

2019-20

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)

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
Big Lagoon School	Jennifer Glueck Superintendent/Principal	admin@biglagoon.org 707.677.3688

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Big Lagoon School is a single-school rural elementary district serving students in Transitional Kindergarten to Grade 8, with a current enrollment of 18 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. 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.

Enrollment has increased in the younger grades, assuring a stable student population in future years.

Breakfasts and lunches are prepared on site and we have seen increased participation in the school's meal program.

The instructional staff participated in eight training days in California's Multi-Tiered System of Support, and has applied the training to implement school-wide systems to support students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Because of the small student enrollment Big Lagoon School does not have the following data displayed on the California School Dashboard: Academic Performance.

Chronic Absenteeism improved from 42.1% in 2018 to 22% currently.

The suspension rate maintained at 0%.

Stakeholder surveys indicate that students feel emotionally and physically safe at school.

The school was awarded a grant to participate in the California Multi-Tiered System of Support Initiative through the Orange County Department of Education. All instructional staff participated as a team and are continuing to work to provide systems for academic, social-emotional, and behavioral supports.

Referring to the California School Dashboard, 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

Based on stakeholder input, Big Lagoon has the need for:

- Additional professional development for teachers in effective instructional methods, universal design for learning, and increasing academic achievement.

- Responses to student absenteeism

- Developing baselines and tracking of student academic progress

- Developing baselines and tracking of student behaviors

- Provide early intervention academic services

The school also continues to not meet goals in reducing absenteeism and increasing attendance rates. The school will continue to offer home-school transportation services. Maintaining strong relationships with families through regular communication (newsletter, emails, phone calls, Facebook) and inviting families to participate in school events both on and off campus (field trips) maintains a bond that we believe will continue families' will to get students to school. The school also continues to provide mental health and social work services through the agreement with Two

Feathers Native American Family Services, giving students the opportunity to manage their behaviors and issues that may interfere with regular attendance and academic progress.

Referring to the California School Dashboard, 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 does not have any significant subgroups.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Facilities Inventory Tool

18-19

The FIT ranking will maintain at a score indicating "Good" conditions.

Baseline

THE Spring 2016 FIT ranking was "Good."

Metric/Indicator

Attendance Records

18-19

Student attendance rate will be maintained at 94%

Baseline

Attendance rate is 94%

Metric/Indicator

Attendance Records; CALPADS

18-19

Chronic absenteeism will be no higher than 31%

Actual

The Facilities Inspection Tool ranking was "Fair" in March 2019.

The Attendance rate is 92% at the end of Trimester 2.

The Chronic Absenteeism rate is 22% at the end of Trimester 2.

Expected

Actual

Baseline

31% of students were chronically absent

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Goal 1, Action 1 Facilities including the playground and grounds will receive custodial care and maintenance as outlined in the Facilities Inventory Tool.	The facilities were including playground and grounds were maintained and received custodial care and maintenance.	a. GL-FN 1193-8100 or 8110 Classified salary/benefits LCFF (RS 0000) 30,441 b. GL-FN 1193-8100 or 8110 Supplies LCFF (RS 0000) 3,522 c. GL-FN 1193-8100 or 8110 Services LCFF (RS 0000) 357	a. GL-FN 1193--8100 or 8110 Classified salary/benefits LCFF (RS 0000) 31,103 b. GL-FN 1193--8100 or 8110 Supplies LCFF (RS 0000) 5,328 c. GL-FN 1193-8100 or 8110 Services LCFF (RS 0000) 9,282

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Goal 1, Action 2 The bus will be used to provide home to school transportation.	The bus provided home to school transportation.	a. GL-FN 1194-3600 or 8210 Classified salary/benefits Transportation (RS 0210) 26,060 b. GL-FN 1194-3600 or 8210 Supplies Transportation (RS 0210) 3,910 c. GL-FN 1194-3600 or 8210 Services Transportation (RS 0210) 9,852	a. GL-FN 1194--3600 or 8210 Classified salary/benefits Transportation (RS 0210) 26,025 b. GL-FN 1194-3600 or 8210 Supplies Transportation (RS 0210) 3,800 c. GL-FN 1194--3600 or 8210 Services Transportation (RS 0210) 12,643

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Goal 1, Action 3
The Superintendent will oversee operations of the facilities and the transportation services.

The Superintendent was responsible for overseeing the operations of the facilities and transportation services.

a. GL-FN 1192-7100 salary/benefits LCFF (RS 0000) 31,631

a. GL-FN 1192--7100 salary/benefits LCFF (RS 0000) 31,608

b. GL-FN 1192-7100 Services LCFF (RS 0000) 1,871

b. GL-FN 1192-7100 Services LCFF (RS 0000) 1,871

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.

The Goal was fully implemented.

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

The school facilities received custodial care and maintenance. The Facilities Inspection Tool indicates some repairs that are needed, including repairing or replacing the roof in two wings. Fewer students were chronically absent. The attendance rate did not meet the goal. Students miss multiple days of school due to illness, particularly in winter months.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Costs for deferred maintenance and supplies were higher than expected.
Action 2: The maintenance and repairs to the bus were higher than expected.

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 overall goal is unchanged. However, the roofs on the primary grade wing and upper grade wing are in need of replacement. Allocation of funds from deferred maintenance for the roof project has been indicated in Goal 1, Action 1.

Annual Update

LCAP Year Reviewed: **2018-19**

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

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Personnel files and CALPADS data

18-19

100% of teachers

Baseline

100% of teachers are credentialed and appropriately placed in their teaching assignments.

