

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Lagoon Union School District

CDS Code: 12626956007686

School Year: 2021-22

LEA contact information:

Linda Row

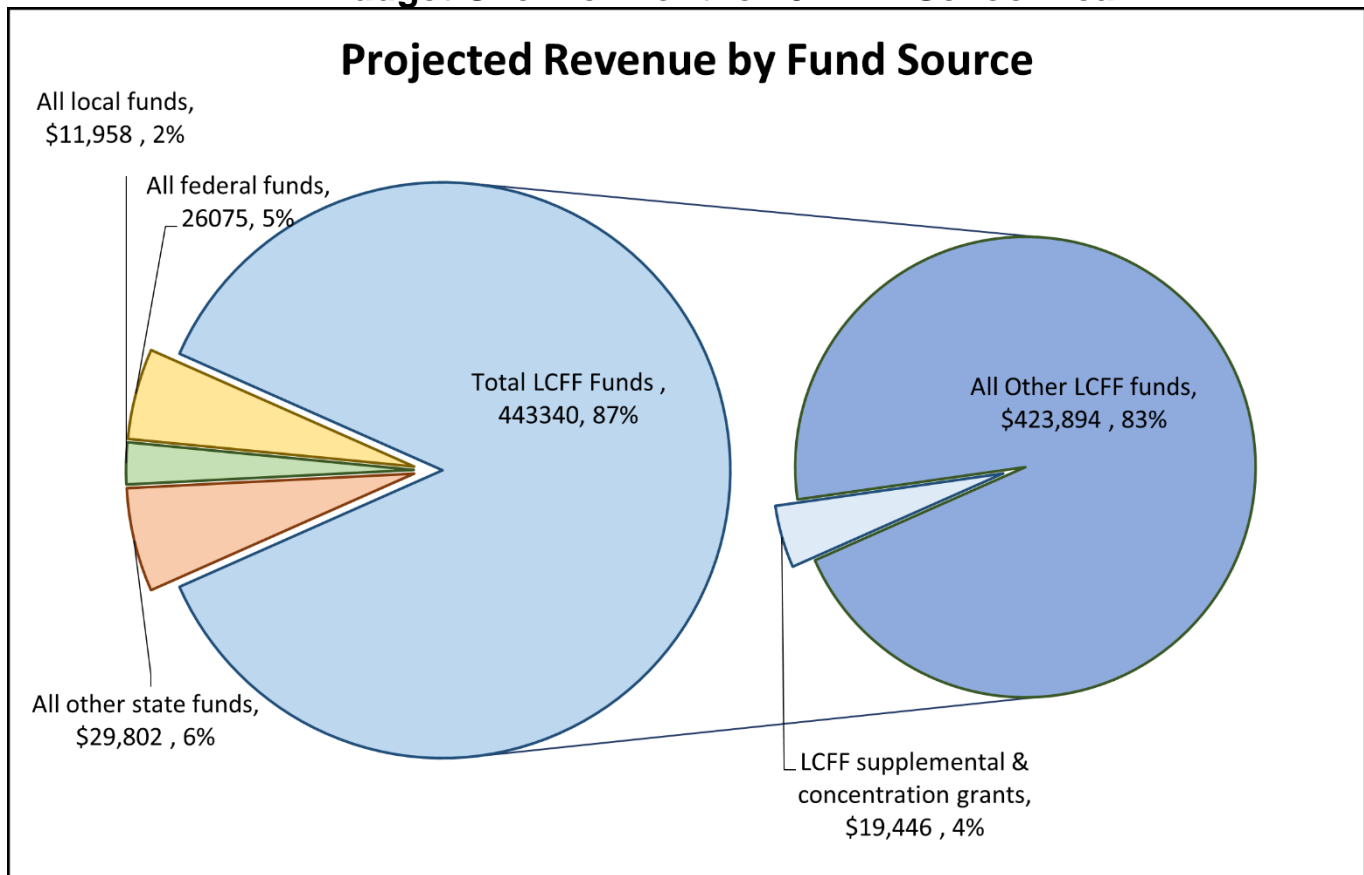
Superintendent/Principal

admin@biglagoon.org

707.677.3688

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

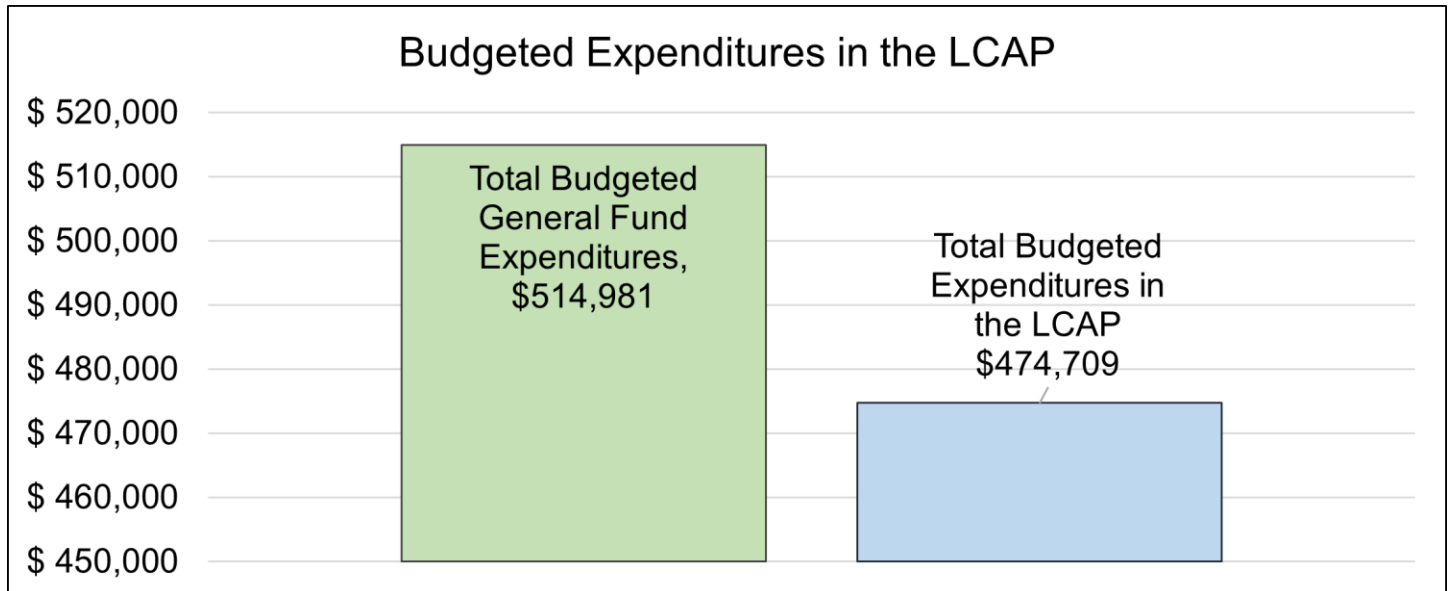


This chart shows the total general purpose revenue Big Lagoon Union School District expects to receive in the coming year from all sources.

