

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Big Lagoon Union School District		
Contact Name and Title	Jennifer Glueck Superintendent	Email and Phone	jglueck@nohum.k12.ca.us (707) 677-3688

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Big Lagoon School is a rural elementary school serving students in Transitional Kindergarten to Grade 8, with a current enrollment of 16 students across the grade spans. It is situated on a 10-acre site in a census-designated place, eight miles north of the nearest town and commercial area. In the 2010 census, there were 93 residents. Big Lagoon School has a family feeling and students, staff and families love being on campus. The strong relationships between students and staff create the optimal learning environment. We have a strong commitment to embedding activities that offer students preparation for college, career, and real-life beyond the school setting. Teachers facilitate a rigorous academic program that is highly individualized and developmentally appropriate.

Because of the small enrollment, metrics for subgroups are not statistically significant and are not reported. Big Lagoon School has an Unduplicated Pupil Count of 11, or 69% of the enrollment. There are no students in the English Learner category.

Since this is a school that serves Transitional Kindergarten through eighth grade, the following indicators are not addressed: high school dropout rate, high school graduation rate, completion of A-G courses or CTE courses, % who demonstrate college preparedness via EAP, and proficiency on AP exams. Since Big Lagoon School does not have any English Learners, the following indicators are not addressed: % of English Learners making progress toward English proficiency and EL reclassification rate.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The goals that were identified in the previous year's LCAP are still relevant to the vision of the school. While the goals have not been changed substantially, there are modifications to the organization, and therefore there is one additional goal. The first goal addressed the facility and transportation. In addition to the maintenance of the facility, the school is planning to implement the Energy Efficiency Plan as approved by the California Energy Commission and focus on beautification of the school grounds. The second goal addresses student achievement. The focus will be on preparing teachers to implement the Next Generation Science Standards. The third goal relates to community, family, and student engagement in school. The fourth goal addresses school safety and the mental, emotional and physical health of students. Some additions to the objectives and services offered to students were made with the guidance of stakeholder input. We found that community members, many of whom do not have school aged children, have a lot of interest in what is happening at the school. There is a clear concern about the school's low enrollment. Stakeholders are surprised that the enrollment is at its lowest point in many years, because they are enamored with the school and are very supportive of what the school offers. Residents, families, and students all express great interest in offering the students opportunities for experiences that support education beyond the core curriculum. Stakeholders identified environmental education as a strength that the school should continue to develop. There is also an expressed interest in providing "nonacademic" activities as a bridge and support to core academic instruction.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Big Lagoon School's areas of greatest progress are:

The school has an excellent cafeteria program. Students are served two home-cooked meals daily. We will continue to employ a Food Services Manager and opportunities for professional development for the person in that position. The school is going to have students sample foods and give feedback to the kitchen so that the cafeteria is preparing meals that students are most likely to eat with the nutritional guidelines. We are also going to begin a monthly food education program, based on the local "Harvest of the Month."

Students are very engaged in our enrichment programs that include outdoor education (lagoon ecology, boating, kayaking); Yurok language and culture; music; sewing, crochet and crafting; and gardening. We will continue to draw upon staff strengths and interests to provide enrichment activities.

Community members richly contribute to the students' experiences. We have neighbors who participated in school beautification; one volunteer who is a retired architect volunteered over 100 hours in helping the upper grade students work on a months' long project; two guardians come in once a month to do beading with students. We expect to continue to have success in this area as our staff maintains and builds relationships with community members.

The suspension rate decreased from 12% to 0%. We will continue to have character education and conflict mediation for students. We will continue frequent contact with parents, which seems to improve student behavior.

Academic achievement in English Language Arts, as measured by the CAASPP improved significantly. In English Language Arts, the distance to Level 3 (baseline Low, 33.8 points below Level 3) Increased Significantly (+ 25.8 points). We will continue to support student interest in literature by staffing the library, continuing read-alouds, literature circles and choice silent reading. Our English language arts academic program will continued to be aligned with the common core standards.

There was no turnover of staffing during this school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Due to small numbers, the only performance indicator for Big Lagoon School District shown on the Dashboard is the suspension rate.

Big Lagoon School continues to have a high level of chronic absenteeism. Review of attendance records show that winter months are the peak time for students missing school due to illness. We will continue to have attendance incentives through weekly and monthly assemblies; we will continue to educate in the area of hygiene so that students are less likely to spread and/or contract illnesses.

Big Lagoon School continues to have declining enrollment. There are not many families with children who are in district. Some families are finding more affordable housing options out of the district. The affordability of housing is an issue and is beyond the sphere of influence of the school. The school enrollment is more likely to grow from students who attend on inter-district transfers. We will continue to provide transportation from our southern-most point of our bus route (16 miles away) to our northern-most point (seven miles away). The school is using social media, our traditional website, and print media to get the word out to families who may be seeking a school like ours for their children.

Academic achievement in Mathematics as measured by the CAASPP remains low. In Mathematics, the distance to Level 3 (baseline Low, 67.3 points below Level 3) was Maintained (+ 0.7 points). The staff has already discussed implementing Math Workshop for the upcoming school year to allow students to practice and master computation fluency. This will allow the Math instruction block to focus on concepts and mathematical literacy. We will also begin using the CAASPP Interim tests earlier in the school year and more frequently so that students are familiar with the format and tools offered on the assessments.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Big Lagoon School does not have significant subgroups

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Big Lagoon School does not have any English learners. Our Unduplicated Pupil Count is generated from foster youth and low-income students. Big Lagoon School is improving services to these students by providing student support personnel to students who need counseling, conflict mediation, and development of social skills. Big Lagoon School supports the unduplicated students by employing a Food Services Coordinator who plans and prepares two meals daily on site and tracks meal count. We staff the library on a part-time basis which affords students who do not have access to books in the home an opportunity to take books of their choice home.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 529,119
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 443,012

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Expenditures not included in the LCAP amount to \$103,151. These expenditures are accounted by expenses required for the basic operation of the school such as business services, utilities, the annual audit fees, legal fees, fees to the consortium for consolidated programs, and other post-employment benefits.