Metric/Indicator

Board Resolution on Sufficiency of Instructional Materials; Superintendent review

18-19

100% of all students in all grades

Baseline

Actual

100% of teachers are credentialed by the California Commission on Teacher Credentialing and appropriately placed in their teaching assignments.

100% of students, including students with disabilities, receive instruction using standards aligned curriculum.
100% of students receive a broad course of study which includes Physical Education, Visual and Performing Arts, Science, and History/Social Science.

Expected

100% of students in all grades, including students with disabilities, receive instruction using standards-aligned curriculum and supplemental standards-aligned teacher created materials on a broad course of study which includes PE, visual and performing arts, science and history/social science.

Metric/Indicator

CAASPP
summative data; LCFF Dashboard

18-19

Student proficiency level will be at Level 3.

Baseline

In English Language Arts, student proficiency level Increased Significantly (+25.8 points) from the status of LOW (33.8 points below level 3)

Metric/Indicator

CAASPP
summative data; LCFF Dashboard

18-19

Student proficiency level will increase to 40 points or less below Level 3

Baseline

In Mathematics, student proficiency level Maintained (+0.7) from the status of LOW (67.3 points below level 3)

Metric/Indicator

Physical Fitness Test

18-19

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.

Baseline

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.

Actual

The number of students who are administered the CAASPP is less than 11 students. Data is not reported.

The number of students who are administered the CAASPP is less than 11 students. Data is not reported.

The number of students who are administered the Physical Fitness Test is less than 11 students. Data is not reported.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Teachers and support staff will attend professional development in order to increase instructional strategies for the delivery of Common Core State Standards and/or Next Generation Science Standards. Teachers will receive release time to observe colleagues to increase.	Teachers and support staff attended professional development for increasing strategies in providing academics, social-emotional, and behavioral supports. The instructional team participated in eight days of trainings in the CA MTSS Initiative.	OBJ 5210 LCFF (RS 0000) 500	a. Obj 5210 LCFF (RS 0000) 5,293
			a. Obj 5210 MTSS Grant (RS 7817) See above

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. The Education Specialist will provide services for the Individualized Education Plans of students in coordination with the Resource Aide and contracted services.	The Education Specialist provided services and consultation for the Individualized Education Plans of students in coordination with the Resource Aide and contracted services through the Humboldt County Office of Education and Tiny Eye Speech Therapy services.	a. Goal 5xxx Certificated salary/benefits Special Ed (RS 3310,6500) 7,702	a. Goal 5xxx Certificated salary/benefits Special Ed (RS 3310,6500) 1,845
		b. Goal 5xxx Classified salary/benefits Special Ed (RS 3310,6500) 2,562	b. Goal 5xxx Classified salary/benefits Special Ed (RS 3310,6500) 3,467
		c. Goal 5xxx Supplies Special Ed (RS 3310,6500) 555	c. Goal 5xxx Supplies Special Ed (RS 3310,6500) 555
		d. Goal 5xxx Services Special Ed (RS 3310,6500) 7,367	d. Goal 5xxx Services Special Ed (RS 3310,6500) 7,375
		e. Goal 5xxx Chargeback & indirect Special Ed (RS 3310,6500) 8,185	e. Goal 5xxx Chargeback & indirect Special Ed (RS 3310,6500) 8,185

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Curriculum aligned with the Common Core State Standards will be purchased and/or developed by teaching staff. Instructional materials and services will be purchased for each classroom.	The school provided curriculum aligned with the Common Core State Standards. Instructional materials and services were purchased for each classroom.	a. GL-FN 1110-1000 Obj 4310 Instructional Supplies LCFF (RS 0000) 5,187	a. GL-FN 1110--1000 Obj 4310 Instructional Supplies MTSS Grant (RS 7817) Humboldt Area Foundation (RS 9015) LCFF (RS 0000) 7,387
		0	0
		c. GL-FN 1110-1000 Obj 5800, 5805, 5201 Classroom Services LCFF (RS 0000) 472	c. GL-FN 1110--1000 Obj 5800, 5805, 5201 Classroom Services MTSS Grant (RS 7817) LCFF (RS 0000) 1,600

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Highly qualified teachers will provide standards-aligned instruction in all subject areas including English Language Arts, Mathematics, Science, Social Studies and Physical Education.	The school employed 1.3 FTE credentialed classroom teachers in this service to provide standards aligned instruction in all subject areas. The teacher participated in additional days of service through the MTSS grant.	GL-FN 1110-1000 Certificated salary/benefits LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690) 112,451	GL-FN 1110--1000 Certificated salary/benefits MTSS Grant (RS 7817) LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690) 124,338

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	A 0.67 FTE teacher was employed to provide a lower grade span in the primary grades classroom, which had students in Transitional Kindergarten through 2nd grade.	GL-FN 1110-1000 Certificated salary/benefits Supp/Conc (RS 0001) 38,236	GL-FN 1110-1000 Certificated salary/benefits Supp/Conc (RS 0001) 35,813

classroom for all students, to include unduplicated students.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Due to declining enrollment, the an Instructional Aide will be not be hired.	The enrollment was higher than expected. An instructional aide was hired to provided targeted instruction for Transitional Kindergarten and Kindergarten students in the primary grades.		GL-FN 1110-1000 Classified slaray/benefits MTSS Grant (RS 7817) LCFF (RS 0000) 7,895