The total revenue projected for Big Lagoon Union School District is \$511,175, of which \$443,340 is Local Control Funding Formula (LCFF), \$29,802 is other state funds, \$11,958 is local funds, and \$26,075 is federal funds. Of the \$443,340 in LCFF Funds, \$19,446 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Big Lagoon Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Big Lagoon Union School District plans to spend \$514,981 for the 2021-22 school year. Of that amount, \$474,709 is tied to actions/services in the LCAP and \$40,272 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

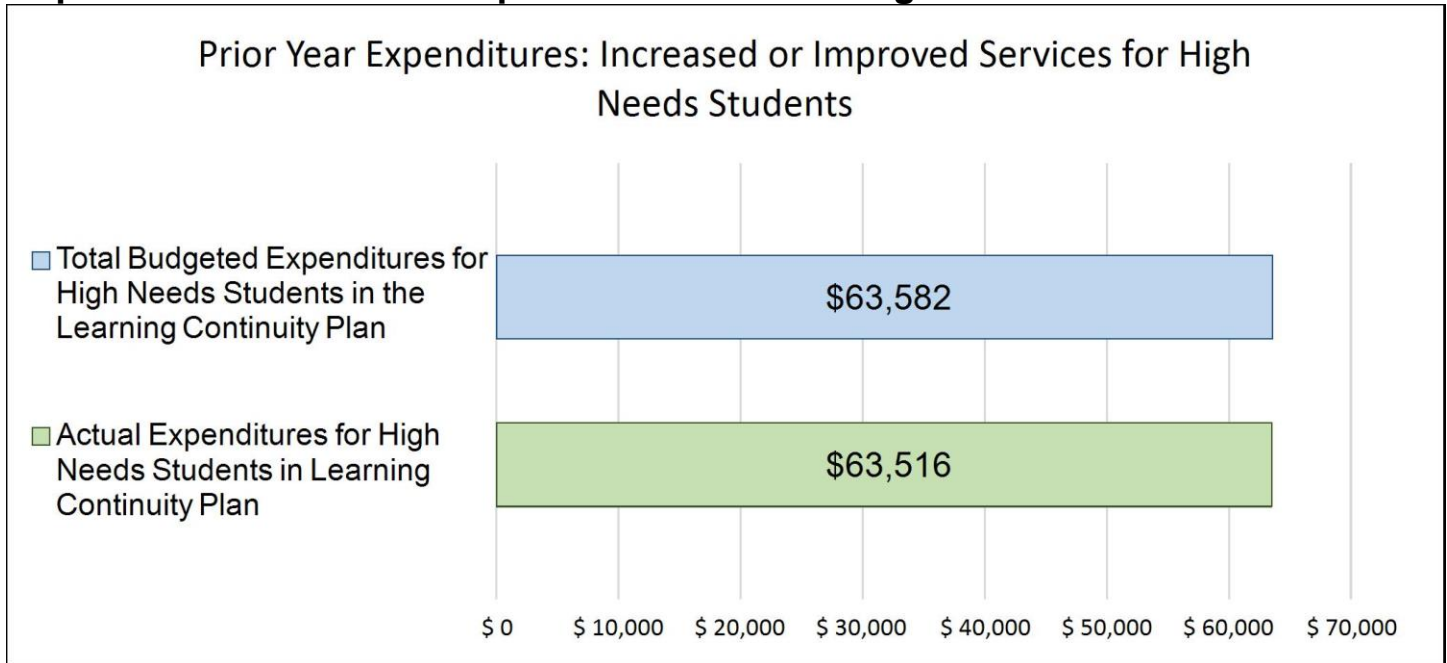
Services and supplies, post-employment benefits, legal fee retainer, annual audit fees, utilities, HCOE Co-op Fees, INS fees, State Teachers Retirement System liability

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Big Lagoon Union School District is projecting it will receive \$19,446 based on the enrollment of foster youth, English learner, and low-income students. Big Lagoon Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Lagoon Union School District plans to spend \$51,935 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Big Lagoon Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Big Lagoon Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Big Lagoon Union School District's Learning Continuity Plan budgeted \$63,582 for planned actions to increase or improve services for high needs students. Big Lagoon Union School District actually spent \$63,516 for actions to increase or improve services for high needs students in 2020-21.

The \$66 difference in budgeted vs actual expenditures in 2020-2021 did not materially affect the services for high needs students.



Big Lagoon

Union School District

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Big Lagoon Union School District	Linda Row Superintendent/Principal	admin@biglagoon.org 707.677.3688

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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	Actual
Metric/Indicator Facilities Inventory Tool 19-20 The FIT ranking will maintain at a score indicating “Good” conditions. Baseline The Spring 2016 FIT ranking was “Good.”	Goal not met - The Facilities Inspection Tool indicates that the school facilities are in FAIR condition.
Metric/Indicator Attendance Records 19-20 Student attendance rate will be maintained at 94% Baseline Attendance rate is 94%	Goal not met - At the end of P-2 the attendance rate was 90%.
Metric/Indicator Attendance Records; CALPADS 19-20 Chronic absenteeism will be no higher than 31% Baseline 31% of students were chronically absent	Goal met - At the end of P-2, the chronic absenteeism rate for enrolled students was 27%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Goal 1, Action 1</p> <p>Facilities including the playground and grounds will receive custodial care and maintenance as outlined in the Facilities Inventory Tool.</p>	<p>a. GLFN 1193-8100 or 8110 Classified salary/benefits LCFF (RS 0000) 30,764</p> <p>b. GLFN 1193-8100 or 8110 Supplies LCFF (RS 0000) 5,400</p> <p>c. GL-FN 1193-8100 or 8110 Services 0230 Deferred Maintenance LCFF (RS 0000) 55,010</p>	<p>a. GLFN 1193-8100 or 8110 Classified salary/benefits LCFF (RS 0000) 29,351</p> <p>b. GLFN 1193-8100 or 8110 Supplies LCFF (RS 0000) 6,712</p> <p>c. GL-FN 1193-8100 or 8110 Services 0230 Deferred Maintenance LCFF (RS 0000) 49,306</p>
<p>Goal 1, Action 2</p> <p>The bus will be used to provide home to school transportation.</p>	<p>a. GLFN 1194-3600 or 8210 Classified salary/benefits Transportation (RS 0210) 24,510</p> <p>b. GLFN 1194-3600 or 8210 Supplies Transportation (RS 0210) 3,880</p> <p>c. GLFN 1194-3600 or 8210 Services Transportation (RS 0210) 12,643</p>	<p>a. GLFN 1194-3600 or 8210 Classified salary/benefits Transportation (RS 0210) 25,046</p> <p>b. GLFN 1194-3600 or 8210 Supplies Transportation (RS 0210) 3,494</p> <p>c. GLFN 1194-3600 or 8210 Services Transportation (RS 0210) 7,404</p>
<p>Goal 1, Action 3</p> <p>The Superintendent will oversee operations of the facilities and the transportation services.</p>	<p>a. GLFN 1192-7100 salary/benefits LCFF (RS 0000) 34,578</p> <p>b. GLFN 1192-7100 Services Obj 5300 LCFF (RS 0000) 1,871</p>	<p>a. GLFN 1192-7100 salary/benefits LCFF (RS 0000) 34,323</p> <p>b. GLFN 1192-7100 Services Obj 5300 LCFF (RS 0000) 1,606</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The anticipated expenditures related to this goal were made in the 2019 - 2020 school year and were not affected by the school closure due to the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All of the actions were related to staffing and the salaries/benefits of the maintenance/bus driver and the Superintendent. Chronic absenteeism continues to be a serious concern as Big Lagoon's chronic absenteeism rate of 27% was more than double the state average rate of 10.1%. Bus service was provided to students, inside and outside of the district, until the school was shut down by the pandemic in March 2020.

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	Actual
Metric/Indicator Personnel files and CALPADS data 19-20 100% of teachers will be credentialed and appropriately placed in their teaching assignments. Baseline 100% of teachers are credentialed and appropriately placed in their teaching assignments.	Goal met - 100% of teachers are credentialed and appropriately placed in their teaching assignments.
Metric/Indicator Board Resolution on Sufficiency of Instructional Materials; Superintendent review 19-20 100% 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.	Goal met - 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.

