

Introduction:

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. 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

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LCAP Year: 2016-17

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
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<p>11/04-11/06 Families were given the opportunity to give input at the Fall 2015 conferences in November.</p> <p>01/16 Survey of families, students and staff.</p> <p>02/03/16 BLUSD bargaining unit met and discussed goals.</p> <p>02/25/16 The Site/Advisory Council reviewed the survey results and comments. They summarized and made suggestions for improvement.</p> <p>6/9/2016 A Public Hearing was held.</p> <p>6/14/2016 The board approved the LCAP</p>	<p>LCAP priorities were put up with "voting" colored dots at the coinciding art show. Only 1 staff member and 2 parents participated. However, they gave good marks for teachers, school facilities, school climate and other student outcomes. Areas for improvement were standards implementation, parental involvement, student engagement, and student achievement.</p> <p>From the surveys it was learned that areas of strength for the school include standards aligned instructional materials, standards aligned instruction, seeking input and encouraging parental participation, tracking and monitoring attendance, and that students feel safe and connected to the school.</p> <p>Also learned from the surveys were some areas that can use improvement: preparing students to be college and career ready, facilities that are in good repair, and offering a broad course of study.</p> <p>02/03/16 BLUSD bargaining unit would like to purchase ELA for 2016-17</p> <p>02/25/16 The Site/Advisory council recommended warm water in restrooms, checking the fire alarms in the primary wing, replacing the front office window, regrating the parking lot, and seeking primary grade playground equipment. In the area of parental involvement it was suggested to request email addresses for quicker messages and reminders, and more events like basketball and a family meals. In the area of student achievement/broad course of study, there were several comments about less changes in staff, challenge the gifted students, and more emphasis on local environmental science.</p> <p>6/9/2016 The LCAP was reviewed at the Public Hearing. No changes were made.</p>
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<p>Annual Update:</p> <p>4/21/16 The Annual update was reviewed by the Site/Advisory Council.</p> <p>05/04/16 BLUSD bargaining unit met and reviewed the Annual Update.</p> <p>5/10/16 The School Board reviewed the Annual Update.</p>	<p>Annual Update:</p> <p>In reviewing the Annual update, the Site/Advisory Council noted that due to little cost for Professional development, that should be reduced for future years.</p> <p>BLUSD bargaining unit felt the money spent on the HERC contract could be better spent elsewhere.</p> <p>The board agreed with the goals and actions.</p>
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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, 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: X 1 X 2 _3 _4 _5 _6 _7 _8 Local: IA PG & E Zero Net Energy Grant, in addition to Prop. 39 funds will be used.
Identified Need:	1. NCLB qualified teachers 2. Access to ELA CC aligned materials. 3. Facilities in good repair and safe ramps on buildings, roof replacement, window replacement, and electrical upgrading.		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <p>Basic (1): Number (FTE) of staff members assigned to student support services.</p> <p>Parent Involvement (3): % of students and # of families referred to other agencies for mental health services</p> <p>Student Engagement (5): School attendance % at each grade and District-wide.</p> <p>School Climate (6): Improved school attendance</p> <p>School Climate (6): Use CHKS to determine key areas where student needs are great.</p> <p>School Climate (6): Lower student suspensions through PBIS and effective monitoring and support systems and maintain current level of expulsions.</p> <p>Other Student Outcomes (8): Participation in the Child Nutrition Program offered at the school sites</p> <p>Outcome</p> <ol style="list-style-type: none"> 1. 100% of the students targeted as having health problems through mandatory screenings and assessments (i.e. vision, hearing, and scoliosis, nutritional or other medical conditions) will receive the necessary follow up regarding medical or health services. 2. 100% of students at each of the school sites shall have access to the services of a counselor, school psychologist, or psychological technician. 3. Increase each grade level and District wide student ADA by 1%. 3. Decrease by 3% students who report feeling unsafe at school using the California Healthy Kids Survey (CHKS). 4. Decrease by 5% the number of students who are chronically absent (missing 10% or more of school days during the year) 5. Decrease suspension rate by 5% from previous year. 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

1.1 100% of BL will be highly qualified per NCLB. There will be no teacher misassignments.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Teacher Salaries \$92,026 RS 0000, 1100, 1400, 4035,5820 OBJ 1100
1.2 100% student access to standards aligned instructional materials.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Instructional Materials \$2,000 RS 0000, OBJ 4310
1.3 Teachers will attend professional development	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Prof. Dev. \$500 RS000, OBJ 5210