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. A part-time Library Aide will be hired to staff the school library and purchase and track library materials.	The Library Aide staffed the shool library which allowed students to borrow materials to take home. The Library Aide also cataloged materials and kept the school library collection current.	<p>a. GL-FN 1110-2420 Classified salary/benefits Supp/Conc, LCFF (RS 0001) 2,050</p> <p>b. GL-FN 1110-2420 Supplies Supp/Conc, LCFF (RS 0001) 750</p> <p>c. GL-FN 1110-1000 Contract Supp/Conc, LCFF (RS 0001) 1,100</p>	<p>a. GL-FN 1110--2420 Classified salary/benefits Supp/Conc (RS 0001) 2,046</p> <p>b. GL-FN 1110-2420 Supplies Supp/Conc, LCFF (RS 0001) 750</p> <p>c. GL-FN 1110--1000 Contract Supp/Conc (RS 0001) 1,450</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school secretary will maintain student enrollment, attendance, academic and health records. The secretary will facilitate communications (email, phone, newsletter) with parents and guardians.	The school secretary maintained student enrollment, attendance, academic, and health records. The secretary facilitated communications with families.	GL-FN 1110-2700 Classified salary/benefits LCFF (RS 0000) 12,749	GL-FN 1110-2700 Classified salary/benefits LCFF (RS 0000) 10,874

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Yurok language and culture instruction will be provided to all students by a part-time hourly instructor.	Yurok language and culture instruction was provided to all students by an hourly instructor.	GL-FN 1204-1000 Certificated salary/benefits LCFF (RS 0000) 2,197	GL-FN 1204-1000 Certificated salary/benefits LCFF (RS 0000) 2,193

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10. The Principal will oversee curriculum adoption, professional development, personnel and the Special Education program.	The Principal oversaw curriculum adoption, professional development, personnel, and the Special Education program.	See Goal 3, Action 4	See Goal 3, Action 4

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.

Some of the services were going to be reduced for this year, particularly with instructional aides. The kindergarten class was bigger than expected, and so an aide was hired. All of the other services were fully implemented as described.

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

Students had 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The district received a two-year grant in the amount of \$25,000 to be a participant in Cohort 3 of the CA MTSS Initiative. Staff members on the team were paid out of this fund for extra days of training.
 Action 2: Big Lagoon School had one student who received services through Special Education. 0.036 FTE of the Education Specialist salary was spent out of this fund; the balance was spent out of the general fund.
 The Resource Aide FTE was increased to support the Special Education program.

Action 3: The school had additional expenditures from the funds provided by the MTSS grant and a grant from the Alexander T. Salvos & Timothy A. Salvos Fund for Youth, a fund of the Humboldt Area Foundation. Additional materials were purchased with the increased enrollment in the primary grades.

Action 4: The teacher participated in additional days of service through the MTSS grant.

Action 6: The enrollment of students in Transitional Kindergarten and Kindergarten increased. An instructional aide was hired.

Action 7: The school increased library services with the County Office of Education.

Action 8: The school secretary from the prior year resigned. The staff hired for the current school year were paid a lower hourly rate. The hours to the secretary position were reduced.

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 instructional aide position was reduced in the Spring of 2018, but the school had an unexpected increase to the Kindergarten class and an instructional aide was hired for 2018-2019. Due to increasing enrollment in the Kindergarten class, Big Lagoon will employ an instructional aide in 2019-2020. This service is indicated in Goal 2, Action 6.

Annual Update

LCAP Year Reviewed: **2018-19**

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

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Sign in sheets at school events

18-19

90% of students, including students with disabilities and those in the unduplicated pupil count, will have family representation at school events.

Baseline

85% of students had representation at school events

88% of students had representation at school events.

Metric/Indicator

Attendance of Parent Teacher Conferences

18-19

90% of students will have parents or guardians that attend conferences.

Baseline

94% of students had parents that attended conferences.

100% of students had representation at conferences with their teachers.

Metric/Indicator

Volunteer hours (log)

18-19

There will be 150 volunteer hours donated to the school.

More than 150 volunteer-hours were donated to the school through the school gardening program, disc golf, and volunteers to fund-raising events.

Expected

Actual

Baseline

There were 140 volunteer hours

Metric/Indicator

Attendance Records

18-19

Student attendance rate will increase to 95%

Baseline

Attendance rate is 94%

Metric/Indicator

Attendance Records; CALPADS

18-19

Chronic absenteeism will be reduced to 20%

Baseline

31% of students were chronically absent

Metric/Indicator

Enrollment records

18-19

Enrollment will increase to 20 students.

Baseline

End of year enrollment in 2016-2017 was 16 students.

Metric/Indicator

Attendance records; CALPADS

18-19

The middle school dropout rate will be zero.

Baseline

The middle school dropout rate was zero.

Metric/Indicator

Parent surveys

18-19

Parents and guardians will indicate at least 75% of the time that they have opportunities to make decisions in the school program.

Baseline

Student attendance is 92% at the end of Trimester 2.

Chronic absenteeism is 22% at the end of Trimester 2.

The enrollment is 19 students at the end of P2.

The middle school dropout rate is zero at the end of Trimester 2.

Families indicate at a rate of 94% that they have opportunities to make decisions in the school program.

Expected

Actual

No baseline

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 and the circuit, email and filtering services will be maintained.	School staff provided regular outreach to families and community members through the newsletter, electronic communication, telephone calls, text messaging, social media and the school web site. Email and filtering services were maintained through contracted services with Northern Humboldt Union School District.	GL-FN 1133-1000 OBJ 5800,5847 Technology LCFF (RS 0000) 9,482	GL-FN 1133--1000 OBJ 5800,5847 Technology LCFF (RS 0000) 8,782

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. The staff will provide weekly and monthly attendance incentives and positive behavioral incentives	The staff provided positive behavioral incentives on a daily basis.		See Goal 2, Action 3

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Students, including those with disabilities will participate in off-campus field trips related to the curriculum and career preparation.	All students participated in field trips related to the curriculum and career preparation.	Obj 5801 & 5715 Supp/Conc, LCFF (RS 0001) 3,070	Obj 5801 & 5715 Supp/Conc (RS 0001) 1,553

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Principal will oversee events to involve families and community members in the school, communication and outreach, and field trips that enrich the curriculum.	The Principal oversaw events to involve families and community members in the school. There was regular communication and outreach. The Pncipal arranged for field trips that enrich the curriculum.	GL-FN 1110-2700 Certificated salary/benefits LCFF (RS 0000, 7690) 76,758	GL-FN 1110--2700 Certificated salary/benefits LCFF (RS 0000, 7690) 81,313

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.