\$ 443,039

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1</h2>	<p>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.</p>
--	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A PG&E Zero Net Energy Grant, in addition to Prop 39 funds will be used.

ANNUAL MEASURABLE OUTCOMES

Metric

Basic (1): Number (FTE) of staff members assigned to student support services.

Parent Involvement (3): % of students and # of families referred to other agencies for mental health services

Student Engagement (5): School attendance % at each grade level and District-wide.

School Climate (6): Improved school attendance

School Climate (6): Use CHKS to determine key areas where student needs are great.

School Climate (6): Lower student suspensions through PBIS and effective monitoring and support systems and maintain current level of expulsions.

Other Student Outcomes (8): Participation in the Child Nutrition Program offered at the school sites

EXPECTED

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.

ACTUAL

1. **MET-** 100% of students were screened by HCOE nurses. All students who were identified as having vision problems had referrals mailed home. All students were given vision screenings by the Trinidad Lion's Club. One student was referred to Humboldt County Mental 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%

4. Decrease by 3% students who report feeling unsafe at school using the California Healthy Kids Survey (CHKS).

5. Decrease by 5% the number of students who are chronically absent (missing 10% or more of school days during the year)

6. Decrease suspension rate by 5% from previous year.

2. **MET**- All students who needed initial or triennial assessments received services from a school psychologist contracted from the Humboldt County Office of Education. All Students participated in group activities that were facilitated by the student support personnel.

3. **NOT MET** - The enrollment decreased from 25 to 16 students. This represents a decrease of 36%. The ADA decrease from 20.7 (93% attendance times 23 enrollment) to 16.16 (P-2 reporting data). This represents a decrease of 22%.

4. **MET**- Due to low student enrollment, the CHKS was not utilized. Through student discussion groups, it was determined that many students have been teased, but that students stick up for each other and intervene to prevent bullying. No students reported feeling unsafe at school.

5. **NOT MET**- The number of students who were chronically absent increased from 16% to 31%. One student individual student represents 6% of the total population.

6. **MET** - The suspension rate decreased from three suspension days to zero suspension days. The suspension rate decreased from 12% to 0 %.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

1. 100% of BL will be highly qualified per NCLB. There will be no teacher mis-assignments.

ACTUAL

1. 100% of Big Lagoon teachers were highly qualified per NCLB. No teachers were mis-assigned.

Expenditures	<p>BUDGETED Teacher Salaries \$92,026 RS 0000, 1100, 1400, 4035, 5820 OBJ 1100</p>	<p>ESTIMATED ACTUAL Teacher Salaries \$98,102 RS 0000, 1100, 1400, 4035, 5280 OBJ 1100</p>
Action 2 Actions/Services	<p>PLANNED 2. 100% of student access to standards aligned instructional materials.</p>	<p>ACTUAL 2. 100% of students receive instruction using standards aligned instructional materials. Supplemental materials that were identified as effective instructional materials were frequently used.</p>
Expenditures	<p>BUDGETED Instructional Materials \$2,000 RS 0000, OBJ 4310</p>	<p>ESTIMATED ACTUAL Instructional Materials \$2,791 RS 0000, OBJ 4310</p>
Action 3 Actions/Services	<p>PLANNED 3. Teachers will attend professional development</p>	<p>ACTUAL 3. Two teachers and one instructional aide attended professional development.</p>
Expenditures	<p>BUDGETED Prof.Dev \$500 RS000, OBJ 5210</p>	<p>ESTIMATED ACTUAL Prof.Dev \$570 RS000, OBJ 5210</p>
Action 4 Actions/Services	<p>PLANNED 4. Facilities will receive custodial care and maintenance as outlined in the FIT. Library ramp will be replaced as needed. Special Reserve Bldg. fund will be main fund.</p>	<p>ACTUAL 4. The facilities received a ranking of "Good" according to the Facilities Inventory Tool. The Library ramp was replaced, using funds from the Special Reserve Building fund.</p>
Expenditures	<p>BUDGETED Custodial \$3,906 RS 0000, OBJ 2213 Maintenance salary \$26,066RS000. OBJ 2214 Library ramp \$4,000 FU40, RS 0053, OBJ 5631 Elec/water garbage/security \$18,591 RS0000, OBJ 5510, 5520, 5530, 5560, 5804</p>	<p>ESTIMATED ACTUAL Custodial \$2,846 RS 0000, OBJ 2213 Maintenance salary \$27,245RS000. OBJ 2214 Library ramp \$5,600 FU40, RS 0053, OBJ 5631 Elec/water garbage/security \$17,657 RS0000, OBJ 5510, 5520, 5530, 5560, 5804,</p>