<p>1.4 Facilities will receive custodial care and maintenance as outlined in the FIT.</p> <p>Library ramp will be replaced as needed. Special Reserve Bldg .fund will be main fund</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Custodial \$3,906RS 0000, OBJ 2213</p> <p>Maintenance salary \$26,066RS000, OBJ 2214</p> <p>Library ramp \$4,000 FU40, RS 0053, OBJ 5631</p> <p>Elec/water garbage/security \$18,591 RS0000, OBJ 5510, 5520, 5530, 5560,5804,</p>
<p>1.5 Superintendent will oversee all aspects of the school district, including the LCAP/budget.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supt. Salary \$30,505 RS 0000, OBJ 1301,1303</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<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 teachers will be highly qualified per NCLB. There will be no teacher misassignments. 2. 100% student access to standards aligned instructional materials. NGSS aligned materials will be reviewed. Teacher will receive standards aligned 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
1.1 100% of BL will be highly qualified per NCLB. There will be no teacher misassignments.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Teacher Salaries \$ 92,026 RS 0000, 1100, 1400, 4035,5820 OBJ 1100

1.2 100% student access to NGSS aligned instructional materials	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Instructional Materials \$2,000 RS 0000, OBJ 4310
1.3 Teachers will attend professional development	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Prof. Dev. \$500 RS000, OBJ 5210

<p>1.4 Facilities will receive custodial care and maintenance as outlined in the FIT.</p> <p>Windows will be replaced as needed.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Custodial \$3,906 RS 0000, OBJ 2213</p> <p>Maintenance salary \$26,066 RS000, OBJ 2214</p> <p>Materials \$4,000 FU40, RS 0053, OBJ 5631</p> <p>Elec/water/garbage/security \$18,591 RS0000, OBJ 5510, 5520, 5530, 5560,5804</p>
<p>1.5 Superintendent will oversee all aspects of the school district, including the LCAP/budget.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supt. Salary \$30,505 RS 0000, OBJ 1301,1303</p>
<p>LCAP Year 3</p>			

<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, Insurance Safety Report, budget report 4. The district LCAP/budget <p>Outcomes:</p> <ol style="list-style-type: none"> 1. 100% of BL teachers 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>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 100% of BL will be highly qualified per NCLB. There will be no teacher misassignments.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teacher Salaries \$ 92,026 RS 0000, 1100, 1400, 4035,5820 OBJ 1100</p>

1.2 100% student access to NGSS aligned instructional materials	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Instructional Materials \$2,000 RS 0000, OBJ 4310
1.3 Teachers will attend professional development	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Prof. Dev. \$500 RS000, OBJ 5210

<p>1.4 Facilities will receive custodial care and maintenance as outlined in the FIT.</p> <p>The electrical system will be upgraded as needed.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Custodial \$3,906 RS 0000, OBJ 2213</p> <p>Maintenance salary \$26,066 RS000, OBJ 2214</p> <p>Materials \$4,000 FU40, RS 0053, OBJ 5631</p> <p>Elec/water/garbage/security \$18,591 RS0000, OBJ 5510, 5520, 5530, 5560,5804</p>
<p>1.5 Superintendent will oversee all aspects of the school district, including the LCAP/budget.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supt. Salary \$30,505 RS 0000, OBJ 1301,1303</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 X 4 _5 _6 X 7 X 8 Local: Increase environmental science curriculum.
Identified Need:	1. Only 21% of students met the standards or exceeded in ELA and 13% in Math when tested on the CAASPP in 2014-15. District Assessments during 2015-16 show 52% at or above grade level in math, and 59% in ELA. 2. Only 25% 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 33%, student and parents have requested more direct instruction of skills. 4. Low –income students need additional support.	
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<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>Outcome:</p> <ol style="list-style-type: none"> 1.30% will meet the standards 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.increase rate to 35% proficient or above on science assessment. 4. 70 % 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
2.1 The bus will be used for fieldtrips to enrich the curriculum and provide opportunities for career exploration.	School-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Fieldtrips \$2,200 RS 0000, OBJ 5715 Supp/Conc.
2.2 An arts rich curriculum will be provided through PTO funds.	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	PTO Funds
2.3 A .5 and .12 teacher will provide low grade span spread.	School-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Teacher Salary \$36,533 RS 0000, OBJ 1100 Supp. Conc.
LCAP Year 2			