Action 1: Outreach and communication were fully implemented as described. In addition, the school has redesigned its website to allow for easier access for families to be able to view announcements, events, and the lunch menu.
 Action 2: All students, including those with disabilities, participated in a number of field trips.
 Action 4: The Principal was responsible for overseeing events to involve families. A monthly newsletter was sent out in paper and electronic form.

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

The services were effective in achieving most outcomes of the goal. The attendance rate did not reach the goal of 94% (92%). Chronic absenteeism did not reach the goal of 20%, but there was significant improvement in reducing chronic absenteeism to 22%. Students display behaviors that indicate that they enjoy coming to school and are engaged in the educational program. The school experiences high levels of absenteeism, particularly during the winter months, due to illness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3: At the time of budget adoption, we based field trip expenses on the previous year's expenditures. This year, the amount was updated during 2nd interim. The school was able to receive discounts for event fees. The school provided field trips that were closer to school and did not require fees and also had reduced transportation costs.

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.

There are no changes made to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Personnel file; Cafeteria records; invoices

18-19

Students will be provided with nutritious meals that are prepared on site.

Baseline

The Food Services Coordinator prepared two meals daily.

The Cafeteria Coordinator prepared breakfasts and lunches on site. School personnel observed student interest in eating more fruits and vegetables.

Metric/Indicator

Personnel files

18-19

All Staff members will have required safety and mandated reporter training.

Baseline

All staff received annual mandated reporter training.

All staff received Mandated Reporter training.

Metric/Indicator

Student records

18-19

100% of students will have access to health screenings and be referred to outside agencies as needed.

100% of students in eligible grade bands received screenings by nurses from the Humboldt County Office of Education.

Expected

Actual

<p>Baseline 100% of students were screened by HCOE nurses.</p>	
<p>Metric/Indicator Student records; superintendent log</p> <p>18-19 The suspension rate will be no more than six percent.</p> <p>Baseline Zero students were suspended.</p>	<p>The suspension rate was zero.</p>
<p>Metric/Indicator Student records; superintendent log</p> <p>18-19 The expulsion rate will be no more than six percent.</p> <p>Baseline Zero students were expelled</p>	<p>The expulsion rate was zero.</p>
<p>Metric/Indicator Student surveys and/or discussion groups</p> <p>18-19 All students will feel safe at school. No students will be bullied. Students will have conflict resolution opportunities.</p> <p>Baseline Students feel safe at school. Some students experience some teasing, but also state that students generally look out for each other.</p>	<p>Surveys indicated that students are safe at school. There were no reports of harassment or bullying. Staff facilitated conflict resolution using restorative practices.</p>

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. The Cafeteria Coordinator will continue to prepare and serve two meals per day; track students receiving free or reduced lunch; process CNIPs reports</p>	<p>The Cafeteria Coordinator prepares two meals per day on site, tracks students receiving free or reduced meals, and processes CNIPs claims and bills.</p>	<p>Obj 7616 Supp/Conc (RS 0000) 14,078</p>	<p>Obj 7616 Supp/Conc, LCFF (RS 0001) 10,295</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Staff will participate in required annual trainings relating to student welfare, health, and safety.	Staff members received trainings related to welfare, health and safety. All staff had Mandated Reporter training. The bus driver and cafeteria coordinator received their annually required hours of training. All instructional and administrative staff participated in the California MTSS Initiative. Some instructional staff received restorative practices training.		See Goal 2, Action 1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. "Student support" personnel and/or "counselor" services will be provided through contracted services.	Two Feathers Native American Family Services was contracted to provide cultural activities to all students and counseling to students as needed.	GL-FN 1191-3110 Contracted services Supp/Conc (RS 0001) 6,000	GL-FN 1191-3110 Contracted services Supp/Conc (RS 0001) 4,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. The school will staff and train playground monitors for safe supervision and to encourage positive play.	Staff were trained in appropriate playground supervision, positive play, and restorative practices.	Obj 2901 & 3xxx Classified salary/benefits Supp/Conc (RS 0001) 7,576	Obj 2901 & 3xxx Classified salary/benefits Supp/Conc (RS 0001) 7,566

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.

The food service was fully implemented and the Cafeteria Coordinator prepared breakfasts and lunches on site. The student support/counseling services were partially implemented, but were maintained proportionately for the decrease in need due to low enrollment. The staff were trained in safe supervision and encouraged positive play. Staff were also trained in restorative practices.

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

The services were effective in achieving the goal of maintaining a safe and healthy school site. Stakeholders report that Big Lagoon School provides physical and emotional safety for students. No students were suspended. Students participated in cultural activities provided by Two Feathers Native American Family Services, and had counseling services available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The contribution from the general fund to the Cafeteria fund was decreased as the district made great efforts to reduce expenses by maximizing the use of USDA commodities and more efficient purchasing of other foods. We also saw a significant increase in student participation in the breakfast and lunch programs, increasing revenue to the program.