Expected	Actual
<p>Baseline 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.</p> <p>Metric/Indicator CAASPP summative data; LCFF Dashboard</p> <p>19-20 Student proficiency level on the CAASPP in ELA will be at Level 3.</p> <p>Baseline In English Language Arts, student proficiency level Increased Significantly (+25.8 points) from the status of LOW (33.8 points below level 3)</p> <p>Metric/Indicator CAASPP summative data; LCFF Dashboard</p> <p>19-20 Student proficiency level on the CAASPP in Mathematics will increase to 40 points or less below Level 3.</p> <p>Baseline In Mathematics, student proficiency level Maintained (+0.7) from the status of LOW (67.3 points below level 3)</p>	<p>The student population is too small to report CAASPP data. In addition, due to the COVID-19 pandemic, the requirement for state-wide standardized testing was waived for the Spring of 2020.</p> <p>The student population is too small to report CAASPP data. In addition, due to the COVID-19 pandemic, the requirement for state-wide standardized testing was waived for the Spring of 2020.</p>
<p>Metric/Indicator Physical Fitness Test</p> <p>19-20 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.</p>	<p>The student population is too small to report PFT data. In addition, due to the COVID-19 pandemic, the requirement for state-wide standardized testing was waived for the Spring of 2020.</p>

Expected	Actual
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.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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.	GL-FN 1100-1000/2700 Obj 5210 Resources 0000 7510 (Low Performing Student Block Grant)- \$400 7817 (MTSS)- \$1782 LCFF (RS 0000) 2,270	GL-FN 1100-1000/2700 Obj 5210 Resources 0000 7510 (Low Performing Student Block Grant) 7817 (MTSS) LCFF (RS 0000) 2,769
2. The Education Specialist will provide services for the Individualized Education Plans of students in coordination with the Resource Aide and contracted services.	a. Goal 5xxx Certificated salary/benefits Special Ed (RS 3310,6500) 3,731 b. Goal 5xxx Classified salary/benefits Special Ed (RS 3310,6500) 2,451 c. Goal 5xxx Supplies Special Ed (RS 3310,6500) 555 d. Goal 5xxx Services Special Ed (RS 3310,6500) 7,375 e. Goal 5xxx Chargeback & indirect Special Ed (RS 3310,6500) 8,184	a. Goal 5xxx Certificated salary/benefits Special Ed (RS 3310,6500) 13,078 b. Goal 5xxx Classified salary/benefits Special Ed (RS 3310,6500) 194 c. Goal 5xxx Supplies Special Ed (RS 3310,6500) 18 d. Goal 5xxx Services Supp/Conc, LCFF (RS 0001) 8,484 e. Goal 5xxx Chargeback & indirect Special Ed (RS 3310,6500) 218
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.	a. GLFN 1110-1000 Obj 4310 Instructional Supplies RS 1100 Lottery RS 7510 Low Performing Student Block Grant- \$260	a. GLFN 1110-1000 Obj 4310 Instructional Supplies RS 1100 Lottery RS 7510 Low Performing Student Block Grant

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	RS 7817 MTSS- \$922 LCFF (RS 0000) 6,369 b. GL FN 1110100 Obj 4400 Classroom Equipment 0 c. GLFN 1110-1000 Obj 5800, 5805, 5201 Classroom Services LCFF (RS 0000) 740	RS 7817 MTSS- LCFF (RS 0000) 11,838 b. GL FN 1110100 Obj 4400 Classroom Equipment 0 c. GLFN 1110-1000 Obj 5800, 5805, 5201 Classroom Services LCFF (RS 0000) 8,050
4. Highly qualified teachers will provide standards-aligned instruction in all subject areas including English Language Arts, Mathematics, Science, Social Studies and Physical Education.	GLFN 1110-1000 Certificated salary/benefits RS 7510 Low Performing Student Block Grant- \$285 LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690) 115,632	GLFN 1110-1000 Certificated salary/benefits RS 7510 Low Performing Student Block Grant LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690) 78,102
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.	GLFN 1110-1000 Certificated salary/benefits Supp/Conc, LCFF (RS 0001) 37,633	GLFN 1110-1000 Certificated salary/benefits Supp/Conc, LCFF (RS 0001) 37,399
6. An Instructional Aide will be hired to assist with the developmental needs of the Transitional Kindergarten and Kindergarten students. 7. A part-time Library Aide will be hired to staff the school library and purchase and track library materials.	GLFN 1110-1000 Classified salaries/benefits LCFF (RS 0000) 10,865 a. GLFN 1110-2420 Classified salary/benefits Supp/Conc, LCFF (RS 0001) 2,943 b. GLFN 1110-2420 Supplies Supp/Conc (RS 0001) 750 c. GLFN 1110-1000 Contract Supp/Conc, LCFF (RS 0001) 1,450	GLFN 1110-1000 Classified salaries/benefits LCFF (RS 0000) 17,074 a. GLFN 1110-2420 Classified salary/benefits Supp/Conc, LCFF (RS 0001) 2,786 b. GLFN 1110-2420 Supplies Supp/Conc (RS 0001) 685 c. GLFN 1110-1000 Contract Supp/Conc, LCFF (RS 0001) 0
The school secretary will maintain student enrollment, attendance, academic and health records. The secretary will facilitate communications (email, phone, newsletter) with parents and guardians.	GLFN 1110-2700 Classified salary/benefits LCFF (RS 0000) 18,745	GLFN 1110-2700 Classified salary/benefits LCFF (RS 0000) 13,969

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services OBJ 5201 LCFF (RS 0000) 150	Services OBJ 5201 0
9. Yurok language and culture instruction will be provided to all students by a part time hourly instructor.	GLFN 1204-1000 Certificated salary/benefits LCFF (RS 0000) 2,195	GLFN 1204-1000 Certificated salary/benefits LCFF (RS 0000) 0
10. The Principal will oversee curriculum adoption, professional development, personnel and the Special Education program.	See Goal 3, Action 4	See Goal 3, Action 4

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Yurok language instruction was provided at no cost to the district, although \$2,195 had been budgeted for the action.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district provided services to students with disabilities, including out-of-district placement based on IEP services as well as behavioral support services provided through the County Office of Education's special education division. Standards-based curricular materials were adopted and/or developed by teachers and teachers engaged in professional development to support their growing competency. The library provided access to a wide range of printed materials to all students.

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 19-20 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	Goal met - At our two school events, Back to School Night and Family Maker Night, there was an average of 90% attendance, including students with disabilities and students in the unduplicated pupil count.
Metric/Indicator Attendance of Parent Teacher Conferences 19-20 90% of students will have parents or guardians that attend conferences. Baseline 94% of students had parents that attended conferences.	Goal met - 100% of students had parent participation in the fall Parent/Teacher conferences either in person or by phone.
Metric/Indicator Volunteer hours (log) 19-20 There will be 150 volunteer hours donated to the school .	Goal not met - Approximately 140 hours of volunteer time were donated to the school from community members. Services included: Garden instruction, meal serving, painting, reading with students, Yurok language and cultural activities, Family Maker Night activity leaders.

Expected	Actual
<p>Baseline There were 140 volunteer hours</p> <p>Metric/Indicator Attendance Records</p> <p>19-20 Student attendance rate will be 95% or higher</p> <p>Baseline Attendance rate is 94%</p>	<p>Goal not met - The attendance rate at the end of P-2 (Month 6) was 90%.</p>
<p>Metric/Indicator Attendance Records; CALPADS</p> <p>19-20 Chronic absenteeism will be reduced to 16%</p> <p>Baseline 31% of students were chronically absent</p> <p>Metric/Indicator Enrollment records</p> <p>19-20 Enrollment will increase to 25 students.</p> <p>Baseline End of year enrollment in 2016-2017 was 16 students.</p>	<p>Goal not met - The percentage of students enrolled at the end of P-2 who were chronically absent was 27%.</p> <p>Goal not met - The enrollment reached 25 students by December 2019; enrollment was 22 students at the end of P-2.</p>
<p>Metric/Indicator Attendance records; CALPADS</p> <p>19-20 The middle school dropout rate will be zero.</p> <p>Baseline The middle school dropout rate was zero.</p> <p>Metric/Indicator Parent surveys</p>	<p>Goal met - The middle school dropout rate was zero at the end of P-2.</p> <p>Family surveys indicate that the school has full implementation of: Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making</p>

Expected	Actual
19-20 Parents and guardians will indicate at least 75% of the time that they have opportunities to make decisions in the school program. Baseline No baseline	Providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community. A percentage cannot be applied to this data.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	GLFN 1133-1000 OBJ 5800,5847 Technology LCFF (RS 0000) 5,644	GLFN 1133-1000 OBJ 5800,5847 Technology LCFF (RS 0000) 6,615
2. The staff will provide incentives for attendance and positive behaviors.	See Goal 2, Action 3 a (supplies)	See Goal 2, Action 3 a (supplies)
3. Students, including those with disabilities will participate in off--campus field trips related to the curriculum and career preparation.	Obj 5801 & 5715 Supp/Conc, LCFF (RS 0001) 1,533	Obj 5801 & 5715 Supp/Conc (RS 0001) 1,181
The Principal will oversee events to involve families and community members in the school, communication and outreach, and field trips that enrich the curriculum.	GLFN 1110-2700 Certificated salary/benefits LCFF (RS 0000, 7690) 85,847	GLFN 1110-2700 Certificated salary/benefits LCFF (RS 0000, 7690) 102,404

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no actions or services with funds budgeted that were unspent.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district used multiple means to communicate with families to elicit their support for the school and to ask for their feedback on areas of strength and growth. Until the closure of the school due to the pandemic, field trips were provided to focus on enrichment and career preparation. Classified and certificated staff used positive behavioral interventions and supports to teach, reinforce and reward student behavior.

