Reserve Bldg .fund will be main fund 3.3 Administrator will coordinate and monitor projects.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> X_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)_____</p>	<p>3.1 Custodial \$25,522 RS 0000, OBJ 2213 3.1 Maintenance salary \$12,831 RS000, OBJ 2214 3.1 Materials \$4,000 FU40, RS 0053, OBJ 5631 3.1 Elec/water garbage/security \$17,000 RS0000, OBJ 5510, 5520, 5530, 5560,5804, 3.3 Admin \$8,960 RS 0000, OBJ 1301,1303</p>
<p>4.1 Superintendent will oversee all aspects of the school district, including the LCAP/budget. 4.2 The Coop will assist with funding and LCAP 4.3 NOHUM will provide accounting and budget/LCAP assistance 4.4 HCOE will provide Accounting & Information software support 4.5 The Auditor will verify proper accounting and procedures</p>	<p>Schoolwide</p>	<p>X_ALL</p>	<p>4.1 Supt. Salary \$17,920 RS 0000, OBJ 1301,1303 4.2 coop contract \$800 RS0000, OBJ 5811 4.3 NOHUM contract \$17,350 RS 0000, OBJ 5800 4.4 HCOE Info Network contract \$2,653 RS0000, OBJ 5845 4.5 Auditor \$8,500 RS000, OBJ 5822</p>

GOAL:	2. Student Achievement: Big Lagoon students will achieve to a high level as measured by multiple indicators, have access to all subject areas, including a rich curriculum and be career and college ready.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X_ 5__ 6__ 7X_ 8X_ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	1. Only 49% of students were performing at grade level in ELA and 46% in Math when tested in prior years on STAR in 2012-13. District Assessments during 2014-15 show 55% at or above grade level in math, and 63% in ELA. 2. While 75% were proficient or advanced in science, the district was not able to replace a science teacher and parents have requested increased emphasis in this area. Parent and student surveys stated a desire for richer curriculum including arts 3. While Physical fitness testing has shown a decline in students at high risk to 36%, student and parents have requested more direct instruction of skills. 4. Low –income students need additional support.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All, Low Income
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Metrics: <ol style="list-style-type: none"> 1. CAASPP and District assessments 2. Teacher lesson plan books 3. Science assessment 4. PFT 	Outcome: <ol style="list-style-type: none"> 1.50% will perform at grade level in ELA and Math on the CAASPP, and 57% will perform at grade level in math and 65% in ELA on district assessments. 2. Teacher lesson plan books will reflect a broad course of study including fine arts, music, and lagoon activities. These courses of study will be available to all students, including students with disabilities. 3. Maintain rate of 75% proficient or above on science assessment. 4.65 % of students will perform in the healthy fitness zone on the PFT.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 33% of teachers or Admin will attend professional development in math or ELA to prepare students for CAASPP and district assessments. 1.2 Administrator will monitor student progress, teacher lesson plans to ensure student access to all subjects, student grades, and coordinate testing. 1.3 Library Aide will provide access to career and college materials. 1.4 Fieldtrips will enrich the curriculum and provide opportunities for career exploration.</p>	Schoolwide	<p><input checked="" type="checkbox"/> X_ALL</p> <hr/> <p>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)_____</p>	<p>1.1 Professional development \$300 RS 0000, OBJ 5210 1.1 Substitutes \$105 RS 0000, OBJ 1140 1.2 Admin \$8,960 RS 0000, OBJ 1301, 1303 1.3 Library Aide \$1,189 RS0000, OBJ 2216 1.4 fieldtrips \$2,000 RS 0210, OBJ 5715</p>
<p>2.1 33% of teachers will attend professional development to integrate science with math and ELA. 2.2 Administrator will monitor progress, lesson plans, and grades, and coach teachers.2.3 An arts rich curriculum will be provided through PTO funds</p>	Schoolwide	<p><input checked="" type="checkbox"/> X_ALL</p> <hr/> <p>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)_____</p>	<p>2.1 Prof. dev. \$100 RS 0000, OBJ 5210 2.1 Substitutes \$105 RS 0000, OBJ 1140 2.2 Admin \$8,860 RS 0000, OBJ 1301, 1303</p>