<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>Outcome:</p> <ol style="list-style-type: none"> 1.30% will meet the standards 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. Increase rate to 35% proficient or above on science assessment. 4. 70 % 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>Budgeted Expenditures</p>
<p>2.1 The bus will be used for fieldtrips to enrich the curriculum and provide opportunities for career exploration.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Bus for Fieldtrips \$2,200 RS 0000, OBJ 5715 Supp. Conc.</p>
<p>2.2 An arts rich curriculum will be provided through PTO funds.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>PTO funds</p>

<p>2.3 An .5 and a.12 teacher will provide low grade span spread.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Teacher Salary \$36,533 RS 0000, OBJ 1100 Supp. Conc.</p>
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LCAP Year 3

<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>Outcome:</p> <ol style="list-style-type: none"> 1.35% will meet the standards 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.increase rate to 40% proficient or above on science assessment. 4. 75 % 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
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2.1 The bus will be used for fieldtrips to enrich the curriculum and provide opportunities for career exploration.	School-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Bus for Fieldtrips \$2,200 RS 0000, OBJ 5715
2.2 An arts rich curriculum will be provided through PTO funds.	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	PTO funds
2.3 A .5 and a .12 additional teacher will provide low grade span spread.	School-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Teacher Salary \$36,533 RS 0000, OBJ 1100 Supp. Conc.

GOAL:	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.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: Increase enrollment
Identified Need:	1.Parental participation, including parents and families of students with disabilities, had the following attendance rates: conferences-80%, meeting participation-2, volunteering-100 hours, surveys-50% and events-70%. 2.The attendance rate is 90% level, and enrollment decreased to 25. Chronic absenteeism rate is 16% 3.Student surveys 88% felt safe at school, Referrals to the office for bullying and misbehavior averaged 10 per month. 4.Middle School Drop-out rate was 0. 5.Suspension rate: 3 days 6.Expulsion rate: 0 90% of the students are low-income and face food insecurity.	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	Low Income Pupils, Homeless
LCAP Year 1		

<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-85%, meeting participation-5, volunteering-110 hours, surveys-55% and events-75%. 2. The attendance rate will maintain 90% level, and enrollment will increase to 30. Chronic absenteeism rate will decrease to 14% 3. Stakeholders positive perceptions of school safety will increase to 90%. Referrals to the office for bullying and misbehavior will decrease to 8 per month. 4. Middle School Drop-out: maintain 0. 5. Suspension rate: maintain at no more than 3 days per year. 6. Expulsion rate: maintain 0 		
<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>3.1 Cafeteria Coordinator will continue to track low-income pupils and the district will provide two meals a day.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCAP café contr. \$7,451 FU13 RS 5310, OBJ 8916 Supp/conc.</p>
<p>3.2 Provide playground monitors to prevent bullying and encourage positive play.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Monitor \$10,071 RS000, OBJ 2901 Supp/conc.</p>
<p>3.3 Positive behavior intervention system materials.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials \$500 RS 0000, obj. 4310 Supp/conc.</p>
<p>3.4 School Counselor</p>	<p>School wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$9,132 obj.5800 Supp/conc.</p>
<p>LCAP Year 2</p>			

<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-90%, meeting participation-7, volunteering-115 hours, surveys-60% and events-80%. 2.The attendance rate will maintain 90% level, and enrollment will increase to 35. Chronic absenteeism rate will decrease to 12% 3.Stakeholders positive perceptions of school safety will increase to 92%. Referrals to the office for bullying and misbehavior will decrease to 6 per month. 4.Middle School Drop-out: maintain 0. 5.Suspension rate: maintain at no more than 3 days per year. 6.Expulsion rate: maintain 0 		
<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>3.1 Cafeteria Coordinator will continue to track low-income pupils and the district will provide two meals a day.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCAP café contr. \$7,451 FU13 RS 5310, OBJ 8916 Supp/conc.</p>
<p>3.2 Provide playground monitors to prevent bullying and encourage positive play.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Monitor \$10,071 RS000, OBJ 2901 Supp/conc.</p>
<p>3.3 Positive behavior intervention system materials.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials \$500 RS 0000, obj. 4310 Supp/conc.</p>
<p>3.4 School Counselor</p>	<p>School wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$9,132 obj.5800 Supp/conc.</p>
<p>LCAP Year 3</p>			