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 19-20 Students will be provided with nutritious meals that are prepared on site. Baseline The Food Services Coordinator prepared two meals daily.	Goal met - The Cafeteria Coordinator prepared two meals per day on site. In the months August - January, 1650 lunches were served and 1625 breakfasts were served. (93 school days averages 18 lunches and 17 breakfasts daily)
Metric/Indicator Personnel files 19-20 All Staff members will have required safety and mandated reporter training. Baseline All staff received annual mandated reporter training.	Goal Met - All staff completed the following trainings: CPR/First Aid for Adults, Children, Infants Mandated Reporter Integrated Pest Management Sexual Harassment Anaphylaxis
Metric/Indicator Student records 19-20 100% of students will have access to health screenings and be referred to outside agencies as needed. Baseline 100% of students were screened by HCOE nurses.	Goal met - 100% of students who were in the appropriate grades were screened by the HCOE school nurse.

Expected	Actual
Metric/Indicator Student records; superintendent log 19-20 The suspension rate will be no more than six percent. Baseline Zero students were suspended.	Goal met - The suspension rate was zero.
Metric/Indicator Student records; superintendent log 19-20 The expulsion rate will be no more than six percent. Baseline Zero students were expelled	Goal met - The expulsion rate was zero.
Metric/Indicator Student surveys and/or discussion groups 19-20 All students will feel safe at school. No students will be bullied. Students will have conflict resolution opportunities. Baseline Students feel safe at school. Some students experience some teasing, but also state that students generally look out for each other.	Goal met - Student in grades 2, 5, 6, 7 and 8 were surveyed. The surveys indicate that students strongly agree that they feel safe at school and have friends at school; agree that they enjoy coming to school, they trust the adults at school, and there is a good connection between home and school.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. The Cafeteria Coordinator will continue to prepare and serve two meals per day; track students receiving free or reduced lunch; process CNIPs reports	Obj 7616 Supp/Conc, LCFF (RS 0001) 14,484	Obj 7616 Supp/Conc, LCFF (RS 0001) 8,519
2. Staff will participate in required annual trainings relating to student welfare, health, and safety.	See Goal 2, Action 1	See Goal 2, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Counseling and mental health services will be provided through the Humboldt Bridges to Success grant program administered by Northern Humboldt Union High School District.	0	0
4. The school will staff and train playground monitors for safe supervision and to encourage positive play.	Obj 2901 & 3xxx Classified salary/benefits Supp/Conc (RS 0001) 7,126	Obj 2901 & 3xxx Classified salary/benefits Supp/Conc (RS 0001) 7,281

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actual salary for the Cafeteria Coordinator was less than budgeted because the employee took unpaid leave for the last 10 weeks of the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges were related to the school closure due to the pandemic that made some support services difficult to provide.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Installed a new hands-free faucet in Room 3 to facilitate more effective student handwashing	\$143	\$143	No
Purchased classroom materials and supplies to provide each student with an individual set of materials. Please note that this action is also listed in the distance learning section and the costs are split evenly between the two programs.	\$680	\$506	Yes
Maintained staffing in classified positions providing direct support to students and to maintain a safe and clean campus (instructional aide, student nutrition, library aide, maintenance supervisor, transportation).	\$50,000	\$50,000	Yes
Compensated staff for outside-of-contract hours to prepare campus for the return of students and to meet school safety protocols (e.g. 6' spacing between desks, handwashing stations etc.)	\$1,164	\$1,303	No
Contract agreement with Humboldt Educational Resource Center (HERC) for literacy and libraries support; learning resource collections; courier service; and learning specialist support including professional development. This action is also listed as supporting the distance learning program and the cost is split evenly between the two actions. This action contributes to increased and improved services by providing customized support to teachers to address the	\$625	\$625	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
learning needs of unduplicated pupils, especially those who have incurred learning losses during the pandemic.			
Purchased teacher laptops, which they did not previously have. Please note this action is also listed in the in-person learning section and the costs are split evenly between the two programs. This action contributes to the increased or improved services for unduplicated pupils because it provides teachers with the professional equipment they need to plan, prepare and deliver highly individualized instruction in a multi-grade classroom.	\$1,440	\$1,499	Yes
Purchased Chromebooks and accessories for in-class and distance learning use on Wednesdays. Please note this action is also listed in the in-person learning section and the costs are split evenly between the two programs.	\$3,066	\$3,477	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between planned and actual actions and expenditures. The expenditure related to the classified employee salary and benefits represents 77% of the district's overall cost for the bus driver, maintenance staff, instructional aide, office secretary, food service coordinator and library technician.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Because of our low student enrollment and the fact that 45% of our students chose to remain in distance learning, we were able to have students on campus for most of the school year and still adhere to physical distancing and COVID mitigation guidelines in the classroom. We developed a site safety plan that included new handwashing routines, staggered recess and lunch, and physically distanced seating in classrooms, in the cafeteria and on the bus. Challenges primarily included responding to local developments such as changes in the county's tier assignment. Big Lagoon changed our instructional model three times to respond to local surges in case numbers. However, as of this writing, Big Lagoon had no COVID-19 cases in students or staff and all employees who wanted to be vaccinated were fully vaccinated by March 1, 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased Chromebooks and accessories to provide equitable access and a uniform experience for all students in the distance learning platform. Please note that this action also applies to the in-person learning program and the costs are divided equally between the two programs. This action contributes to increasing or improving services to unduplicated pupils by ensuring that each student has functional and appropriate equipment to have access to instruction and educational activities.	\$3,066	\$3,477	Yes
Contract agreement with Humboldt Educational Resource Center for literacy and libraries support; learning resource collections; courier service; and learning specialist support including professional development. This action is also listed as supporting the in-person program and the cost is split evenly between the two actions. This action contributes to increased and improved services by providing customized support to teachers to address the learning needs of unduplicated pupils, especially those who have incurred learning losses during the pandemic.	\$625	\$625	Yes
Purchase of teacher laptops (which they did not previously have) to better facilitate planning, preparation and delivery of learning activities. Please note this action is also listed in the in-person learning section and the costs are split evenly between the two programs. This action contributes to increasing or improving services to unduplicated pupils by providing teachers with the professional equipment they need to plan, prepare and deliver highly individualized instruction in a multi-grade classroom.	\$1,400	\$1,499	Yes
Compensate staff for extra time necessary to prepare materials for distance learning. This action contributes to increasing or improving services because the district is providing everything a student might	\$2,000	\$1,302	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
need to be successful in an at-home learning setting, and does not assume or expect any particular level of economic resources, technological expertise or parent education level.			
Purchase of instructional materials and supplies to send home to distance learning families to ensure full access to classroom activities and curriculum. The action contributes to increased and improved services for unduplicated pupils by ensuring that students learning at home have the same instructional materials and supplies as their in-person peers. Please note that this action also applies to the in-person program and the costs are divided equally.	\$680	\$506	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There is a substantive difference in the certificated staff compensation for planning and preparation related to the distance-learning program. Instead of paying for one day of planning time, with teacher agreement the district used an existing, compensated professional development day which was already on the instructional calendar.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Big Lagoon began the school year with a dual in-person and distance learning option, and was able to offer full time distance learning to those families (about 45%) who preferred it. The daily bell schedule was adjusted prior to the beginning of the school year to provide additional time during the day for teacher planning and preparation for the dual model. The rollout of standards-based instruction was delayed in the primary grades by the need to orient students -- both in person and in distance learning -- to the new medium. Some curricular areas, such as social studies and Yurok language instruction were delayed until spring as the teachers worked with outside contractors to provide instruction in an effective and safe way. The district purchased individual sets of student materials so students at home had the same materials as students in the classroom. Management of the materials was a challenge as the distance learning students tended to misplace items despite explicit instruction (and supplies) to keep their materials organized. Big Lagoon did not use an online curriculum, so the teachers created all lessons and worked with the instructional aide to develop a system to receive completed materials from home and send home work to be completed.