<p>3.1 33% of teachers will attend professional development in order to plan PE instruction that includes a broad depth of skills. 3.2 Purchase PE equipment. 3.3 Administrator will monitor progress, lesson plans, and grades, and coach teachers.</p>	<p>Schoolwide</p>	<p>X_ALL</p> <p>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)_____</p>	<p>3.1 Prof. dev. \$100 RS 0000, OBJ 5210 3.1 Substitutes \$105 RS 0000, OBJ 1140 3.2 materials \$500 RS 0000, OBJ 4310 Admin \$4,480 RS 0000, OBJ 1301,1303</p>
<p>4.1 An additional teacher will provide low grade span spread. 4.2 Technology support will allow internet access.</p>	<p>Schoolwide</p>	<p>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)_____</p>	<p>4.1 Teacher Salary \$36,212 RS 0000, OBJ 1100 4.2 Tech support \$6,125 RS 0000, OBJ 5847</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1. CAASPP and District assessments 2. Teacher lesson plan books 3. Science assessment 4. PFT 	<p>Outcomes:</p> <ol style="list-style-type: none"> 1.55% will perform at grade level in ELA and Math on the CAASPP, and 60% will perform at grade level in math and 67% in ELA on district assessments. 2. Teacher lesson plan books will reflect a broad course of study including fine arts, music, and lagoon activities. These courses of study will be available to all students, including students with disabilities. 3. Maintain rate of 75% proficient or above on science assessment. 4.66% of students will perform in the healthy fitness zone on the PFT. 	
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>1.1 33% of teachers or Admin will attend professional development in math or ELA to prepare students for CAASPP and district assessments. 1.2 Administrator will monitor student progress, teacher lesson plans to ensure student access to all subjects, student grades, and coordinate testing. 1.3 Library Aide will provide access to career and college materials. 1.4 Fieldtrips will enrich the curriculum and provide opportunities for career exploration.</p>	<p>Schoolwide</p>	<p>X_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.1 Professional development \$300 RS 0000, OBJ 5210</p> <p>1.1 Substitutes \$105 RS 0000, OBJ 1140</p> <p>1.2 Admin \$8,960 RS 0000, OBJ 1301, 1303</p> <p>1.3 Library Aide \$1,189 RS0000, OBJ 2216</p> <p>1.4 fieldtrips \$2,000 RS 0210, OBJ 5715</p>
<p>2.1 33% of teachers will attend professional development to</p>	<p>Schoolwide</p>	<p>X_ALL</p>	<p>2.1 Prof. dev.</p>

<p>integrate science with math and ELA. 2.2 Administrator will monitor progress, lesson plans, and grades, and coach teachers. 2.3 An arts rich curriculum will be provided through PTO funds</p>		<p>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)_____</p>	<p>\$100 RS 0000, OBJ 5210 2.1 Substitutes \$105 RS 0000, OBJ 1140 2.2 Admin \$8,860 RS 0000, OBJ 1301, 1303</p>
<p>3.1 33% of teachers will attend professional development in order to plan PE instruction that includes a broad depth of skills. 3.2 Purchase PE equipment. 3.3 Administrator will monitor progress, lesson plans, and grades, and coach teachers.</p>	<p>Schoolwide</p>	<p>X_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)_____</p>	<p>3.1 Prof. dev. \$100 RS 0000, OBJ 5210 3.1 Substitutes \$105 RS 0000, OBJ 1140 3.2 materials \$500 RS 0000, OBJ 4310 Admin \$4,480 RS 0000, OBJ 1301,1303</p>
<p>4.1 An additional teacher will provide low grade span spread. 4.2 Technology support will allow internet access.</p>	<p>Schoolwide</p>	<p>OR: X_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)_____</p>	<p>4.1 Teacher Salary \$36,212 RS 0000, OBJ 1100 4.2 Tech support \$6,125 RS 0000, OBJ 5847</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1. CAASPP and District assessments 2. Teacher lesson plan books 3. Science assessment 4. PFT 		<p>Outcomes:</p> <ol style="list-style-type: none"> 1.60% will perform at grade level in ELA and Math on the CAASPP, and 62% will perform at grade level in math and 70% in ELA on district assessments. 2. Teacher lesson plan books will reflect a broad course of study including fine arts, music, and lagoon activities. These courses of study will be available to all students, including students with disabilities. 3. Maintain rate of 75% proficient or above on science assessment. 4.67% of students will perform in the healthy fitness zone on the PFT. 	
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 33% of teachers or Admin will attend professional development in math or ELA to prepare students for CAASPP and district assessments. 1.2 Administrator will monitor student progress, teacher lesson plans to ensure student access to all subjects, student grades, and coordinate testing. 1.3 Library Aide will provide access to career and college materials. 1.4 Fieldtrips will enrich the curriculum and provide opportunities for career exploration.</p>	<p>Schoolwide</p>	<p>X_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.1 Professional development \$300 RS 0000, OBJ 5210</p> <p>1.1 Substitutes \$105 RS 0000, OBJ 1140</p> <p>1.2 Admin \$8,960 RS 0000, OBJ 1301, 1303</p> <p>1.3 Library Aide \$1,189 RS0000, OBJ 2216</p> <p>1.4 fieldtrips \$2,000 RS 0210, OBJ 5715</p>	
<p>2.1 33% of teachers will attend professional development to</p>	<p>Schoolwide</p>	<p>X_ALL</p>	<p>2.1 Prof. dev.</p>	