Action **5**
Actions/Services

<p>PLANNED</p> <p>5. Superintendent will oversee all aspects of the school district including the LCAP/budget.</p>	<p>ACTUAL</p> <p>5. The Superintendent attended County Office of Education sponsored informational meetings regarding the LCAP. The Superintendent facilitated advisory council meetings throughout the year, as well as three events to encourage stakeholder input. The Board of Trustees was presented with regular informational meetings about the LCAP process and mid-year updates of progress toward meeting the goals.</p>
<p>BUDGETED</p> <p>Supt. Salary \$30,505 RS 0000, OBJ 1301,1303</p>	<p>ESTIMATED ACTUAL</p> <p>Supt. Salary \$17,525 RS 0000, OBJ 1301,1303</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All the Actions and Services were implemented.
100% of Big Lagoon teachers were highly qualified per NCLB. No teachers were mis-assigned.
One teacher attended professional development in ELA standards for TK; Differentiating Instruction; Stopping Disruptive Behaviors; and observed in another teacher's primary multi-grade classroom. One teacher was certified in Waterfront Lifeguarding. (This represents both classroom teachers). Additionally, an instructional aide took a seven hour course offered by the SELPA relating to student learning and behavior.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions were effective overall toward meeting the goal. The areas that were not met were in increasing enrollment and decreasing chronic absenteeism. There were no specific actions that addressed these areas, so they are being updated for the next year's LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Superintendent/Principal position was reduced from 1.0 FTE to 0.6 FTE

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The content of the goal has been revised into two separate goals. Goal One will now focus on maintaining Facilities and Transportation. Goal Two focuses on Student Achievement and includes employing qualified teachers, supporting staff in professional development, and 100% of students receiving instruction using standards-aligned curriculum.

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Increase environmental science curriculum

ANNUAL MEASURABLE OUTCOMES

Metrics:

1. CAASPP and District assessments
2. Teacher lesson plan books
3. Science assessment
4. PFT

EXPECTED

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.

ACTUAL

1. **PARTIALLY MET NOT MET**

English Language Arts as measured by the CAASPP- In 2015, 21% of students scored as proficient; in 2016, 22% of students scored as proficient

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.

Mathematics as measured by the CAASPP- In 2015, 13% of students scored as proficient; in 2016, 17% of students scored as proficient

MET

English Language Arts as measured by district assessments- In 2016, 59% of students were proficient; in 2017 69% of students were proficient

Mathematics as measured by district assessments- In 2016, 52% of students were proficient; in 2017 75 % of students were proficient

2. **MET** - Teachers' lessons included weekly fine arts study, both in-class arts integration and weekly guest artist lessons.

In the spring of 2017, the staff began music enrichment two times per week for all students, including those with disabilities.

The students participated in monthly lagoon activities. Students went hiking two times per month. These outdoor activities included all students, including those with disabilities.

A Yurok language instructor was contracted to conduct two hours of Yurok language each week. All students, including those with disabilities participated in the Yurok language and culture classes.

3. NOT MET

Science in grades five and seven, as measured by the CST. In 2015, 25% of students scored as proficient; in 2016, 17% of students scored as proficient.

4. MET

In 2015, 33% of students score in the Healthy Fitness Zone on the Physical Fitness Test. On the 2016 Physical Fitness Test, 70% of the students were proficient in the Aerobic Capacity and Body Composition indicators.

40% of students met six of the six fitness indicators.

60% of students met five of the six fitness indicators.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p>PLANNED</p> <p>1. The bus will be used for fieldtrips to enrich the curriculum and provide opportunities for career exploration.</p>	<p>ACTUAL</p> <p>1. The bus was used for field trips to enrich the curriculum and provide opportunities for career exploration.</p>
Expenditures	<p>BUDGETED</p> <p>Fieldtrips \$2,200 RS 0000, OBJ 5715 Supp/Conc.</p>	<p>ESTIMATED ACTUAL</p> <p>Fieldtrips \$1,500 RS 0000, OBJ 5715 Supp/Conc.</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>2. An arts rich curriculum will be provided through PTO funds.</p>	<p>ACTUAL</p> <p>2. Weekly art lessons from a guest artist were paid for by PTO funds.</p>
Expenditures	<p>BUDGETED</p> <p>PTO Funds</p>	<p>ESTIMATED ACTUAL</p> <p>PTO Funds were used for Art lessons</p>

Action **3**

Actions/Services	<p>PLANNED</p> <p>3. A .5 and .12 teacher will provide low grade span spread.</p>	<p>ACTUAL</p> <p>3. A .5 and .12 teacher were allocated.</p>
Expenditures	<p>BUDGETED</p> <p>Teacher Salary \$36,533 RS 0000, OBJ 1100 Supp. Conc.</p>	<p>ESTIMATED ACTUAL</p> <p>Teacher Salary (.5 Curtis) \$29,643 RS 0000, OBJ 1100 Supp. Conc. Teacher Salary (.12 Harmon) \$9,335 RS 0000, 1100,1400,4035,5820 OBJ 1100 Supp. Conc.</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All the Actions and Services were implemented.
Student field trips included: Center Arts; Pumpkin Patch; United Indian Health Harvest Festival; Gem, Mineral, and Fossil Show; The Lions Club’s Winter Express; a play by a local high school; Eureka Symphony; Morris Graves Art Museum; a Schools to Theater performance.
Big Lagoon School maintained two classes which did not have students in more than four grade levels during the morning academic core instruction (The primary class had students in second through fourth grade; the upper grades classroom was comprised of fourth through eighth grade students). With the late morning arrival of the afternoon transitional kindergarten/kindergarten students, the classes served students with a five-grade level span (TK through 3rd in one classroom and 4th through 8th grades in one classroom).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The outcomes of this goal were partially met. As measured by the CAASPP and CST, goals were not met in meeting the target number of students who are proficient in English Language Arts, Mathematics and Science. There was however, significant improvement in English Language Arts using the new measure of distance from Level 3. Teachers’ lessons included a broad course of study affording students an opportunity for success in college and career readiness. Environmental Science was increased through teacher instruction, guest lecturers, field trips, and lagoon activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal was maintained, but will also include measures of teacher qualification and professional development for classified and certificated staff. An instructional aide will be added as an action in order to help meet the developmental needs of the Transitional Kindergarten and Kindergarten students in their multi-grade class, as found in Goal 2, Action 6. A part-time library aide position will continue to allow low-income students access to a rich selection of literature and informational text, found in Goal 2, Action 7.