Access to Devices and Connectivity

While the district was able to purchase new student Chromebooks, headsets and mice, and teacher laptops, we experienced supply chain delays that affected our students' experiences both in the classroom and in distance learning. Consideration, time and training had to be given to the management and tracking of the devices as well as to the maintenance of student Google accounts, and troubleshooting issues such as power outages due to winter storms at the school site. Some student's home connectivity limited the quality of lessons through glitching or losing audio for 5-25 seconds, which is enough to either lose part of the lesson or interrupt the lesson and, over time, causing lessons to either take longer or not be as complete or effective. Some family connectivity issues could not be resolved due to the rural location of the home and lack of cell service to boost. School connectivity has been consistent, with the backup generator maintaining connection when the power went out.

Pupil Participation and Progress

Pupil participation and progress has been mixed as we've shifted our instructional delivery models to respond to the county's status and local department of public health recommendations. Participation was reasonably steady in the hybrid model, but dipped considerably when the district implemented 5 weeks of distance learning for all students over the winter holiday period when the county was in the Purple, or most restrictive, tier. Pupil progress varies by individual, with some students thriving in the distance learning mode and others showing limited engagement. Progress monitoring has been a challenge with trying to assess students, particularly those in K-3, remotely.

Distance Learning Professional Development

Both teachers were still interns in the first half of the school year, working towards their credentials through Cal State Teach. Their coursework and mentor support during that time included best practices for implementing distance learning. In addition, two learning

specialists from the County Office's Learning Support Services team came to campus in late September to observe the structure of our distance learning program at that point and offer resources and support. Out of necessity we restructured the in-person and distance learning options twice during the school year -- once to move all students to distance learning for a period of time over the winter holidays, and then again in January when we moved to a small cohort model, which lasted through the spring.

Staff Roles and Responsibilities

Big Lagoon has a small staff in general and some positions had hours of employment reduced at the end of the 2019-2020 school year. Aside from the teachers' challenge of teaching both on line and in person, the main change in staff responsibilities was that the Instructional Aide spent most of her time preparing materials to go home, coordinating weekly pick up and drop off of materials and communicating with families rather than providing direct support in the classroom.

Support for Pupils with Unique Needs

The district's student who receives speech services continued to receive services remotely and made progress towards his goals. Students who received resource program support for specialized academic instruction had mixed levels of success with in person or remote support, with students often not choosing to engage with special education services via Zoom. The support for students with emerging needs or whose process to address those needs were interrupted by the pandemic in March 2020 has been slow and uncertain, due in part to some students remaining in distance learning by parent choice, staffing changes and limited district resources for special education services.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Actions to address pupil learning loss have been documented in the in-person and distance learning sections of this document.	0	0	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

N/A

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes in addressing pupil learning loss in the 2020-2021 school year included our ability to provide highly individualized materials and instruction, delivered in small, ability-level groups of just a few students. Students with disabilities received services in person and remotely to support their progress in the general education curriculum as well as towards their IEP goals. The small cohort model allowed teachers to provide targeted instruction in ELA and math just to one group of students while others worked independently via distance learning or in the classroom. Teachers offered 1:1 support for distance learning students on all distance-learning days including offering to have them come to campus to work individually with teacher.

Challenges in addressing pupil learning loss in the 2020-2021 school year included a lack of baseline data and established system to assess and address losses. Previously-used assessment tools were not CCSS-based for all subject areas and staff turnover meant there was no one available on campus to train/support in Easy CBM for primary grades. Additionally it was challenging to administer assessments via Zoom with very young students since typically the assessor would sit next to the child and work through the assessment together.

Establishing an accurate baseline of student progress and developing a schedule of periodic benchmark assessments throughout the school year is a focus of the 2021 - 2024 LCAP.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes

Teachers maintained a focus on building classroom community, adapting and implementing their positive behavioral supports and taking time to check in about feelings. The K-3 classroom emphasizes social emotional and behavioral supports and conversation in its management structure- making safe spaces, identifying and discussing feelings, being shown and acting out discussions around difficult feelings/altercations, and class rules that support accountability, kindness, and resiliency. The 4-8 classroom maintained a focus on growth mindset and developing resilience in navigating the challenges of this school year. This year, for the first time, Big Lagoon had a social work intern from Humboldt State University, who helped monitor and connect with students in the classroom and at recess and lunch. Big Lagoon students have access to counseling services through the SELPA, Two Feathers Native American Family Services and Humboldt Bridges to Success. With very few students on campus at one time, adults were able to get to know and connect with the in-person students, many of whom were new to the district this year.

Challenges

School staff noted that the lack of access to students who were in distance learning made it difficult to check in with them and affected the teachers' ability to effectively monitor student mental health and social emotional well being. Staff made referrals and provided support in getting connected to support services but experienced a lack of follow through on the part of the families in engaging in those services. It proved difficult to effectively address lack of motivation in students (some of which existed pre-pandemic) in an environment of limited enrichment opportunities and limited interaction with peers. The positive impacts of shared learning and the group taking care of our space and each other through our class jobs have not been present this year, nor does the behavioral management system of Caught Ya! points have the same impact. A big challenge is constantly changing the Caught Ya! system to stay relevant and encourage positive behaviors while instilling a shift towards intangible rewards and an intrinsic desire towards positive behavior.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes

With a very small school, most pupil and family engagement and outreach efforts take place via individual conversations. The Superintendent/Principal sent out monthly newsletters and held monthly informal parent meetings via Zoom where parents had an opportunity to share their feedback outside of the more structured public comment sessions during Board meetings. Stakeholder feedback meetings were held whenever a change to instructional model was being considered, to keep families informed of the reasons for the change and to discuss the impacts on individual families. The Superintendent/Principal made use of email, the school website and Facebook, as well as in-person conversations to connect with families. Teachers connected daily with students in distance learning. Teachers showed creativity and initiative in connecting with students through PBIS-related activities such as Zoom lunch bunch and after school video game sessions.

Challenges

There was limited attendance at monthly parent meetings and Board meetings, and the representation of the parent community in those meetings was not as diverse as the parent community itself. Despite our best efforts there was sometimes a feeling on the part of the parents that decisions were being made without their input. Big Lagoon strove to elicit informed consent when asking parents to choose between in-person and distance learning options for their students. These are valuable lessons to consider as we develop our parent engagement plans for next year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes

Big Lagoon staff provided two home-cooked meals to students each day that students were on campus and sent weekly boxes of supplies home to families who requested support. The ability to offer meals to all students at no cost was a benefit to the district as only a small number of families returned NSLP applications.