<p>integrate science with math and ELA. 2.2 Administrator will monitor progress, lesson plans, and grades, and coach teachers. 2.3 An arts rich curriculum will be provided through PTO funds.</p>		<p>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)_____</p>	<p>\$100 RS 0000, OBJ 5210 2.1 Substitutes \$105 RS 0000, OBJ 1140 2.2 Admin \$8,860 RS 0000, OBJ 1301, 1303</p>
<p>3.1 33% of teachers will attend professional development in order to plan PE instruction that includes a broad depth of skills. 3.2 Purchase PE equipment. 3.3 Administrator will monitor progress, lesson plans, and grades, and coach teachers.</p>	<p>Schoolwide</p>	<p>X_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)_____</p>	<p>3.1 Prof. dev. \$100 RS 0000, OBJ 5210 3.1 Substitutes \$105 RS 0000, OBJ 1140 3.2 materials \$500 RS 0000, OBJ 4310 Admin \$4,480 RS 0000, OBJ 1301,1303</p>
<p>4.1 An additional teacher will provide low grade span spread. 4.2 Technology support will allow internet access.</p>	<p>Schoolwide</p>	<p>OR: X_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)_____</p>	<p>4.1 Teacher Salary \$36,212 RS 0000, OBJ 1100 4.2 Tech support \$6,125 RS 0000, OBJ 5847</p>

<p>GOAL:</p>	<p>3. Engagement: Parents and families, including parents and families of students with disabilities, will be involved in the school, strengthening support for students. The students will maintain good attendance rates and enrollment will increase. Staff, students, families and community members will state that Big Lagoon School is a safe and healthy environment for learning.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify- _____</p>
<p>Identified Need :</p>	<p>1. Parental participation: conferences-60%, Board/Site Council-3, volunteering-70 hours, surveys-29% and events-60% is low. 2. The attendance rate is 95%, however enrollment is at 35 and declining. 3. School climate surveys had the following results; stakeholders positive perceptions of school safety was at 80%. Student surveys showed that 85% felt safe at school, however only 52% stated that the school helped them learn social skills. Comments from stakeholders included concerns about bullying. 90% of the students are low-income and face food insecurity.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: Low income</p>	
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: 1.Parental participation attendance, 2.Chronic absenteeism rate 3.Surveys, student referrals to office for behavior 4.Middle School Drop-out rate 5.Suspension rate 6.Expulsion rate</p>	<p>Outcomes: 1.Parental participation, including parents and families of students with disabilities, will meet the following attendance goals: conferences-65%, meeting participation-4, volunteering-75 hours, surveys-35% and events-65%. 2.The attendance rate will maintain 95% level, and enrollment will increase to 36. Chronic absenteeism rate will decrease .05% 3.Student surveys will increase to 87% felt safe at school, 55% will state that the school helped them learn social skills. Referrals to the office for bullying and misbehavior will decrease by 3%. 4.Middle School Drop-out rate: a three year average will be calculated as a baseline. 5.Suspension rate: a three year average will be calculated as a baseline. 6.Expulsion rate: a three year average will be calculated as a baseline.</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 Secretary will assist in communication modes will be changed to include e-mail delivery of the newsletter.</p>	<p>Schoolwide</p>	<p><u> </u>_ALL OR: <u> </u>_X_Low Income pupils <u> </u>English Learners <u> </u>_Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>_Other Subgroups:(Specify)_____</p>	<p>Secretary \$8,975 RS 0000, OBJ 2406</p>