<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-90%, meeting participation-7, volunteering-115 hours, surveys-60% and events-80%. 2. The attendance rate will maintain 90% level, and enrollment will increase to 35. Chronic absenteeism rate will decrease to 12% 3. Stakeholders positive perceptions of school safety will increase to 92%. Referrals to the office for bullying and misbehavior will decrease to 6 per month. 4. Middle School Drop-out: maintain 0. 5. Suspension rate: maintain at no more than 3 days per year. 6. Expulsion rate: maintain 0 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

3.1 Cafeteria Coordinator will continue to track low-income pupils and the district will provide two meals a day.	School-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	LCAP café contr. \$6,331 FU13 RS 5310, OBJ 8916 Supp/conc.
3.2 Provide playground monitors to prevent bullying and encourage positive play.	School-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Monitor \$10,071 RS000, OBJ 2901 Supp/conc.
3.3 Positive behavior intervention system materials.	School-wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials \$500 RS 0000, obj. 4310 Supp/conc.
3.4 School Counselor	School wide Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$9,132 obj.5800 Supp/conc.

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?

Original Goal from prior year LCAP:	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: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:
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Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metrics:	Actual Annual Measurable Outcomes:	Outcomes:	
	<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 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. 		<ol style="list-style-type: none"> 1. 100% of BL are highly qualified per NCLB. There are no teacher misassignments. 2. 100% student access to standards aligned instructional materials. A CC aligned ELA adoption is being identified. Teachers received CC professional development. 3. Facilities have receives maintenance as outlined in the FIT, however the ramps have not been replaced yet. The phone system, science room floor and security/fire alarms were priority. The Keenan insurance safety inspection cited the Library ramp for replacement. 4. The budget and LCAP will meet standards. 	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1.1 100% of BL will be highly qualified per NCLB. There will be no teacher misassignments.	1.1 Teacher Salaries \$142,582 RS 0000, 1100, 1400, 4035,5820 OBJ 1100	Highly qualified teachers	\$127,306	

Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.2 Administrator will monitor credentials and qualifications of teachers.		1.2 Admin \$4,480 RS 0000 OBJ 1301,1303	The admin has monitored credentials		\$4,662
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2.1 100% student access to standards aligned instructional materials.		2.1 Instructional Materials \$2,000 RS 0000, OBJ 4310 2.1 HERC Contract \$1,250 RS 0000, OBJ 5812	Math textbooks were purchased in the prior year in enough quantity to cover this year. ELA has not been adopted.	0
Scope of service:	School-wide Grades: All		Scope of service: all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
2.2 33 % of teachers will attend professional development in CC.		2.2 Prof. Dev. \$100 RS000, OBJ 5210	Teachers attended workshops at the HCOE, and no fees were charged.	0
Scope of service:	School-wide Grades: All		Scope of service: all Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
2.3 Release time for teachers to review CC aligned ELA materials, and pilot them.		2.3 Substitutes \$105 RS 0000, OBJ 1140	A teacher attended the ELA review panel, and a substitute was used.		\$105
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
2.4 Administrator will provide oversight and adoption rationale.		2.4 Admin \$8,960 RS 0000, OBJ 1301,1303	Admin has monitored the facility		\$9,324
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.1 Superintendent will oversee all aspects of the school district, including the LCAP/budget.		4.1 Supt. Salary \$17,920 RS 0000, OBJ 1301,1303	Superintendent/principal has monitored.		\$18,648
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.2 The Coop will assist with funding and LCAP		4.2 Coop contract \$800 RS0000, OBJ 5811	The HCOE has provided information on funding and producing the LCAP.		\$1,303
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.3 NOHUM will provide accounting and budget/LCAP assistance		4.3 NOHUM contract \$17,350 RS 0000, OBJ 5800	NOHUM provided acctg. services.		\$17,350
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.4 HCOE will provide Accounting & Information software support		4.4 HCOE Info Network contract \$2,653 RS0000, OBJ 5845	The HCOE provides software support in the form of SEIS and other mutually beneficial programs.		\$2,941
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.5 The Auditor will verify proper accounting and procedures		4.5 Auditor \$8,500 RS000, OBJ 5822	The school was audited.		\$9,000
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servcves, and expenditures	Instructional materials-purchase of ELA materials. The Library ramp will be a focus.				