Challenges

The Food Service Coordinator, who had been with the district for four years, left the district in September. It has been a challenge to secure appropriate training, guidance and support for the new staff administering the school nutrition program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	All actions documented in previous sections			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Even though this year's schedule, instructional program, staffing and activities were so vastly different from a "normal" school year, it is possible to translate this year's lessons into goals and actions to serve students in 2021 - 2022 and the following years. While the 2021-24 LCAP is primarily focused on reinstating the staff, activities and positive school climate of previous years, it also includes a more systematic focus on quality instructional materials, data-informed academic intervention and the strategic implementation of social emotional learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

There is a definite need to implement a robust diagnostic, progress monitoring and benchmark assessment system to identify students' needs and assess their academic progress. As we go forward, it will be important to identify, train and support staff members who are responsible for initial and ongoing student assessments. The quantity and quality of student assessment data must increase and improve so that decisions about learning pathways can be substantiated and interventions can be measured.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All actions identified as contributing towards meeting the increased or improved services requirement were implemented as planned.
--

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on students outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan informed the development of the 2021 - 24 LCAP primarily by reinforcing the need for a strong focus on implementing MTSS to support students' academic, behavioral and social-emotional development. It is also evident that there is a need to establish (or re-start) systems to collect data on academic progress to inform instructional decisions. There is an equal need for a system to collect data on students' social-emotional and wellness strengths and needs to inform the mindful implementation of PBIS and an SEL-focused curriculum. It is critical that we identify current and robust instructional materials, particularly in ELA, to pilot in the coming year. Finally, Big Lagoon has and will continue to have an ongoing need for reliable special education services as well as general education academic support and intervention.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	505,328.00	477,906.00
	0.00	0.00
LCFF (RS 0000)	174,601.00	181,613.00
LCFF (RS 0000, 7690)	85,847.00	102,404.00
LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690)	115,632.00	78,102.00
Special Ed (RS 3310,6500)	22,296.00	13,508.00
Supp/Conc (RS 0001)	7,876.00	9,147.00
Supp/Conc, LCFF (RS 0001)	58,043.00	57,188.00
Transportation (RS 0210)	41,033.00	35,944.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	505,328.00	477,906.00
	505,328.00	477,906.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	505,328.00	477,906.00
		0.00	0.00
	LCFF (RS 0000)	174,601.00	181,613.00
	LCFF (RS 0000, 7690)	85,847.00	102,404.00
	LCFF, Lottery, EPA, Title II, REAP (RS 0000, 1100, 1400, 4035, 5820, 7690)	115,632.00	78,102.00
	Special Ed (RS 3310,6500)	22,296.00	13,508.00
	Supp/Conc (RS 0001)	7,876.00	9,147.00
	Supp/Conc, LCFF (RS 0001)	58,043.00	57,188.00
	Transportation (RS 0210)	41,033.00	35,944.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	168,656.00	157,242.00
Goal 2	222,038.00	194,664.00
Goal 3	93,024.00	110,200.00
Goal 4	21,610.00	15,800.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$57,118.00	\$57,553.00
Distance Learning Program	\$7,771.00	\$7,409.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and	\$64,889.00	\$64,962.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,307.00	\$1,446.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and	\$1,307.00	\$1,446.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$55,811.00	\$56,107.00
Distance Learning Program	\$7,771.00	\$7,409.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and	\$63,582.00	\$63,516.00



Big Lagoon

Union School District

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Big Lagoon Union School District	Linda Row Superintendent/Principal	admin@biglagoon.org 707.677.3688

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Big Lagoon Union School District is a single-school rural elementary school district serving students in Transitional Kindergarten through Grade 8, with a current enrollment of 21 students. Students in grades K – 3 are taught in one classroom and students in grades 4 – 8 are in the second classroom. The school is situated on a 10-acre site in a census-designated place eight miles north of the nearest town and commercial area. In 2018 there were 118 residents in Big Lagoon. The school campus is adjacent to the Big Lagoon Rancheria and has traditionally enjoyed a strong working relationship with the Rancheria community. Big Lagoon employs four full-time staff members including two teachers and one administrator. The district employs an additional three part-time staff members in classified positions as well as a part-time special education teacher.

The school community of Big Lagoon is diverse. Forty-two percent of our students are Native, 37% are White and 19% are Hispanic. Fifty percent of our teaching staff is Native and 50% is Hispanic. Many of our students choose to attend Big Lagoon from out of the district attendance boundaries, with 61% of our students attending on formal interdistrict transfer agreements. 2020 CalPADS data shows that 76% of our students are low-income.

Big Lagoon has a family atmosphere that is frequently cited by students, staff, and families as one of the defining positive characteristics of the school. The ratio of students to adults on campus creates an environment in which students engage in a highly individualized and developmentally appropriate program. The mission of Big Lagoon School is to educate, empower, and prepare students in an environmentally connected and culturally responsive learning community.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Since 2018 Big Lagoon has seen an improvement in chronic absenteeism, with the percentage of students missing 10% or more of school days dropping from 42% in 2018 to 27% in 2020. The chronic absenteeism rate dropped to 4% in 2020-2021, but the unusual attendance accounting in 2020-2021 due to distance learning makes that number open to debate. Even so, Big Lagoon has made great strides in improving attendance and will continue to work towards the goal of reducing the chronic absenteeism rate by fostering a welcoming and engaging school climate, engaging parents in understanding the value of consistent attendance and developing a strong system to track attendance and to identify and address any issues within our MTSS framework of support.

Even though it is a very small school, Big Lagoon has maintained a commitment to providing a full-service program to support all of our students. The district offers school bus transportation, two cafeteria meals (cooked from scratch on site) daily, and a robust library that

houses more than 9,000 titles. The district contracts with Northern Humboldt Union High School District to maintain our school busses, provide business services including payroll and ensure that the district has secure and reliable internet services. The district also partners with the County Office of Education for support services such as school psychologists and nurses, and with SELPA for special education support. Big Lagoon is committed to continuing to invest in these services to ensure that our operations are transparent, legally-compliant and consistent to safeguard the long-term operation of the school and provide for the best experience for students and employees.

In addition, Big Lagoon prides itself on partnering with local resources to present and promote a positive cultural representation for our Indigenous students. By including daily Yurok language practice, using the standards-aligned Indian Land Tenure curriculum, including culturally and linguistically responsive STEAM activities with Pathmakers, and using our beautiful campus as a springboard for place-based education, Big Lagoon recognizes and celebrates our diversity.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Gathering standards-based, valid, and reliable student performance data to inform the instructional program has been a challenge. Because Big Lagoon is a very small school district, Dashboard data cannot be used to identify low performance areas or performance gaps between student groups. Student performance level data is not publicly reported when there are fewer than 11 students in a grade level or demographic group and in a typical year fewer than 11 students across all eligible grade levels at Big Lagoon take the state tests. While some local assessment data is available, it is not standards-based, the number of assessments is inconsistent from student to student, and much of it is out of date. Further, the challenges of distance learning during the 2020-202 school year made it difficult to effectively assess all students. As a result, one of the action items in the LCAP is the purchase and implementation of IXL (Goal 1) to create a universal system of initial diagnostic assessment, benchmark points and progress monitoring to better identify student performance levels for all students and inform early intervention efforts. All students, including students with disabilities and English learners, will use IXL as an initial assessment and skill-building program to focus on their areas of individual need.

Other local data sets, such as attendance rates, have been equally challenging to quantify. The district's student information system, SchoolWise, was only recently adopted and does not contain robust longitudinal data to analyze attendance trends. In addition, while Big Lagoon typically has a 0% suspension rate, there is at this time no system for tracking office discipline referrals as part of our Positive Behavioral Intervention and Support (PBIS) implementation. Actions in Goal 3 reflect the steps we will take to address these data needs, which will help us better define our true areas for improvement and identify strategies to address those areas.