1.2 Administrator will write newsletter and conduct meetings such as PTO, site and advisory councils.	Schoolwide	X_ALL	Admin \$8,960 RS 0000, OBJ 1301, 1303
2.1 Transportation will be provided to ensure regular attendance. 2.2 The Secretary will maintain enrollment records and CALPADS, communicating with families regarding attendance.	Schoolwide	_ALL OR: _X_Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	LCAP trans. \$7,000 RS 0210, OBJ 2203 Secretary \$8,975 975 RS 0000, OBJ 2406
2.3 Administrator will produce press releases to promote the school and coordinate events.	Schoolwide	X_ALL	2.3 Admin \$4,480 RS 0000, OBJ 1301, 1303
3.1 Cafeteria Coordinator will continue to track low-income pupils and provide two meals a day. 3.2 Provide playground Monitors to prevent bullying and encourage positive play. 3.3 Professional development in positive school climate. 3.4 Purchase curriculum materials for positive school climate and facilitate small group activities for students. 3.5 Administrator will facilitate and oversee above activities and coordinate updating the wellness plan.	Schoolwide	_ALL OR: _X_Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	3.1 LCAP café contr. \$2,792 FU13 RS 5310, OBJ 8916 3.2 Monitor \$12,665 RS000, OBJ 2901 3.3 PD \$100 RS 0000, OBJ 5210 3.4 Materials \$600 RS0000, OBJ 4310 3.5 Admin \$13,439.52 RS0000, OBJ 1301,1303

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Metrics:

- 1. Parental participation attendance,
- 2. Chronic absenteeism rate
- 3. surveys, student referrals to office for behavior
- 4. Middle School Drop-out rate
- 5. Suspension rate
- 6. Expulsion rate

Outcomes:

- 1. Parental participation, including parents and families of students with disabilities, will meet the following attendance goals: conferences-70%, meeting participation-5, volunteering-80 hours, surveys-40% and events-70%.
- 2. The attendance rate will maintain 95% level, and enrollment will increase to 38. Chronic absenteeism rate will decrease .05%
- 3. Stakeholders positive perceptions of school safety will increase to 84%. Student surveys will increase to 89% felt safe at school, 57% will state that the school helped them learn social skills. Referrals to the office for bullying and misbehavior will decrease by 3%.
- 4. Middle School Drop-out: rate a three year average will be calculated as a baseline.
- 5. Suspension rate: a three year average will be calculated as a baseline.
- 6. Expulsion rate: a three year average will be calculated as a baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Secretary will assist in communication modes will be changed to include e-mail delivery of the newsletter.	Schoolwide	_ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Secretary \$8,975 RS 0000, OBJ 2406
1.2 Administrator will write newsletter and conduct meetings such as PTO, site and advisory councils.	Schoolwide	X_ALL	Admin \$8,960 RS 0000, OBJ 1301, 1303
2.1 Transportation will be provided to ensure regular attendance.	Schoolwide	_ALL	LCAP trans.