Action3: Due to decrease in enrollment, the contract with Two Feathers Native American Family Services was reduced and less service time was provided.

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.

Counseling and mental health services will no longer be fulfilled by the contract with Two Feathers Native American Family Services. This service will be provided by a grant through a partnership of the Department of Health and Human Services and Northern Humboldt Union High School District. Big Lagoon will have no expenditures for this service in 2019-2020. This change is identified in Goal 4, Action 3 of the LCAP.

Stakeholder Engagement

LCAP Year: 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?

All stakeholders : The district announced the LCAP Advisory Council/Site Council meetings in the monthly newsletter (paper version and electronic) and on the school marquee.

Families: Families were asked to complete surveys during the Fall Parent/Teacher Conference week regarding School Climate and perceptions of the value that school gives to their input. Families were surveyed in the spring regarding effectiveness of actions in the current school year and values of future services.

Students: Students were surveyed in the spring regarding effectiveness of actions in the current school year and values of future services.

Staff: Staff participated in the LCAP process throughout the year in weekly staff meetings as they gave input into recommendations for professional development and reviewed curriculum for adoption.

Staff completed a survey regarding school climate in November 2018. Certificated staff completed the survey regarding standards implementation in November 2018.

Community Members: All stakeholders, including community members, had the opportunities to review the LCAP and give input at monthly Board meetings in which Local Control was a standing agenda item, and at the Site Council/LCAP Advisory meetings.

There are no local unions nor bargaining units that represent staff.

Impact on LCAP and Annual Update

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

Family surveys indicate that families feel that there is good home/school communication. These efforts will continue, and additionally, the school include communications in its newly redesigned website.

The stakeholder surveys informed the district as to the values of the services provided.

Student surveys indicate that students feel safe at school, and that they have good relationships with peers and adults. Student surveys indicate that the services provided by the school are categorized as "Definitely continue this service. It is essential" or "This

service makes the school a better place." big Lagoon School has committed to continuing the services that were provided in previous year.

The staff will continue its work in installing and implementing school-wide Positive Behavioral Incentive System as well as universal, supplemental, and intensive supports.

Parent surveys indicate that transportation is valuable. The home to school service for students will continue, as found in Goal 1, Action 2. Parent surveys indicate that Environmental Education and Yurok language and culture lessons are the most valuable programs that are offered to students. As a result, staff will continue with professional development in science and social studies standards as they relate to Environmental literacy (Goal 2, Action 1). Yurok language and culture classes will continue and can be found in Goal 2, Action 9. Parent surveys indicate that the availability of healthy breakfasts and lunches are a priority. Therefore, the cafeteria will continue to serve two home-cooked meals each day which can be found in Goal 4, Action 1.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

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 be maintained at 94%	Student attendance rate will be maintained at 94%
Attendance Records; CALPADS	31% of students were chronically absent	Chronic absenteeism will be reduced to 26%	Chronic absenteeism will be no higher than 31%	Chronic absenteeism will be no higher than 31%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Goal 1, Action 1
Facilities including the playground and grounds will receive custodial care and maintenance as outlined in the Facilities Inventory Tool.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Goal 1, Action 1
Facilities including the playground and grounds will receive custodial care and maintenance as outlined in the Facilities Inventory Tool.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Goal 1, Action 1
Facilities including the playground and grounds will receive custodial care and maintenance as outlined in the Facilities Inventory Tool.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,776	30,441	30,764
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	a. GL-FN 1193-8100 or 8110 Classified salary/benefits	a. GL-FN 1193--8100 or 8110 Classified salary/benefits	a. GL-FN 1193--8100 or 8110 Classified salary/benefits
Amount	3,922	3,522	5,400
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	b. GL-FN 1193-8100 or 8110 Supplies	b. GL-FN 1193-8100 or 8110 Supplies	b. GL-FN 1193-8100 or 8110 Supplies
Amount	3,200	357	55,010
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	c. GL-FN 1193-8100 or 8110 Services	c. GL-FN 1193-8100 or 8110 Services	c. GL--FN 1193--8100 or 8110 Services 0230 Deferred Maintenance

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Goal 1, Action 2
The bus will be used to provide home to school transportation.

2018-19 Actions/Services

Goal 1, Action 2
The bus will be used to provide home to school transportation.

2019-20 Actions/Services

Goal 1, Action 2
The bus will be used to provide home to school transportation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	27,155	26,060	24,510
Source	Transportation (RS 0210)	Transportation (RS 0210)	Transportation (RS 0210)
Budget Reference	a. GL-FN 1194-3600 or 8210 Classified salary/benefits	a. GL-FN 1194-3600 or 8210 Classified salary/benefits	a. GL-FN 1194--3600 or 8210 Classified salary/benefits
Amount	4,110	3,910	3,880
Source	Transportation (RS 0210)	Transportation (RS 0210)	Transportation (RS 0210)
Budget Reference	b. GL-FN 1194-3600 or 8210 Supplies	b. GL-FN 1194-3600 or 8210 Supplies	b. GL-FN 1194--3600 or 8210 Supplies
Amount	12,168	9,852	12,643
Source	Transportation (RS 0210)	Transportation (RS 0210)	Transportation (RS 0210)
Budget Reference	c. GL-FN 1194-3600 or 8210 Services	c. GL-FN 1194-3600 or 8210 Services	c. GL-FN 1194--3600 or 8210 Services

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Goal 1, Action 3
 The Superintendent will oversee operations of the facilities and the transportation services.

2018-19 Actions/Services

Goal 1, Action 3
 The Superintendent will oversee operations of the facilities and the transportation services.