Local indicator data related to parent engagement and the implementation of state standards indicate a need to focus on improving two-way communication with our stakeholders and to upgrade our instructional materials and provide professional development opportunities for the implementation of the CCSS.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 LCAP includes three broad goals which have been developed and reviewed by stakeholders including the Board. As mentioned in the "Needs" section, a lack of data and new district leadership made it difficult to define specific, measurable and time-bound goals for this plan. The goals are based on the state priority areas and aim to address areas of known need, which includes maintaining legally-compliant and fiscally-sound programs so that the school can remain in business. The actions that support the goals include providing basic services as well as the implementing new systems and maintaining activities, such as Yurok language instruction, that give Big Lagoon its unique character. All actions delineated in the LCAP help form the district's Multi-Tiered System of Support which is designed to meet the academic, behavioral and social-emotional needs of each student. Actions that are meant to serve all students are designated as Tier 1 or universal. Actions that will provide additional support to some or a few students are identified as Tier 2 or strategic, or Tier 3 or targeted actions or services.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Families were initially surveyed in February of 2020, asking them to rank the services and activities offered by the school. Due to the pandemic and a change in district leadership, stakeholder engagement efforts paused until the 2020-2021 school year. In that year families were invited to monthly LCAP Parent Advisory Group meetings via Zoom beginning in March 2021. Parent meetings prior to March had a more general focus (not LCAP-specific) but still provided opportunities for parents to ask questions and offer opinions on the workings of the school. Families also provided input on the Local Indicator surveys, which helped inform the development of the LCAP. Big Lagoon does not have an ELAC.

Board members were also invited to the parent meetings to hear directly from their constituents about their priorities for the new 3 year plan. The Superintendent presented an update to the Board at monthly meetings starting in February 2021. In April 2021 the Superintendent/Principal presented the draft 2019-2020 Annual Update and the 2021 LCP Update to the Board and also asked for formal feedback on the development of Goals for the new 2021 - 2024 LCAP. The draft LCAP was shared with the Board in May 2021. All presentations to the Board were conducted during regularly scheduled, public meetings where the community is invited to attend and offer public comment.

Students were surveyed by the Superintendent in small groups, usually at lunchtime. Students also provided input on the Local Indicator school climate survey, which helped inform the development of the LCAP.

Input from classified staff was typically gathered during individual conversations with the Superintendent/Principal, as part-time schedules and COVID restrictions made full-staff meetings difficult to schedule. Staff, including teaching staff, also provided input on the Local Indicator surveys, which helped inform the development of the LCAP.

Teachers met weekly with the Superintendent/Principal and decisions made in those meetings were incorporated into the LCAP. The draft LCAP was presented to teachers for their review and input in May 2021.

The district does not have any local bargaining units, and the Superintendent/Principal is the sole administrator in the district.

A summary of the feedback provided by specific stakeholder groups.

Feedback from the parents focused on maintaining and strengthening cultural competency, eliciting support from the Big Lagoon Rancheria, maintaining an emphasis on a family atmosphere, and continuing to offer outdoor activities, music and art classes, positive behavior incentives, the school library, Yurok language instruction, and field trips. Board members generally agreed with the goals and activities of the draft LCAP and had few questions about the content of any of the pieces of the plan. Staff feedback centered on securing additional support for struggling learners, and maintaining services such as the library, cafeteria and bus transportation. Students ranked lunch, PE and field trips as among the most important services to bring back to school.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Much of the LCAP reflects the desire on the part of all stakeholders to return to a more "normal" school experience. Continuing to implement curricula and programs intended to support a positive cultural representation of our Indigenous students remains a focus of both staff and parents. Actions related to these areas of input can be found in Goal 3.

Given the lack of data on which to base stakeholder input, there is a clear need for a systematic way to track student academic progress locally that does not rely on the California Dashboard or state testing. Actions related to these areas of input can be found in Goals 1 and 3.

Actions related to areas of priority for staff can be found in Goals 1 and 2. It is worth noting that many of these actions are tied to the Expanded Learning Opportunity Grant funds, which will make a greater level of support and intervention for struggling students possible. The importance that staff placed on maintaining services such as transportation and student nutrition led to the inclusion of the costs associated with these programs into the LCAP to a degree that had not been present in prior plans.

Actions that reflect student priorities are mostly found in Goal 3, although the maintenance of cafeteria services, which students identified as "very important" is found in Goal 1.

Goals and Actions

Goal

Goal #	Description
1	BLUSD will continue to invest in highly qualified staff, safe facilities, a robust, standards-based curriculum and a broad course of study to prepare each of our students for success in high school and beyond.

An explanation of why the LEA has developed this goal.

Big Lagoon has developed this goal to address the state priority areas of Basic Services, Implementation of State Standards and Course Access. As a very small school district, it is important for Big Lagoon to demonstrate a financial commitment to ensuring that the state-required conditions for learning are in place. The district depends on a number of contracted services to maintain legally-compliant and fiscally-sound operations. In addition, due to limited staff capacity, the district relies on outside providers for instruction in visual and performing arts, health, and PE to provide access to a broad course of student for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers appropriately credentialed and placed in their teaching assignment as measured by the California Statewide Assignment Accountability System (CalSAAS)	100% of teachers were appropriately credentialed and assigned in the 2020-2021 school year				100% of teachers are appropriately credentialed and assigned
Percentage of students have access to standards-aligned instructional materials as measured by the Sufficiency of Instructional Materials Resolution; Priority 1	100% of students had access to standards-aligned instructional materials for core content areas in the 2020-2021 school year				100% of students are using standards-aligned instructional materials for core content areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator data and Williams Quarterly Reports					
School facilities in "good repair" as measured by the Facilities Inspection Tool (FIT).	The 2020 FIT report found the facilities to be in Fair condition.				School facilities will be in Good or Exemplary condition based on the FIT report.
Academic content and performance standards are implemented for all students as evidenced by standards-based report cards and local indicator teacher survey	100% of Big Lagoon students received a standards-based report card at three points in the year				100% of Big Lagoon students will receive a standards-based report card at three points in the year
Percentage of students with access to a broad course of study as evidenced by the master schedule	100% of students had access to a broad course of study, to include English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education.				100% of students will have access to coursework to include English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education.
Number of Williams Act Compliance Complaints as measured by the quarterly Williams Reports	There were zero Williams-related complaints in the 2020-2021 school year.				There will be zero Williams-related complaints.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 1.0 FTE administrative staff (Superintendent/Principal) as measured by personnel records	A full-time Superintendent/Principal was employed in the 2020-2021 school year.				A full-time Superintendent/Principal will continue to be employed in the 2023-2024 school year.
Maintain centralized services staffing, including transportation, facilities, maintenance, grounds, student nutrition as measured by personnel records	The district maintained staffing to support safe and legally-compliant programs in transportation, student nutrition, maintenance and groundskeeping.				The district will maintain staffing to support safe and legally-compliant programs in transportation, student nutrition, maintenance and groundskeeping.
Maintain contracted services for business services, special education, transportation, professional development, and accountability support as measured by annual contracts and service agreements	The district maintained contracts with other agencies to ensure legally-compliant business services, special education services, transportation, and professional development, and accountability support				The district will continue to maintain contracts with other agencies to ensure legally-compliant business services, special education services, transportation support, and professional development, and accountability support.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Employ fully credentialed and appropriately assigned teaching staff	Recruit, hire and support qualified Tier One certificated staff to provide standards-aligned instruction in all subject areas including but not limited to English Language Arts, Mathematics, Science, and Social Studies. All students, including students with disabilities and English learners, benefit from being taught by full-credentialed and appropriately assigned teachers.	\$81,651.00	No
2	Subsidize Teacher Induction	The district will pay for 50% of the costs of the teachers' induction program, which is required by the state in order to earn their clear credentials. This action will benefit all students by supporting our teachers in developing mastery in their teaching practice.	\$3,500.00	No
3	Provide standards-aligned instructional materials for every student	All students, including students with disabilities and English learners, will have access to curriculum and instructional materials aligned with the Common Core State Standards.	\$5,000.00	No
5	Employ a Full-Time Superintendent/Principal	Employ a full time Superintendent/Principal to oversee facilities, transportation, curriculum adoption, student nutrition services, professional development, staff evaluation, personnel, special education services, family and community outreach, local, state and federal reporting and accountability, budget development and management, and student services.	\$122,643.00	No
6	Employ Custodial Staff	Continue to provide a safe and clean campus for all students by employing a part-time custodian.	\$6,281.00	No