<p>2.2 The Secretary will maintain enrollment records and calpads data, communicating with families regarding attendance.</p>	<p>Schoolwide</p>	<p>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)_____</p>	<p>\$7,000 RS 0210, OBJ 2203</p> <p>Secretary \$8,975 975 RS 0000, OBJ 2406</p>
<p>2.3 Administrator will produce press releases to promote the school and coordinate events.</p>	<p>Schoolwide</p>	<p>X ALL</p> <p>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)_____</p>	<p>2.3 Admin \$4,480 RS 0000, OBJ 1301, 1303</p>
<p>3.1 Cafeteria Coordinator will continue to track low-income pupils and provide two meals a day. 3.2 Provide playground monitors to prevent bullying and encourage positive play. 3.3 Professional development in positive school climate. 3.4 Purchase curriculum materials for positive school climate and facilitate small group activities for students. 3.5 Administrator will facilitate and oversee above activities and coordinate updating the wellness plan.</p>	<p>Schoolwide</p>	<p>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)_____</p>	<p>3.1 LCAP café contr. \$2,792 FU13 RS 5310, OBJ 8916</p> <p>3.2 Monitor \$12,665 RS000, OBJ 2901</p> <p>3.3 PD \$100 RS 0000, OBJ 5210</p> <p>3.4 Materials \$600 RS0000, OBJ 4310</p> <p>3.5 Admin \$13,439.52 RS0000, OBJ 1301,1303</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1. Parental participation attendance 2. Chronic absenteeism rate 3. surveys, student referrals to office for behavior 4. Middle School Drop-out rate 5. Suspension rate 6. Expulsion rate 	<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Parental participation, including parents and families of students with disabilities, will meet the following attendance goals:: conferences-75%, meeting participation-5, volunteering-85 hours, surveys-45% and events-75%. 2. The attendance rate will maintain 95% level, and enrollment will increase to 40. Chronic absenteeism rate will decrease .05% 3. Stakeholders positive perceptions of school safety will increase to 86%. Student surveys will increase to 91% felt safe at school, 59% will state that the school helped them learn social skills. Referrals to the office for bullying and misbehavior will decrease by 3%. 4. Middle School Drop-out rate: a three year average will be calculated as a baseline. 5. Suspension rate: a three year average will be calculated as a baseline. 6. Expulsion rate: a three year average will be calculated as a baseline.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Secretary will assist in communication modes will be changed to include e-mail delivery of the newsletter.	Schoolwide	<u>_</u> ALL	Secretary \$8,975 RS 0000, OBJ 2406
		OR: <u>_</u> X <u>_</u> Low Income pupils <u>_</u> English Learners <u>_</u> Foster Youth <u>_</u> Redesignated fluent English proficient <u>_</u> Other Subgroups:(Specify) _____	
1.2 Administrator will write newsletter and conduct meetings such as PTO, site and advisory councils.	Schoolwide	X <u>_</u> ALL	Admin \$8,960 RS 0000, OBJ 1301, 1303
		OR: <u>_</u> Low Income pupils <u>_</u> English Learners <u>_</u> Foster Youth <u>_</u> Redesignated fluent English proficient <u>_</u> Other Subgroups:(Specify) _____	
2.1 Transportation will be provided to ensure regular attendance.	Schoolwide	<u>_</u> ALL	LCAP trans.

<p>2.2 The Secretary will maintain enrollment records and calpads data, communicating with families regarding attendance.</p>	<p>Schoolwide</p>	<p>OR: <input checked="" type="checkbox"/> X_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)_____</p>	<p>\$7,000 RS 0210, OBJ 2203</p> <p>Secretary \$8,975 975 RS 0000, OBJ 2406</p>
<p>2.3 Administrator will produce press releases to promote the school and coordinate events.</p>	<p>Schoolwide</p>	<p>X_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)_____</p>	<p>2.3 Admin \$4,480 RS 0000, OBJ 1301, 1303</p>
<p>3.1 Cafeteria Coordinator will continue to track low-income pupils and provide two meals a day. 3.2 Provide playground monitors to prevent bullying and encourage positive play. 3.3 Professional development in positive school climate. 3.4 Purchase curriculum materials for positive school climate and facilitate small group activities for students. 3.5 Administrator will facilitate and oversee above activities and coordinate updating the wellness plan.</p>	<p>Schoolwide</p>	<p>OR: <input checked="" type="checkbox"/> X_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)_____</p>	<p>3.1 LCAP café contr. \$2,792 FU13 RS 5310, OBJ 8916 3.2 Monitor \$12,665 RS000, OBJ 2901 3.3 PD \$100 RS 0000, OBJ 5210 3.4 Materials \$600 RS0000, OBJ 4310 3.5 Admin \$13,439.52 RS0000, OBJ 1301,1303</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 schoolsites 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:	Goal #1 Student Achievement Big Lagoon students will achieve to a high level as measured by multiple indicators.		Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Big Lagoon School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>We will use performance on standardized tests, the Academic Performance Index, and other indicators of student performance, such as DIBELS. Classroom assessments (formative). Teacher grades will also be used to measure student achievement.</p> <p>All students, including spec ed, have access and are enrolled in all required areas of study.</p>	<p>Outcome</p> <p>Baseline data will be collected from CAASPP scores.</p> <p>Identify other standardized metrics to use to validate student growth</p> <p>Continue to use DIBELS, Results, QRI, and other standardized metrics to assess student achievement in reading; and to use as a diagnostic for extra services.</p> <p>Monitor other indicators of student performance each trimester.</p> <p>Baseline performance level will be determined (% of students at baseline at the end of the year). Students not meeting benchmarks will be identified for appropriate intervention.</p>	Actual Annual Measurable Outcomes:	<p>Test to be administered in 2015.</p> <p>New assessments identified include the Kindergarten Screening Tool, Math textbook benchmark assessments, Curriculum Associates Math placement test, and CAASP Interim Assessment.</p> <p>Dibels will continue for grades K-2, with San Diego used for grades 3-8. Results and QRI have not been used. Dibels testing showed students increased their wpm from 26 to 52, a 100% increase. 6% of students have been identified for special education services.</p> <p>6 % of students have been identified for extra services (Special Education) as a result.</p> <p>Grades and formative assessment are used to measure progress. Overall GPA in grades 4-8 decreased 2% from 1st to 2nd trimester.</p> <p>Baseline level was determined to be performance on above measures at grade level or above. Students performing at grade level in grades K-8 as of 3/6/2015 in ELA is 63% and math is 55%.</p>