2019-20 Actions/Services

Goal 1, Action 3
 The Superintendent will oversee operations of the facilities and the transportation services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,910	31,631	34,578
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	a. GL-FN 1192-7100 salary/benefits	a. GL-FN 1192-7100 salary/benefits	a. GL-FN 1192--7100 salary/benefits

Amount	1,871	1,871	1,871
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	b. GL-FN 1192-7100 Services	b. GL-FN 1192-7100 Services	b. GL-FN 1192--7100 Services Obj 5300

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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 will be credentialed and appropriately placed in their teaching assignments.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 created materials on a broad course of study which includes PE, visual and performing arts, science and history/social science.	100% of all students in all grades	100% of all students in all grades	100% of students in all grades, including students with disabilities, will receive instruction using standards-aligned curriculum and supplemental standards-aligned teacher created materials on a broad course of study which includes PE, visual and performing arts, science and history/social science.
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 on the CAASPP in ELA 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 on the CAASPP in Mathematics will increase to 40 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 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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	students met five of the six fitness indicators.			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1. Teachers and support staff will attend professional development in order to increase instructional strategies for the delivery of Common Core State Standards and/or Next Generation Science

2018-19 Actions/Services

1. Teachers and support staff will attend professional development in order to increase instructional strategies for the delivery of Common Core State Standards and/or Next Generation Science

2019-20 Actions/Services

1. Teachers and support staff will attend professional development in order to increase instructional strategies for the delivery of Common Core State Standards and/or Next Generation Science

Standards. Teachers will receive release time to observe colleagues to increase.

Standards. Teachers will receive release time to observe colleagues to increase.

Standards. Teachers will receive release time to observe colleagues to increase.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	2,270
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	Obj 5210	Obj 5210	GL-FN 1100-1000/2700 Obj 5210 Resources 0000 7510 (Low Performing Student Block Grant)- \$400 7817 (MTSS)- \$1782

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

2. The Education Specialist will provide services for the Individualized Education Plans of students in coordination with the Resource Aide and contracted services.

2. The Education Specialist will provide services for the Individualized Education Plans of students in coordination with the Resource Aide and contracted services.

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

Year	2017-18	2018-19	2019-20
Amount	12,550	7,702	3,731
Source	Special Ed (RS 3310,6500)	Special Ed (RS 3310,6500)	Special Ed (RS 3310,6500)
Budget Reference	a. Goal 5xxx Certificated salary/benefits	a. Goal 5xxx Certificated salary/benefits	a. Goal 5xxx Certificated salary/benefits
Amount	6,804	2,562	2,451
Source	Special Ed (RS 3310,6500)	Special Ed (RS 3310,6500)	Special Ed (RS 3310,6500)
Budget Reference	b. Goal 5xxx Classified salary/benefits	b. Goal 5xxx Classified salary/benefits	b. Goal 5xxx Classified salary/benefits
Amount	1,155	555	555
Source	Special Ed (RS 3310,6500)	Special Ed (RS 3310,6500)	Special Ed (RS 3310,6500)
Budget Reference	c. Goal 5xxx Supplies	c. Goal 5xxx Supplies	c. Goal 5xxx Supplies
Amount	4,210	7,367	7,375
Source	Special Ed (RS 3310,6500)	Special Ed (RS 3310,6500)	Special Ed (RS 3310,6500)
Budget Reference	d. Goal 5xxx Services	d. Goal 5xxx Services	d. Goal 5xxx Services
Amount	577	8,185	8,184
Source	Special Ed (RS 3310,6500)	Special Ed (RS 3310,6500)	Special Ed (RS 3310,6500)
Budget Reference	e. Goal 5xxx Chargeback & indirect	e. Goal 5xxx Chargeback & indirect	e. Goal 5xxx Chargeback & indirect

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

3. Curriculum aligned with the Common Core State Standards will be purchased and/or developed by teaching staff. Instructional materials and services will be purchased for each classroom.

2019-20 Actions/Services

3. Curriculum aligned with the Common Core State Standards will be purchased and/or developed by teaching staff. Instructional materials and services will be purchased for each classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,915	5,187	6,369
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	a. GL-FN 1110-1000 Obj 4310 Instructional Supplies	a. GL-FN 1110-1000 Obj 4310 Instructional Supplies	a. GL-FN 1110--1000 Obj 4310 Instructional Supplies RS 1100 Lottery RS 7510 Low Performing Student Block Grant- \$260 RS 7817 MTSS- \$922
Amount	585	0	0
Source	LCFF (RS 0000)		
Budget Reference	b. GL- FN 1110-100 Obj 4400 Classroom Equipment	b. GL- FN 1110-100 Obj 4400 Classroom Equipment	b. GL- FN 1110-100 Obj 4400 Classroom Equipment
Amount	473	472	740
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	c. GL-FN 1110-1000 Obj 5800, 5805, 5201 Classroom Services	c. GL-FN 1110-1000 Obj 5800, 5805, 5201 Classroom Services	c. GL-FN 1110--1000 Obj 5800, 5805, 5201 Classroom Services

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

4. Highly qualified teachers will provide standards-aligned instruction in all subject areas including English Language Arts, Mathematics, Science, Social Studies and Physical Education.