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Increase enrollment

ANNUAL MEASURABLE OUTCOMES

Metrics:

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

EXPECTED

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%.

ACTUAL

1. **MET**- Rates of parental participation, including families of students with disabilities had the following participation rates:
conferences- 94%
meeting participation- 5 meetings
volunteering- 140 hours
surveys- 68%
events- 85%

2. **MET** Attendance rate- 94% (up from 90% in 2016)
NOT MET Enrollment- 16 students (decrease from 23 in 2015)

- 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

- NOT MET** Chronic absenteeism- 39% (up from 16%)
- 3. MET**
Due to low student enrollment, the CHKS was not utilized. Through student discussion groups, it was determined that many students have been teased, but that students stick up for each other and intervene to prevent bullying. No students reported feeling unsafe at school.
Referrals dropped from 10 per month to one per month.
- 4. MET**
The Middle School dropout rate was 0
- 5. MET**
The suspension rate was 0
- 6. MET**
The expulsion rate was 0

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
1. Cafeteria Coordinator will continue to track low-income pupils and the district will provide two meals a day.

ACTUAL
1. The new position of Food Services Coordinator was created. The jobs performed by this position are tracking low-income students, purchasing food, cooking and preparing two meals per day, and billing. All students who qualify for reduced or free lunch were regularly served one to two home-cooked, nutritious meals per day.

Expenditures	BUDGETED LCAP café contr. \$7,451 FU13, RS 5310, OBJ 8916 Supp/conc.	ESTIMATED ACTUAL \$12,583 RS 0000 (Supp/Conc), OBJ 7616
--------------	---	--

Action **2**

Actions/Services	PLANNED 2. Provide playground monitors to prevent bullying and encourage positive play.	ACTUAL 2. Playground monitors were provided and interacted with students on the playground equipment and in organized games.
------------------	---	--

Expenditures	BUDGETED Monitor \$10, 071 RS 0000, OBJ 2901 Supp/conc.	ESTIMATED ACTUAL Monitor \$8,961 RS 0000, OBJ 2901 Supp/conc.
--------------	--	--

Action **3**

Actions/Services	PLANNED 3. Positive behavior intervention system materials.	ACTUAL 3. Positive behavior intervention system materials were purchased.
------------------	---	---

Expenditures	BUDGETED Materials \$500 RS 0000, obj 4310 Supp/conc	ESTIMATED ACTUAL Materials \$500 RS 0000, obj 4310 Supp/conc
--------------	---	---

Action **4**

Actions/Services	PLANNED 4. School Counselor	ACTUAL 4. A student support personnel position was filled in March. This staff member engaged all the students in positive play groups, provided conflict resolution, and was available for individual counseling.
------------------	---------------------------------------	--

Expenditures	BUDGETED \$9, 132 obj.5800 Supp/conc.	ESTIMATED ACTUAL \$2,716.68 RS 0000 (Supp/Conc) OBJ 1205
--------------	---	---

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>All the actions and services were implemented.</p> <p>Staff engaged positive play with students and intervened in conflicts. There were zero behavioral referrals for bullying. Playground monitors intervened in misbehaviors while they were at low level of incidence. Indoor physical education equipment and games were purchased. They were used during before and after school care, and as rewards. Prizes for attendance incentives were purchased.</p> <p>However, the School Counselor position was revised to Student Support Personnel. This position was not filled until March. This staff member engaged all the students in positive play groups, provided conflict resolution, and was available for individual counseling.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The goal was met overall, except for the two areas that were cited in Goal One. The enrollment did not increase to 30 students, and actually decreased to 16 students. Chronic absenteeism did not decrease to 14%, but actually increased to 39%. Big Lagoon School had a highly-engaged community of families and neighbors, and increased the overall positive school climate.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>The position of Food Services Coordinator was created. This position had a higher FTE than the anticipated Cafeteria Coordinator, since the new position included purchasing food, menu planning, and preparing meals on site as opposed to the previous position which involved re-heating food that was prepared off site.</p> <p>The Counselor position (revised to Student Support Personnel) was not filled until March.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>The content of this goal has been revised to be contained in two goals. Goal Three addresses engagement of the families, community members and students. We have added in an action of outreach via newsletters, email, the school website, and social media. Goal Four addresses the safe and healthy environment of Big Lagoon School. This includes maintaining the services of the Food Services Coordinator, staff professional development in the areas of health and safety, and student access to health screenings.</p>

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Big Lagoon School families participated in a survey during the November parent-teacher conference week. 68% of families participated in the Fall 2016 survey.

Big Lagoon School held a stakeholders meeting in March 2017. The meeting was preceded by a community dinner. Stakeholder input was solicited in the form of focus groups. There were 36 participants from the stakeholder groups of families, staff and community members.

Big Lagoon School solicited student input in the form of discussion groups. Parent consent was obtained, and teachers facilitated discussion groups in which they explored the areas of Student Engagement and Support, School Environment, School Safety, Parent Involvement and Health/Nutrition.