3/2/2016

	<p>Staff (certificated and classified) will attend professional development in areas of need as identified by student performance on assessments.</p> <p>School attendance rates and chronic absenteeism (or tardy more than 30 minutes) rates will be monitored. The rate is currently 90% attendance.</p> <p>Common Core implementation began in 2013-14, teachers have had limited PD and resources to implement.</p> <p>100% of BL are highly qualified per NCLB. There are no teacher misassignments.</p>	<p>50% of staff will attend at least one professional development opportunity</p> <p>District attendance rate will increase by 0.5%</p> <p>50% of staff will attend at least one professional development opportunity related to CCS this year.</p> <p>Preview and Field Test a selection of Math instructional materials aligned with Common Core.</p> <p>Maintain 100%.</p>	<p>50% of staff has attended workshops in the area of integrating computer applications and the Common Core standards.</p> <p>The P2 attendance rate is 95%.</p> <p>33% of teachers have attended PD related to Common Core.</p> <p>In the course of the year, teachers have tested and the board has adopted CC Math for grades K-8.</p> <p>100% of teachers continue to be NCLB highly qualified. There are no teacher misassignments.</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students are taught by HQ Teachers	TEACHER SALARIES \$138,854 2FTE	Students are taught by HQ Teachers	\$139,767
Monitor student progress by purchasing standardized metrics besides CAASPP	Other standardized metric \$1000 – LCFF	Standardized metrics besides CAASPP have not been purchased. It has been determined that the current tools available are sufficient.	0
Purchase CC aligned computer software	Computer software \$500 LCFF	A program called IXL was tested last year, and a license purchased for 2014-15. It reinforces CC skills taught in the classroom.	\$349
Utilize 3 community volunteers as reading tutors for students with greatest needs. Increase and improve teacher instructional strategies and skills in delivery of Common Core Standards	Volunteer Reading Tutors Professional Development \$921 – LCFF	Volunteer tutors have been used in the K-5 classrooms. Training was available through the HCOE Early Intervention program at no charge.	0
Preview and begin to field test a variety of Math instructional materials aligned with Common Core. Adopt new math instructional materials in 15-16	Instructional materials \$2000 - LCFF	Materials were adopted in 2014-15 and were purchased.	\$177.60

Continue to encourage good school attendance via providing parents information in the school newsletter, handbook and conferences. If attendance goal not met, develop student incentive program to encourage increased student attendance. Continue to encourage use of independent study option for prolonged absences. Continue to utilize new county SARB process.			A newsletter has been published each month with parenting tips. The handbook was updated in August. Parent attendance at conferences has been 80%. Student attendance has been rewarded with certificates and prizes. Independent study is used, and is explained in the handbook.	
Scope of service:	Both; we are a single-school district		Scope of service:	
<u>X</u> ALL			<u> </u> 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)_____	
1. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.	1. 1.0 FTE Certificated Teacher \$58,756 LCFF	Teacher level was maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.		\$52,245
2.Friendship and Social Skills Group Services	2. Administrator will facilitate friendships and social skills groups in small group setting. \$4,705 LCFF Lunch time monitor will facilitate good sportsmanship and friendship skills through organized group games \$6,120 LCFF	Administrator has facilitated friendships during recess and social skills groups in small group setting by teaching the Second Step curriculum at all grade levels. The lunch time monitor has facilitated good sportsmanship and friendship skills through organized group games.		\$4,452 \$6,697