2018-19 Actions/Services

4. Highly qualified teachers will provide standards-aligned instruction in all subject areas including English Language Arts, Mathematics, Science, Social Studies and Physical Education.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	154,287	112,451	115,632
Source	LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690)	LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690)	LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690)
Budget Reference	GL-FN 1110-1000 Certificated salary/benefits	GL-FN 1110-1000 Certificated salary/benefits	GL-FN 1110--1000 Certificated salary/benefits RS 7510 Low Performing Student Block Grant- \$285

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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 the primary grades classroom for all students, to include unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	41,850	38,236	37,633
Source	Supp/Conc (RS 0001)	Supp/Conc (RS 0001)	Supp/Conc, LCFF (RS 0001)
Budget Reference	GL-FN 1110-1000 Certificated salary/benefits	GL-FN 1110-1000 Certificated salary/benefits	GL-FN 1110--1000 Certificated salary/benefits

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

6. Due to declining enrollment, the an Instructional Aide will be not be hired.

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,360	0	10,865
Source	LCFF (RS 0000)		LCFF (RS 0000)
Budget Reference	GL-FN 1110-1000 Classified salaries/benefits		GL-FN 1110--1000 Classified salaries/benefits

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18
New Action

Select from New, Modified, or Unchanged for 2018-19
Modified Action

Select from New, Modified, or Unchanged for 2019-20
Unchanged Action

2017-18 Actions/Services
7. A part-time Library Aide will be hired to staff the school library and purchase and track library materials.

2018-19 Actions/Services
7. A part-time Library Aide will be hired to staff the school library and purchase and track library materials.

2019-20 Actions/Services
7. A part--time Library Aide will be hired to staff the school library and purchase and track library materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,360	2,050	2,943
Source	Supp/Conc, LCFF (RS 0001)	Supp/Conc, LCFF (RS 0001)	Supp/Conc, LCFF (RS 0001)
Budget Reference	a. GL-FN 1110-2420 Classified salary/benefits	a. GL-FN 1110-2420 Classified salary/benefits	a. GL-FN 1110--2420 Classified salary/benefits

Amount	700	750	750
Source	Supp/Conc, LCFF (RS 0001)	Supp/Conc, LCFF (RS 0001)	Supp/Conc (RS 0001)
Budget Reference	b. GL-FN 1110-2420 Supplies	b. GL-FN 1110-2420 Supplies	b. GL-FN 1110--2420 Supplies
Amount	1,250	1,100	1,450
Source	Supp/Conc, LCFF (RS 0001)	Supp/Conc, LCFF (RS 0001)	Supp/Conc, LCFF (RS 0001)
Budget Reference	c. GL-FN 1110-1000 Contract	c. GL-FN 1110-1000 Contract	c. GL-FN 1110--1000 Contract

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,949	12,749	18,745
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	GL-FN 1110-2700 Classified salary/benefits	GL-FN 1110-2700 Classified salary/benefits	GL-FN 1110--2700 Classified salary/benefits
Amount			150
Source			LCFF (RS 0000)
Budget Reference			Services OBJ 5201

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,169	2,197	2,195
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	GL-FN 1204-1000 Certificated salary/benefits	GL-FN 1204-1000 Certificated salary/benefits	GL-FN 1204--1000 Certificated salary/benefits

Action 10

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
10. The Principal will oversee curriculum adoption, professional development,	10. The Principal will oversee curriculum adoption, professional development,	10. The Principal will oversee curriculum adoption, professional development,

personnel and the Special Education program.

personnel and the Special Education program.

personnel and the Special Education program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See Goal 3, Action 4	See Goal 3, Action 4	See Goal 3, Action 4

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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 and the circuit, email and filtering services will be maintained.

2019-20 Actions/Services

1. School staff will provide regular outreach to families and community members through updates to the school website, Facebook posts, and email. The circuit, email and filtering services will be maintained.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	700	9,482	5,644
Source	LCFF (RS 0000)	LCFF (RS 0000)	LCFF (RS 0000)
Budget Reference	GL-FN 1133-1000 service	GL-FN 1133-1000 OBJ 5800,5847 Technology	GL-FN 1133--1000 OBJ 5800,5847 Technology

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2. The staff will provide weekly and monthly attendance incentives and positive behavioral incentives

2018-19 Actions/Services

2. The staff will provide weekly and monthly attendance incentives and positive behavioral incentives

2019-20 Actions/Services

2. The staff will provide incentives for attendance and positive behaviors.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,867	3,070	1,533
Source	Supp/Conc, LCFF (RS 0001)	Supp/Conc, LCFF (RS 0001)	Supp/Conc, LCFF (RS 0001)
Budget Reference	Obj 5801 & 5715	Obj 5801 & 5715	Obj 5801 & 5715

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	45,392	76,758	85,847
Source	LCFF (RS 0000, 7690)	LCFF (RS 0000, 7690)	LCFF (RS 0000, 7690)
Budget Reference	GL-FN 1110-2700 Certificated salary/benefits	GL-FN 1110-2700 Certificated salary/benefits	GL-FN 1110--2700 Certificated salary/benefits

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

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	100% of students will have access to health screenings and be	100% of students will have access to health screenings and be

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		referred to outside agencies as needed.	referred to outside agencies as needed.	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.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1. The Cafeteria Coordinator will continue to prepare and serve two meals per day; track students receiving free or reduced lunch; process CNIPs reports

2018-19 Actions/Services

1. The Cafeteria Coordinator will continue to prepare and serve two meals per day; track students receiving free or reduced lunch; process CNIPs reports

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	17,044	14,078	14,484
Source	Supp/Conc (RS 0000)	Supp/Conc (RS 0000)	Supp/Conc, LCFF (RS 0001)
Budget Reference	Obj 7616	Obj 7616	Obj 7616

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2. Staff will participate in required annual trainings relating to student welfare, health, and safety.

2018-19 Actions/Services

2. Staff will participate in required annual trainings relating to student welfare, health, and safety.

2019-20 Actions/Services

2. Staff will participate in required annual trainings relating to student welfare, health, and safety.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3. "Student support" personnel and/or "counselor" services will be provided by an hourly, part time employee

3. "Student support" personnel and/or "counselor" services will be provided through contracted services.