Big Lagoon's School Site Council held four meetings in November, January, and two in March to review the prior year LCAP. All meetings were advertised in the school newsletter and on the school marquee.

The Board of Trustees Agenda reflects that the LCAP update is a standing agenda item. The Board was given monthly updates on the process. Four of the five trustees attended the community stakeholder meeting and gave input for the annual update and the development of the goals for this year's LCAP. 75% of full-time employees participated in the stakeholder meeting; the staff member who did not attend is actively involved in the LCAP development process and serves on the Site Council. 80% of part-time employees organized and attended the community stakeholder meeting.

There are no classified or certificated bargaining units.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The fall survey gave the Advisory Council some preliminary information in that there were no significant areas of concern from families, and that there was an overall high level of satisfaction with the education that students receive at Big Lagoon School. The focus groups at the community meeting provided the most significant input in developing the upcoming year's LCAP. They gave the Advisory Council with meaningful data about the stakeholders' expectations and wishes for the Big Lagoon School. There is an expressed concern with the decline in enrollment. Learning for real-life situations, vocational education and environmental education were major themes that came from the community meeting, and were suggested as ways to make the education at Big Lagoon School meaningful and unique. There were also suggestions about "getting the word out" to families that live beyond the Big Lagoon District boundaries. The Advisory Council meetings were attended by the members each time with only one time where a non-member attended to give input. The Advisory Council gave strong guidance to the Superintendent in maintaining student services that align with the values and vision of the stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

The Facilities and Transportation Services will be maintained and in good condition.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

The facilities are in good condition, but do require regular attention to maintain this status due to our wet climate and the age of the facility. Big Lagoon has the need to provide home-school transportation because of the rural location. Even with this regularly provided service, the school has a high rate of chronic absenteeism.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inventory Tool	THE Spring 2016 FIT ranking was "Good."	The FIT ranking will maintain at a score indicating "Good" conditions.	The FIT ranking will maintain at a score indicating "Good" conditions.	The FIT ranking will maintain at a score indicating "Good" conditions.
Attendance Records	Attendance rate is 94%	Student attendance rate will be maintained at 94%	Student attendance rate will increase to 95%	Student attendance rate will be 95% or higher
Attendance Records; CALPADS	31% of students were chronically absent	Chronic absenteeism will be reduced to 26%	Chronic absenteeism will be reduced to 20%	Chronic absenteeism will be reduced to 16%

GOAL 1 [PLANNED ACTIONS / SERVICES](#)

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1. Facilities including the playground and grounds will receive custodial care and maintenance as outlined in the Facilities Inventory Tool.		

[BUDGETED EXPENDITURES](#)

	2018-19	2019-20
Amount	a. \$30,776 b. \$3,922 c. \$3,200	
Source	a. LCFF (RS 0000) b. LCFF (RS 0000)	

Budget
Reference

c. LCFF (RS 0000)
a. GL-FN 1193-8100 or 8110 Classified salary/benefits
b. GL-FN 1193-8100 or 8110 Supplies
c. GL-FN 1193-8100 or 8110 Services

Budget
Reference

Budget
Reference

GOAL 1 [PLANNED ACTIONS / SERVICES](#)

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2. The bus will be used to provide home to school transportation.		

[BUDGETED EXPENDITURES](#)

	2017-18	2018-19	2019-20
Amount	a. \$27,155 b. 4,110 c. \$12,168	Amount	Amount
Source	a. Transportation (RS 0210) b. Transportation (RS 0210) c. Transportation (RS 0210)	Source	Source

Budget
Reference

- a. GL-FN 1194-3600 or 8210
Classified salary/benefits
- b. GL-FN 1194-3600 or 8210 Supplies
- c. GL-FN 1194-3600 or 8210 Services

Budget
Reference



Budget
Reference



GOAL 1 [PLANNED ACTIONS / SERVICES](#)

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3. The Superintendent will oversee operations of the facilities and the transportation services.		

[BUDGETED EXPENDITURES](#)

	2017-18	2018-19	2019-20
Amount	a. \$17,994 b. \$1,888	Amount	Amount
Source	a. LCFF (RS 0000) b. LCFF (RS 0000)	Source	Source

Budget Reference

a. GL-FN 1192-7100 salary/benefits
b. GL-FN 1192-7100 Obj 5300 & 5805

Budget Reference

Budget Reference

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

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 that affords them preparation for real-life beyond the school setting and college, vocational school, and career preparation.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

Identified Need

Big Lagoon school stakeholders have voiced that having an interdisciplinary curriculum that allows students various paths to success is an important role and function of the school. Having properly credentialed teachers who have access to excellent professional development and standards-based curriculum. Student performance as measured by the CAASPP is low, particularly in Mathematics.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Personnel files and CALPADS data	100% of teachers are credentialed and appropriately placed in their teaching assignments.	100% of teachers	100% of teachers	100% of teachers
Board Resolution on Sufficiency of Instructional Materials; Superintendent review	100% of students in all grades, including students with disabilities, receive instruction using standards-aligned curriculum and supplemental standards-aligned teacher	100% of all students in all grades	100% of all students in all grades	100% of all students in all grades