3.Administrative Review	3.Administrator will review student progress each trimester. \$4,705 LCFF	Administrator has reviewed student progress each trimester.	\$4,452
4. Increase and improve teacher instructional strategies and skills.	4. Professional Development \$573 RS 0218	A teacher has taken professional development in the area of classroom management.	\$230
5. Increase Communication with Parents	5. Secretary \$16,959 LCFF	The secretary communicates with parents by phone, and assists with newsletter distribution. Less money was spent for this position due to layoff and Administrator working on these areas.	\$17,931.03
6. Increase Reading and Math Intervention Services	6.Volunteers \$ 11,741	Volunteers have contributed more than 300 hours so far this school year.	0
7. Increase Literacy Skills by library aide reading with students and helping in their selection of books to read at home	7. Library Aide \$2,350 LCFF	The library aide has not read with students, but has assisted them in book selection. An instructional aide has been used for reading intervention.	\$2,131
8. Provide students with higher quality on-line instruction	8. Computer Tech Support \$6,175 LCFF Software \$1,087 LCFF	NHUSD has provided Network management that has increased on-line learning opportunities by providing gmail accounts for all students and staff.	\$6,125
<p>N/A no identified English learners N/A no identified foster youth For RFEP: N/A no identified English learners</p>			

Scope of service:	School-wide	Scope of service:	
<input type="checkbox"/> ALL		<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)_____		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?	Assessment metrics were changed to reflect practice. Attendance and communication with parents will be more closely monitored. Less expenditures will be budgeted for metrics, software, and professional development. An instructional aide will be used for intervention instead of the library aide. Parent communication has been shifted from Secretary to Administration.
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Original GOAL from prior year LCAP:	Goal #2 Students, families and community members will state that BL is a safe and healthy environment for learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
	Update policies to address new physical fitness minute requirements and healthy food standards. Strengthen the physical education program through variety and type of activity and use of new equipment	

Goal Applies to:	Schools: Big Lagoon School
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Metric Data from EMHI survey, CHKS data, Parent and student survey, staff and community input.	Outcome Perceptions of School Safety and cleanliness will increase from .50% to .60%.	Actual Annual Measurable Outcomes:	EMHI and CHKS were not obtained. Data was obtained from annual LCAP school surveys. Positive perceptions of school safety increased to 80%. Positive perceptions of school facilities increased to 100%. Student surveys showed that 85% felt safe at school, however only 52% stated that the school helped them learn social skills. Referrals to office for bullying have decreased by 50%. Suspensions have also decreased by 80%. The student population has changed, recess supervision has increased with teachers and Admin on duty and prevention skills instruction have contributed to the decline of these rates.
		Student suspension/expulsion data.		

	<p>Facility needs will be reviewed annually using FIT and JPA risk manager reports. Needs identified each year will set priorities for maintenance work.</p> <p>Wellness policies are not updated. Students could benefit from increased physical activity and healthy food habits.</p> <p>Data from annual P.E testing, teacher lesson plan books, student survey of healthier foods served in cafeteria.</p>	<p>We have a plan for facilities maintenance and improvement that addresses highest priorities for student safety and wellness.</p> <p>Wellness Policies are reviewed and updated.</p> <p>The Physical Education Program will be comprehensive and meet new activity standards. On Fitnessgram students proficiency levels will increase by .05%</p>	<p>The FIT and JPA reports were reviewed and priorities have been updated. Repairs were made to the roof. Unsafe playground equipment was removed or repaired.</p> <p>No measurable outcomes available this year.</p> <p>Data from the Fitnessgram P. E. testing shows 12% decrease in the number of students in need of improvement/high risk in 2014 vs. 2013. However, class sizes are small and may not be statistically significant. Teacher lesson plan books show an increase in variety and scope of activity.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Review successful program in use in other local schools and other resources related to prevention of bullying and conflict management, utilize HCOE consultant Lynn Garric.</p> <p>Investigate Positive Behavioral Interventions and Supports (PBIS) and Second Step for possible schoolwide adoption</p> <p>Review playground staffing and brainstorm solutions.</p> <p>Develop prioritized plan for facilities repair. Review custodial schedules and maintenance routines and tasks</p>	<p>Release time for staff to review programs \$300 – LCFF</p> <p>Review No cost</p> <p>We have a plan for facilities improvement \$2,000 LCFF</p>	<p>Successful programs have been reviewed. Administrator attended a Healthy Schools Survey Workshop.</p> <p>Second Step has been used this year, which was on loan from HERC. School wide programs like PBIS are still under review.</p> <p>Playground staffing has been revised to include duty time of teachers. One recess instead of two has increased staff available for duty.</p> <p>The plan has been reviewed. Custodial and maintenance routines are revised through regular meetings and input with staff. Cost of maintenance staff</p>	<p>\$300</p> <p>\$2,000</p>