Counseling and mental health services will be provided through the Humboldt Bridges to Success grant program administered by Northern Humboldt Union High School District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,207	6,000	0
Source	Supp/Conc (RS 0001)	Supp/Conc (RS 0001)	
Budget Reference	GL-FN 1191-3110 Certificated salary/benefits	GL-FN 1191-3110 Contracted services	

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,895	7,576	7,126
Source	Supp/Conc (RS 0001)	Supp/Conc (RS 0001)	Supp/Conc (RS 0001)
Budget Reference	Obj 2901 & 3xxx Classified salary/benefits	Obj 2901 & 3xxx Classified salary/benefits	Obj 2901 & 3xxx Classified salary/benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$26,448

Percentage to Increase or Improve Services

7.05%

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).

Big Lagoon School will provide these school-wide services:

Employ a 0.67 FTE teacher- provide targeted and individualized instruction for students in the primary grades; lower the grade span

Employ a part time library technician- select and catalog media resources; provide support for students to access print and digital materials to take home

Field trips- allow all students access to events across the county that support the curriculum

Cafeteria contribution- The school will continue to prepare two meals per day that are prepared on-site

These services are principally directed toward students in the unduplicated pupil count:

Students that may have limited access to curriculum related activities.

Students that may have limited access to media services and printed materials.

The cafeteria contribution ensures that students have access to two nutritious meals per day.

Students whose learning needs may be better served in a class with fewer students and with a smaller grade span.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$17,989

4.81%

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).

Big Lagoon School will provide the following services that are directed towards the students in the unduplicated pupil count:

- Counseling and social work services through with Two Feathers Native American Family Services
- Employment and training of playground monitors to encourage positive play
- Employment of a Library Aide to give students access to books and other media for use at school and at home
- Funding for field trips to give students access to cultural activities, academic enrichment, and hands-on learning opportunities
- Contribution to the cafeteria in order to provide two nutritious meals per day
- 0.67 FTE to reduce the grade span in the primary grades class

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$75,878

8.5%

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).

Services for low- income and foster youth are increased through:

- Library Aide hours to allow students access to books and other media for in-school and at home use
- Service agreement with Two Feathers Native American Family Services for counseling and social work services
- Cafeteria contribution in order to provide breakfast and lunch
- A 0.67 FTE teacher will be hired to maintain a smaller grade span
- Employment and training of playground monitors for positive play
- Opportunities for off-site field trips to enrich the curriculum

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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 California School Dashboard, 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 California School Dashboard, 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 California School Dashboard, 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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. S 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	426,671.00	456,235.00	455,911.00	426,671.00	505,328.00	1,387,910.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	0.00	0.00	0.00	0.00
LCFF (RS 0000)	98,409.00	123,216.00	105,330.00	98,409.00	174,601.00	378,340.00
LCFF (RS 0000, 7690)	76,758.00	81,313.00	45,392.00	76,758.00	85,847.00	207,997.00
LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690)	112,451.00	124,338.00	154,287.00	112,451.00	115,632.00	382,370.00
Special Ed (RS 3310,6500)	26,371.00	21,427.00	25,296.00	26,371.00	22,296.00	73,963.00
Supp/Conc (RS 0000)	14,078.00	0.00	17,044.00	14,078.00	0.00	31,122.00
Supp/Conc (RS 0001)	51,812.00	52,428.00	57,952.00	51,812.00	7,876.00	117,640.00
Supp/Conc, LCFF (RS 0001)	6,970.00	11,045.00	7,177.00	6,970.00	58,043.00	72,190.00
Transportation (RS 0210)	39,822.00	42,468.00	43,433.00	39,822.00	41,033.00	124,288.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	426,671.00	456,235.00	455,911.00	426,671.00	505,328.00	1,387,910.00
	426,671.00	456,235.00	455,911.00	426,671.00	505,328.00	1,387,910.00
4000-4999: Books And Supplies	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	426,671.00	456,235.00	455,911.00	426,671.00	505,328.00	1,387,910.00
		0.00	0.00	0.00	0.00	0.00	0.00
	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
	LCFF (RS 0000)	98,409.00	123,216.00	105,330.00	98,409.00	174,601.00	378,340.00
	LCFF (RS 0000, 7690)	76,758.00	81,313.00	45,392.00	76,758.00	85,847.00	207,997.00
	LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690)	112,451.00	124,338.00	154,287.00	112,451.00	115,632.00	382,370.00
	Special Ed (RS 3310,6500)	26,371.00	21,427.00	25,296.00	26,371.00	22,296.00	73,963.00
	Supp/Conc (RS 0000)	14,078.00	0.00	17,044.00	14,078.00	0.00	31,122.00
	Supp/Conc (RS 0001)	51,812.00	52,428.00	57,952.00	51,812.00	7,876.00	117,640.00
	Supp/Conc, LCFF (RS 0001)	6,970.00	11,045.00	7,177.00	6,970.00	58,043.00	72,190.00
	Transportation (RS 0210)	39,822.00	42,468.00	43,433.00	39,822.00	41,033.00	124,288.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	107,644.00	121,660.00	114,112.00	107,644.00	168,656.00	390,412.00
Goal 2	202,063.00	221,066.00	260,694.00	202,063.00	222,038.00	684,795.00
Goal 3	89,310.00	91,648.00	47,959.00	89,310.00	93,024.00	230,293.00
Goal 4	27,654.00	21,861.00	33,146.00	27,654.00	21,610.00	82,410.00

* Totals based on expenditure amounts in goal and annual update sections.