	created materials on a broad course of study which includes PE, visual and performing arts, science and history/social science.			
Personnel files; Superintendent review	One teacher enrolled in courses relating to differentiating instruction. A half day was utilized to observe teacher at another site.	Teachers and support staff will increase instructional strategies for the delivery of standards aligned curriculum.	Teachers and support staff will increase instructional strategies for the delivery of standards aligned curriculum.	Teachers and support staff will increase instructional strategies for the delivery of standards aligned curriculum.
CAASPP summative data; LCFF Dashboard	In English Language Arts, student proficiency level Increased Significantly (+25.8 points) from the status of LOW (33.8 points below level 3)	Student proficiency level will Increase by seven points from 8 points below to 1 point below Level 3 or higher.	Student proficiency level will be at Level 3.	Student proficiency level will be at Level 3.
CAASPP summative data; LCFF Dashboard	In Mathematics, student proficiency level Maintained (+0.7) from the status of LOW (67.3 points below level 3)	Student proficiency level will Increase Significantly by 15 points from 66.6 points below Level 3 to 51.6	Student proficiency level will increase to 40 points or less below Level 3	Student proficiency level will increase to 30 points or less below Level 3.
Physical Fitness Test	Students in grades five and seven: 70% of students were proficient in the Aerobic Capacity and Body Composition Indicators. 40% of students met six of the six fitness indicators. 60% of students met five of the six fitness indicators.	Students in grades five and seven: 70% of students in grades five and seven will maintain proficient levels in the Aerobic Capacity and Body Composition indicators.	Students in grades five and seven: 70% of students in grades five and seven will maintain proficient levels in the Aerobic Capacity and Body Composition indicators.	Students in grades five and seven: 70% of students in grades five and seven will maintain proficient levels in the Aerobic Capacity and Body Composition indicators.

GOAL 2 PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1. Teachers and support staff will attend professional development in the areas of Common Core State Standards and/or Next Generation Science Standards. Teachers will receive release time to observe colleagues.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$500	Amount:	Amount:
Source: LCFF (RS 0000)	Source:	Source:
Budget Reference: Obj 5210	Budget Reference:	Budget Reference:

GOAL 2 [PLANNED ACTIONS / SERVICES](#)

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2. The Education Specialist will provide services for the Individualized Education Plans of students in coordination with the Resource Aide and contracted services.		

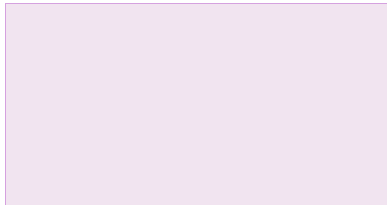
[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount a. \$12,550 b. \$6,804 c. \$1,155 d. \$4,210 e. \$577	Amount	Amount

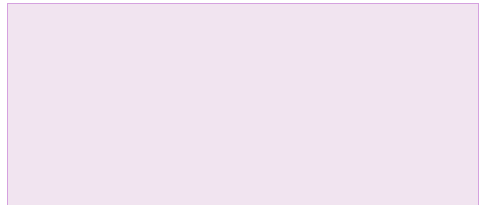
Source

- a. Special Ed (RS 3310,6500)
- b. Special Ed (RS 3310,6500)
- c. Special Ed (RS 3310,6500)
- d. Special Ed (RS 3310,6500)
- e. Special Ed (RS 3310,6500)

Source



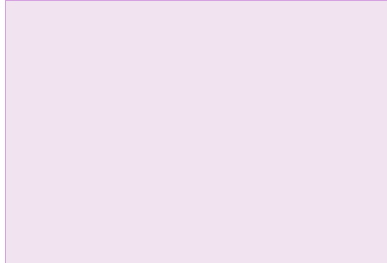
Source



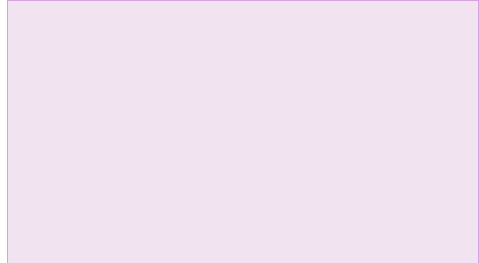
Budget Reference

- a. Goal 5xxx Certificated salary/benefits
- b. Goal 5xxx Classified salary/benefits
- c. Goal 5xxx Supplies
- d. Goal 5xxx Services
- e. Goal 5xxx Chargeback & indirect

Budget Reference



Budget Reference



GOAL 2 PLANNED ACTIONS / SERVICES

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3. Curriculum aligned with the Common Core State Standards will be purchased and/or developed by teaching staff. Instructional materials, equipment and services will be purchased for each classroom.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	a. \$5,915 b. \$585 c. \$473		
Source	a. LCFF (RS 0000)		

Budget
Reference

b. LCFF (RS 0000)
c. LCFF (RS 0000)

a. GL-FN 1110-1000 Obj 4310
Instructional Supplies
b. GL- FN 1110-100 Obj 4400
Classroom Equipment
c. GL-FN 1110-1000 Obj 5800,
5805, 5881 Classroom Services

Budget
Reference

Budget
Reference

GOAL 2 [PLANNED ACTIONS / SERVICES](#)

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
4. Highly qualified teachers will provide standards-aligned instruction in all subject areas including English Language Arts, Mathematics, Science, Social Studies and Physical Education.		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$154,287	Amount:	Amount:
Source: LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690)	Source:	Source:

Budget
Reference

GL-FN 1110-1000 Certificated
salary/benefits

Budget
Reference

Budget
Reference

GOAL 2 [PLANNED ACTIONS / SERVICES](#)

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
5. A 0.67 FTE teacher will be employed to provide a lower grade span in the transitional kindergarten, kindergarten and primary grades classroom and primarily to ensure more targeted instruction can occur in a TK-4 classroom for all students, to include unduplicated students.		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$41,850	Amount:	Amount:
Source: Supp/Conc (RS 0001)	Source:	Source:

Budget
Reference

GL-FN 1110-1000 Certificated
salary/benefits

Budget
Reference

Budget
Reference

GOAL 2 [PLANNED ACTIONS / SERVICES](#)

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

6. An Instructional Aide will be hired to assist with the developmental needs of the Transitional Kindergarten and Kindergarten students.		
---	--	--

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	\$7,360	Amount		Amount	
Source	LCFF (RS 0000)	Source		Source	
Budget Reference	GL-FN 1110-1000 Classified salaries/benefits	Budget Reference		Budget Reference	

GOAL 2 [PLANNED ACTIONS / SERVICES](#)

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

7. A part-time Library Aide will be hired to staff the school library and purchase and track library materials.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

a. \$3,360
b. \$700
c. \$1,250

Amount

Amount

Source

a. Supp/Conc, LCFF (RS 0001)
b. Supp/Conc, LCFF (RS 0001)
c. Supp/Conc, LCFF (RS 0001)

Source

Source

Budget
Reference

- a. GL-FN 1110-2420 Classified salary/benefits
- b. GL-FN 1110-2420 Supplies
- c. GL-FN 1110-1000 Contract

Budget
Reference



Budget
Reference



GOAL 2 PLANNED ACTIONS / SERVICES

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The school secretary will maintain student enrollment, attendance, academic and health records. The secretary will facilitate communications (email, phone, newsletter) with parents and guardians.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$14,949

Source LCFF (RS 0000)

2018-19

Amount

Source

2019-20

Amount

Source

Budget Reference

GL-FN 1110-2700 Classified
salary/benefits

Budget
Reference

Budget
Reference

GOAL 2 PLANNED ACTIONS / SERVICES

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

9. Yurok language and culture instruction will be provided to all students by a part-time hourly instructor.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$4,169

Amount

Amount

Source

LCFF (RS 0000)

Source

Source

Budget Reference

GL-FN 1204-1000 Certificated salary/benefits

Budget Reference

Budget Reference

GOAL 2 [PLANNED ACTIONS / SERVICES](#)

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
10. The Principal will oversee curriculum adoption, professional development, personnel and the Special Education program.		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: See Goal 3, Action 4	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Engagement: Families and community members will be involved in the school, strengthening support for students. The students will maintain good attendance rates and enrollment will increase.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Big Lagoon School continues to experience declining enrollment and high chronic absenteeism. Quantitative data does not capture the school's nature as precisely as it would in a larger school because one student accounts for 6% in the statistics. Chronic absenteeism is high for a small number of students; the nature of our statistics places this at 31% (five students). The other students' attendance is quite good and offsets the chronic absenteeism, giving us an attendance rate of 94%. Continuing to acknowledge and incentivize good attendance is a priority. The rural location of the school and distance from student homes makes it challenging to have parents and guardians on campus on a regular basis. Our evening events (Back to School Night, Community Dinners and Meetings) have been well attended, particularly by neighbors who do not have students that attend the school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign in sheets at school events	85% of students had representation at school events	90% of students, including students with disabilities and those in the unduplicated pupil count, will have family representation at school events.	90% of students, including students with disabilities and those in the unduplicated pupil count, will have family representation at school events.	90% of students, including students with disabilities and those in the unduplicated pupil count, will have family representation at school events.
Attendance of Parent Teacher Conferences	94% of students had parents that attended conferences.	90% of students will have parents or guardians that attend conferences.	90% of students will have parents or guardians that attend conferences.	90% of students will have parents or guardians that attend conferences.
Volunteer hours (log)	There were 140 volunteer hours	There will be 150 volunteer hours donated to the school.	There will be 150 volunteer hours donated to the school.	There will be 150 volunteer hours donated to the school.
Attendance Records	Attendance rate is 94%	Student attendance rate will be maintained at 94%	Student attendance rate will increase to 95%	Student attendance rate will be 95% or higher

Attendance Records; CALPADS	31% of students were chronically absent	Chronic absenteeism will be reduced to 26%	Chronic absenteeism will be reduced to 20%	Chronic absenteeism will be reduced to 16%
Enrollment records	End of year enrollment in 2016- 2017 was 16 students.	The enrollment number will be maintained (despite one student graduating, two moving out of district),	Enrollment will increase to 20 students.	Enrollment will increase to 25 students.
Attendance records; CALPADS	The middle school dropout rate was zero.	The middle school dropout rate will be zero.	The middle school dropout rate will be zero.	The middle school dropout rate will be zero.
Parent surveys	No baseline	Parents and guardians will indicate at least 75% of the time that they have opportunities to make decisions in the school program.	Parents and guardians will indicate at least 75% of the time that they have opportunities to make decisions in the school program.	Parents and guardians will indicate at least 75% of the time that they have opportunities to make decisions in the school program.
Parent surveys	No baseline	All parents and guardians of students with disabilities and students in the unduplicated pupil count will affirm that they have opportunities to participate in programs for their children.	All parents and guardians of students with disabilities and students in the unduplicated pupil count will affirm that they have opportunities to participate in programs for their children.	All parents and guardians of students with disabilities and students in the unduplicated pupil count will affirm that they have opportunities to participate in programs for their children.