<p>Form committee to review and update school Wellness Policies to address new physical fitness minutes and healthy food standards. Take recommendations of Wellness Committee to the Board for adoption, begin implementation.</p>		<p>We have updated policies which address more health standards for students.</p>	<p>A committee has yet to be formed.</p>	
<p>Strengthen the physical education program through variety, type of activity and use of new equipment.</p>		<p>Purchase PE equipment \$700 LCFF</p>	<p>New equipment has increased the variety of the PE program.</p>	<p>\$353.52</p>
<p>Scope of service:</p>	<p>Both; we are a single-school district</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</p>	
<p>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)_____</p>			<p>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)_____</p>	
<p>See Above</p> <p>N/A no identified English learners N/A no identified foster youth For RFEP: N/A no identified English learners</p>				
<p>Scope of service:</p>	<p>School-wide</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</p>	
<p>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)_____</p>			<p>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)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Staff will continue to make changes in custodial routines to improve facility conditions. Bullying prevention and counseling is an area of need expressed by all stakeholders. The wellness policies and plan will need to be updated.</p>		

Original GOAL from prior year LCAP:	Goal #3 Relationships between students, parents and staff will be strengthened as evidenced by higher attendance rates, lower discipline referrals and higher parent participation rates	Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Big Lagoon School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Metric Parent participation and input data – i.e. attendance at any type of school function and volunteer numbers. Volume, frequency and mode of communications and efforts to seek parent input between school and home.	Outcome Parent participation data will be collected to set baseline participation rate. Communication modes will be reviewed.	Actual Annual Measurable Outcomes:	Parent participation at events like the fall carnival, back to school night, basketball games, site council and advisory council, parent volunteers were tracked and baseline data gathered. 85% of families participated in at least one of the above events. While only a handful of parents volunteered, they logged over 70 hours. The newsletter was produced each month in 2014-15. There was no increase in participation in school surveys over the prior year.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Data collection re: parent involvement Use baseline data to develop parent involvement/ communication/ volunteers plan. Increase Parent involvement message at Back to School Night and in Newsletters.	Use of baseline data to develop parent involvement communication plan	Staff time was used to record and tally. Parent volunteer forms were given to parents and volunteer opportunities posted in newsletter.	

Scope of service:	Both; we are a single-school district		Scope of service:		
__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)_____		
See Above N/A no identified English learners N/A no identified foster youth For RFEP: N/A no identified English learners					
Scope of service:	School-wide		Scope of service:		
__ALL			__ALL		
OR: X_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?		More accurate data will be kept with staff assigned count parents at events. Use of e-mail in the future will facilitate timelier and wider distribution of communication. A Facebook page is being considered.			

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 schoolsite 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	\$ <u> \$82,278 </u>
<u>2015-16</u>	
<p>The LEA is receiving \$82,278 in supplemental and concentration funds. The funds will be used to provide direct services to low income pupils. 85% of the school population is low income and services are school-wide. For low income students an additional highly qualified certificated teacher will lower the class size and grade level span of the other 2 classrooms, the secretary will provide increased communication to parents, staff will improve their instructional skills through staff development, the administrator will provide students with emotional support services and review their academic progress each trimester, the Library Aide will provide extra reading opportunities, while the playground monitor will engage students in a positive way.</p>	

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

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

25.71	%
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2015-16

Based on the proportionality calculator, the District is required to show increased or improved services valued at 25.71%. To increase student support, we will maintain a highly qualified certificated teacher who can reduce the class size and grade level span in the K – 8 single school district. The target group will receive more direct instruction and individualized attention. For low income students an additional highly qualified certificated teacher will lower the class size and grade level span of the other 2 classrooms, the secretary will provide increased communication to parents, staff will improve their instructional skills through staff development, the administrator will provide students with emotional support services and review their academic progress each trimester, the Library Aide will provide extra reading opportunities, while the playground monitor will engage students in a positive way.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).

8-22-14 [California Department of Education]