Original Goal from prior year LCAP:	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 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metrics: 1. CAASPP and District assessments 2. Teacher lesson plan books 3. Science assessment 4. PFT Outcome: 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.	Actual Annual Measurable Outcomes:	1.57% nearly met, met or exceeded in ELA and 52% nearly met, met or exceeded in Math on the CAASPP, and 59% performed at grade level in math and 52% in ELA on district assessments. 2. Teacher lesson plan books 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. Only 25% were proficient or above on science assessment. 4. 67 % of students performed in the healthy fitness zone on the 2015 PFT.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1.1 33% of teachers or Admin will attend professional development in math or ELA to prepare students for CAASPP and district assessments.		1.1 Professional development \$300 RS 0000, OBJ 5210 1.1 Substitutes \$105 RS 0000, OBJ 1140	A teacher participated in the ELA review committee. There was no charge, but a substitute was needed. \$105	
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.2 Administrator will monitor student progress, teacher lesson plans to ensure student access to all subjects, student grades, and coordinate testing.		1.2 Admin \$8,960 RS 0000, OBJ 1301, 1303	Administrator has ensured district testing has occurred, and monitored student progress.		\$9,234
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.3 Library Aide will provide access to career and college materials.		1.3 Library Aide \$1,189 RS0000, OBJ 2216	The Library Aide provided access to college and career related materials.		&1,708
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>1.4 Fieldtrips will enrich the curriculum and provide opportunities for career exploration.</p>		<p>1.4 fieldtrips \$2,000 RS 0210, OBJ 5715</p>	<p>The bus was used for fieldtrips to the following places: Manilla Dunes, Ned show at Trinidad School, Winter Express in McKinleyville, Prairie creek State Park, Center Arts Performance, Fire and Light Studio, College of the Redwoods, and the Arcata Community Pool.</p> <p>Paddling on the Lagoon (4X) and Swim Lessons were funded by the PTO (\$750) and Center Activities.</p>	<p>\$2,000</p>
<p>Scope of service:</p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p> <p>all</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

2.1 33% of teachers will attend professional development to integrate science with math and ELA.		2.1 Prof. dev. \$100 RS 0000, OBJ 5210 2.1 Substitutes \$105 RS 0000, OBJ 1140	Science professional development has included a workshop on primary grades, and a NGSS study group.	0 No charge for workshops
Scope of service:	School-wide Grades: All		Scope of service: all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
2.2 Administrator will monitor progress, lesson plans, and grades, and coach teachers.		2.2 Admin \$8,860 RS 0000, OBJ 1301, 1303	The administrator has monitored teacher lesson plans monthly to ensure a broad scope and common core lessons.	\$4,662
Scope of service:	School-wide Grades: All		Scope of service: all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

2.3 An arts rich curriculum will be provided through PTO funds		\$0	Teachers have integrated more art and music into the curriculum as evidenced by lesson plans and observation. The PTO has raised money and paid stipends to guest artists nearly every Friday (aproximately \$1,500).		0
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.1 33% of teachers will attend professional development in order to plan PE instruction that includes a broad depth of skills.		3.1 Prof. dev. \$100 RS 0000, OBJ 5210 3.1 Substitutes \$105 RS 0000, OBJ 1140	No workshops were identified this year.		0
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.2 Purchase PE equipment.		3.2 materials \$500 RS 0000, OBJ 4310	PE equipment was purchased.		\$302
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.3 Administrator will monitor progress, lesson plans, and grades, and coach teachers.		Admin \$4,480 RS 0000, OBJ 1301,1303	Administrator coached teachers in the CAASPP practice and Interim tests, and trained them to use Read Live.		\$9,234
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.1 An additional teacher will provide low grade span spread.		4.1 Teacher Salary \$36,212 RS 0000, OBJ 1100	There were 3 teachers this year despite low enrollment.		\$59,843
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		
4.2 Technology support will allow internet access.		4.2 Tech support \$6,125 RS 0000, OBJ 5847	Technology support provided by NOHUM was vital this last year. With their help, the campus became WIFI, they have managed our chromebooks, and fixed problems in a timely manner.		\$5,125
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Students will have more CAASPP testing practice time with the interim blocks.</p> <p>Science will emphasize energy, environment and hands-on learning.</p> <p>PE will include alternative activities.</p>	