GOAL 3 [PLANNED ACTIONS / SERVICES](#)

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

1. School staff will provide regular outreach to families and community members through monthly newsletters, weekly Facebook posts, monthly updates to the school website, and email.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

a. \$700

Amount

Amount

Source

LCFF (RS 0000)

Source

Source

Budget
Reference

a. GL-FN 1133-1000 service

Budget
Reference

Budget
Referenc
e

GOAL 3 [PLANNED ACTIONS / SERVICES](#)

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2. The staff will provide weekly and monthly attendance incentives and positive behavioral incentives		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: See Goal 2, Action 3 a (supplies)	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Goal 3 [PLANNED ACTIONS / SERVICES](#)

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

3. Students, including those with disabilities will participate in off-campus field trips related to the curriculum and career preparation.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

\$ 1,867

Amount

Amount

Source

Supp/Conc, LCFF (RS 0001)

Source

Source

Budget
Reference

Obj 5801 & 5715

Budget
Reference

Budget
Reference

Goal 3 PLANNED ACTIONS / SERVICES

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The Principal will oversee events to involve families and community members in the school, communication and outreach, and field trips that enrich the curriculum.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$45,392

Amount

Amount

Source LCFF (RS 0000, 7690)

Source

Source

Budget
Reference

GL-FN 1110-2700 Certificated
salary/benefits

Budget
Reference

Budget
Reference

New

Modified

Unchanged

Goal 4

Big Lagoon School will be a safe and healthy school site.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

There is a need to continue to maintain an inclusive, safe environment for students. Staff should be trained in areas relating to student safety and welfare.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Personnel file; Cafeteria records; invoices	The Food Services Coordinator prepared two meals daily.	Students will be provided with nutritious meals that are prepared on site.	Students will be provided with nutritious meals that are prepared on site.	Students will be provided with nutritious meals that are prepared on site.
Personnel files	All staff received annual mandated reporter training.	All Staff members will have required safety and mandated reporter training.	All Staff members will have required safety and mandated reporter training.	All Staff members will have required safety and mandated reporter training.
Student records	100% of students were screened by HCOE nurses.	100% of students will have access to health screenings and be referred to outside agencies as needed.	100% of students will have access to health screenings and be referred to outside agencies as needed.	100% of students will have access to health screenings and be referred to outside agencies as needed.
Student records; superintendent log	Zero students were suspended.	The suspension rate will be no more than six percent.	The suspension rate will be no more than six percent.	The suspension rate will be no more than six percent.
Student records; superintendent log	Zero students were expelled	The expulsion rate will be no more than six percent.	The expulsion rate will be no more than six percent.	The expulsion rate will be no more than six percent.

Student surveys and/or discussion groups

Students feel safe at school. Some students experience some teasing, but also state that students generally look out for each other.

All students will feel safe at school. No students will be bullied. Students will have conflict resolution opportunities.

All students will feel safe at school. No students will be bullied. Students will have conflict resolution opportunities.

All students will feel safe at school. No students will be bullied. Students will have conflict resolution opportunities.

GOAL 4 PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1. The Cafeteria Coordinator will continue to prepare and serve two meals per day; track students receiving free or reduced lunch; process CNIPs reports		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$17,044	Amount:	Amount:
Source: Supp/Conc (RS 0000)	Source:	Source:
Budget Reference: Obj 7616	Budget Reference:	Budget Reference:

GOAL 4 PLANNED ACTIONS / SERVICES

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2. Staff will participate in required annual trainings relating to student welfare, health, and safety.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
See Goal 2, Action 1		

GOAL 4 [PLANNED ACTIONS / SERVICES](#)

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3. "Student support" personnel and/or "counselor" services will be provided by an hourly, part time employee		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$8,207	Amount:	Amount:
Source: Supp/Conc (RS 0001)	Source:	Source:
Budget Reference: GL-FN 1191-3110 Certificated salary/benefits	Budget Reference:	Budget Reference:

GOAL 4 [PLANNED ACTIONS / SERVICES](#)

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools spans: _____		<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____		<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

4. The school will staff and train playground monitors for safe supervision and to encourage positive play.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	\$7,895	Amount		Amount	
Source	Supp/Conc (RS 0001)	Source		Source	
Budget Reference	Obj 2901 & 3xxx Classified salary/benefits	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 30,163

Percentage to Increase or Improve Services:

8.13 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The district is receiving \$30,163 in Supplemental/Concentration funds for the unduplicated pupil count, which amounts to 69% of the student population. Services that will be provided school-wide are:

A 0.67 FTE teacher to decrease the grade span in the primary grades classroom. This will allow for a focus on early literacy with our youngest students, increasing their chances of success in school in later years.

Staffing of the library to ensure that students have access to books. We find that many of our students in the unduplicated pupil count do not have home libraries, nor quiet spaces for pleasure reading. These students gravitate toward the library.

A “Counselor” or “Student Support Provider” will provide positive behavior interventions and conflict resolution mediation, model healthy lifestyle choices related to food, exercise and self-care, and give emotional support for individual children when needed.

Big Lagoon School will staff and train playground monitors to engage students in active play, facilitate positive play, provide emotional and social support as needed, and assist in conflict prevention and resolution.

Big Lagoon School provides field trips that integrate with the curriculum and provide students opportunities to engage in activities that support career readiness. We have regular access to an amazing environment. Students are able to learn in the outdoors, and participate in activities such as hiking, canoeing and kayaking, that ordinarily are not accessible due to expense, safety or access.

The food services coordinator will plan menus, prepare and serve two meals a day, and track students receiving free or reduced lunch.

The staff will provide incentives for good attendance for all student. This seems to have the most impact on our students who are in foster care and have had more irregular attendance patterns.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder

narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter

schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

Prepared by the California Department of Education, October 2016