Original Goal from prior year LCAP:	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.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<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>		Actual Annual Measurable Outcomes:	<p>Outcomes: 1.Parental participation, including parents and families of students with disabilities, had the following attendance rates: conferences-80%, meeting participation-2, volunteering-100 hours, surveys-50% and events-70%. 2.The attendance rate was maintained at 90, and enrollment decreased to 25. Chronic absenteeism rate is 16% 3.Student surveys 88% felt safe at school, Referrals to the office for bullying and misbehavior averaged 10 per month. 4.Middle School Drop-out rate was 0. 5.Suspension rate: 3 days 6.Expulsion rate: 0</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1.1 Secretary will assist in communication modes will be changed to include e-mail delivery of the newsletter.	Secretary \$8,975 RS 0000, OBJ 2406	The secretary communicated with parents on the phone, and assisted with newsletters.	\$4,300	

Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		
1.2 Administrator will write newsletter and conduct meetings such as PTO, site and advisory councils.		Admin \$8,960 RS 0000, OBJ 1301, 1303	The administrator wrote monthly newsletters, and led Friday assemblies about character traits.		\$9,324
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		
2.1 Transportation will be provided to ensure regular attendance.		LCAP trans. \$7,000 RS 0210, OBJ 2203	The school has transported all students to school, and made special stops to accomodate low-income/homeless students.		\$7,000
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		
2.2 The Secretary will maintain enrollment records and CALPADS, communicating with families regarding attendance.		Secretary \$8,975 975 RS 0000, OBJ 2406	The secretary maintained enrollment/attendance records, however the school was without a secretary for 3 months and less was expended than anticipated.		\$4,000
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		
2.3 Administrator will produce press releases to promote the school and coordinate events.		2.3 Admin \$4,480 RS 0000, OBJ 1301, 1303	The administrator produced press releases to increase positive school climate and managed Facebook page to increase outreach to families. Events included open house, back to school night, rummage sale, Jump 4 Heart, and End of the Year Family Picnic and Graduation.		\$4,662
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	
3.1 Cafeteria Coordinator will continue to track low-income pupils and provide two meals a day.		3.1 LCAP café contr. \$2,792 FU13 RS 5310, OBJ 8916	The cafeteria coordinator tracked low income students.	\$2,792
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
3.2 Provide playground Monitors to prevent bullying and encourage positive play.		3.2 Monitor \$12,665 RS000, OBJ 2901	Playground Monitors have supervised recess.	\$9,132
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		
3.3 Professional development in positive school climate.		3.3 PD \$100 RS 0000, OBJ 5210	A workshop was not identified.		0
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		
3.4 Purchase curriculum materials for positive school climate and facilitate small group activities for students.		3.4 Materials \$600 RS0000, OBJ 4310	The desired curriculum was cost prohibitive.		0
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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3.5 Administrator will facilitate and oversee above activities and coordinate updating the wellness plan.		3.5 Admin \$13,439.52 RS0000, OBJ 1301,1303	The administrator supervised the playground monitors, cafeteria, transportation, and secretary.		\$9,324
Scope of service:	School-wide Grades: All		Scope of service:	all Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
What changes in actions, services, and expenditures	Newsletter will be emailed to make them more accessible to parents and families. Secretary will call families when a student is absent. PBIS training will take place and be implemented.				

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 calculated:	52733
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2016-17 The LEA is receiving \$52,733 in supplemental and concentration funds. An estimated \$65,330 will be used to provide direct services to low income pupils. 82.95% of the school population is low income and services are school-wide. For low income students an additional .5 and .12 highly qualified certificated teacher will lower the class sizes and grade level span of the classrooms, staff will take PBIS Prof. Dev. and a counselor will be hired. The playground monitors will engage students in a positive way, and the district will contribute to the cafeteria program, which tracks low-income pupils.

- 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.

15.12	%
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2016-17 Based on the proportionality calculator, the District is required to show increased or improved services valued at 15.12%. The funds will be used to provide direct services to low income pupils. 82.95% of the school population is low income and services are school-wide. For low income students an additional .5 and .12 highly qualified certificated teacher will lower the class sizes and grade level span of the classrooms, staff will take PBIS Prof. Dev. and a counselor will be hired. The playground monitors will engage students in a positive way, and the district will contribute to the cafeteria program, which tracks low-income pupils.

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).