Action #	Title	Description	Total Funds	Contributing
7	Employ Maintenance Staff	Continue to provide a physically safe and legally-compliant campus for all students by employing a maintenance worker.	\$31,456.00	No
8	Improve the condition of the facilities	Improve the physical safety of the campus by repairing playground equipment, addressing issues with the portable buildings and completing repairs as indicated on the FIT report.	\$5,500.00	No
9	Ensure access to a broad course of study	Students in all grades, including students with disabilities and English learners, will receive instruction in a broad course of study which includes English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education.	\$2,765.00	No
10	Employ Transportation Staff	Continue to employ a school bus driver and operate a safe and legally compliant transportation program to support all students, including students with disabilities, low income students and students with disabilities, in school attendance. Expenditures include staff salary and benefits as well as transportation-related supplies.	\$30,055.00	No
11	Maintain HERC contract	Contract with the County Office to provide teachers with professional development opportunities and instructional materials through the Humboldt Educational Resource Center (HERC). This action is principally directed towards unduplicated pupils by supporting our teachers in their professional growth and expanding their access to high quality, carefully curated instructional materials.	\$1,250.00	Yes
12	Maintain Special Education contracted services	Maintain contracts for special education services including but not limited to special day class services, school psychologist and school nurse services, speech therapy and occupational therapy. These Tier	\$14,207.00	No

Action #	Title	Description	Total Funds	Contributing
		2 and Tier 3 services ensure that students with disabilities are identified early and provided with appropriate supports to access the general education curriculum and make progress towards their IEP goals.		
13	Employ School Library Staff	Maintain staffing in school library to provide unduplicated pupils with access to a print-rich environment and curated collection of age- and ability-appropriate reading material. This universal support is principally directed towards unduplicated pupils but benefits all students.	\$3,480.00	Yes
14	Maintain Business Services contract	Maintain contract with the Northern Humboldt Union High School District for legally compliant business services. This action ensures the fiscal health of the district so that the district can remain in operation.	\$27,000.00	No
15	Maintain Technology Services contract	Maintain contract with the Northern Humboldt Union High School District to ensure that students and staff have Internet access, cybersecurity and a reliably-hosted website. This universal support allows students to conduct research, use tools such as Google classroom and create and share documents and presentations at school.	\$8,223.00	No
16	Maintain Transportation Services contract	Maintain contract with the Northern Humboldt Union High School District and other vendors for transportation support services including but not limited to vehicle maintenance and inspection. This action ensures that Big Lagoon's school buses are safe and ready to transport our students.	\$10,292.00	No

Action #	Title	Description	Total Funds	Contributing
17	Employ a 0.67 FTE teacher for grades TK-3	A 0.67 FTE teacher is employed to provide a second classroom for the primary grades. This ensures that more targeted instruction and greater personal attention for all students, including students with disabilities and unduplicated pupils, occurs in the TK-3 classroom.	\$38,810.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	With an equity focus, BLUSD will implement a multi-tiered system of support to identify and address the academic, behavioral and social emotional needs of each student.

[An explanation of why the LEA has developed this goal.](#)

Big Lagoon has developed this goal to address the state priority areas of Pupil Achievement and Other Pupil Outcomes. Students in a small school have a unique opportunity for a great amount of individual attention and support from caring adults on campus. At Big Lagoon all employees are engaged in some way in supporting the positive development of each of our students. This goal addresses the ongoing implementation of MTSS and the district's investment in developing systems for early identification and intervention.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students in grades 3 - 8 scoring at or above grade level on the IXL assessment in English language arts as measured by IXL reports	23% of students in grades 3 - 8 scored at or above grade level on the IXL diagnostic in spring 2021				95% of students assessed will score at or above grade level
Percent of students in grades 3 - 8 scoring at or above grade level on the IXL assessment in math as measured by IXL reports	38% of students in grades 3 - 8 scored at or above grade level on the IXL diagnostic in spring 2021				95% of students assessed will score at or above grade level
Percent of English Learners receiving integrated and	English Learners received integrated but not designated				100% of English Learners will receive integrated and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
designated ELD support to gain academic content knowledge and English language proficiency as measured by master schedule	ELD support in the 2020-2021 school year				designated support to gain academic content knowledge and English language proficiency
English language acquisition rates as measured by the English Language Proficiency Assessment for California (ELPAC)summative scores	Baseline pending 2021 ELPAC results				100% of English Learners will score at Level 3 or above on the summative ELPAC
Percent of students scoring at or above Level 3 on the math CAASPP	Most recently available data (2017) shows student average scores as 66.6 points below standard for math				95% of eligible students will score at or above Level 3 on the math CAASPP
Percent of students scoring at or above Level 3 on the ELA CAASPP	Most recently available data (2017) shows student average scores as 8 points below standard/Level 3 for ELA				95% of eligible students will score at or above Level 3 on the math CAASPP
English learner reclassification rate as measured by district records	The English learner classification rate in 2020-2021 is 0%.				50% of English learners will be reclassified as Fluent English Proficient by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					the time they leave Big Lagoon School.
Programs and services provided to students with disabilities as measured by IEP documentation, contracts with COE and records of SELPA support	Big Lagoon employs a part time special education teacher and contracts with the COE, SELPA and other districts to provide programs and services to students with disabilities.				Big Lagoon will continue to employ a part time special education teacher and a paraprofessional aide as necessary and will contract with the COE, SELPA and other districts to provide programs and services to students with disabilities as determined by student enrollment and IEP services.
Percent of students scoring at or above Level 3 on the CA Science Test (CAST)	Baseline data will not be available until Spring 2022 administration				95% of eligible students will score at or above Level 3 on the CAST

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase supplemental instructional materials	Tier 2/Tier 3 supplemental instructional materials for literacy (Read Naturally, Signs for Sounds, Read Live)	\$900.00	No
2	Implement IXL for ELA and math	Implement a robust, standards-based diagnostic, progress monitoring and benchmark assessment system for core content areas. This universal support will be used to assess all students, including students with disabilities and English learners, to identify areas of growth and opportunities for enrichments.	\$1,200.00	No
3	Employ a Paraprofessional/Aide	Hire a paraprofessional classroom aide to provide Tier 2 and Tier 3 academic support to individuals with exceptional needs.	\$14,813.00	No
4	Employ a Special Education Teacher	Employ a part-time education specialist to provide Tier 2 and Tier 3 services to ensure a free and appropriate education for students with disabilities.	\$7,556.00	No
5	Secure Additional Education Specialist Hours	Augment the contract hours of the Education Specialist using Expanded Learning Opportunity Grant funds to provide Tier 2/Tier 3 academic support to general education students who are performing below grade level.	\$3,500.00	No
6	Purchase Student planners	Purchase academic planners for upper grade students to facilitate goal-setting, progress monitoring and organizational skills. This Tier	\$100.00	No

Action #	Title	Description	Total Funds	Contributing
		one tool will support executive function development in all students, including students with disabilities and English learners.		
7	Maintain partnerships with community based organizations	Connect students with social-emotional and academic support services provided by community-based organizations. Tier 2/3	\$0.00	No
8	Establish an After School Club	Provide a supervised, on-campus setting for homework completion and academic support. Tier 1, 2 or 3 depending on student need.	\$1,500.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	BLUSD will actively seek the partnership of families and the community to foster an inclusive, culturally-competent, and welcoming school environment where students can thrive.

An explanation of why the LEA has developed this goal.

Big Lagoon has developed this goal to address the state priority areas of Parent Involvement, Pupil Engagement, School Climate. All parents are valued as partners in their child's education and are empowered to support their child's preparation for the next step in their education. A positive, inclusive, and safe school environment is fundamental to the successful social, emotional and academic development of each and every child. Big Lagoon strives to maintain a family feeling where parents are encouraged to take an active part in their child(ren)'s education and where students want to come to school and learn every day.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates as measured by reports from student information system and CalPADS	The 2020 - 2021 P2 attendance rate was 94.32%				The P2 attendance rate for the 2023 - 2024 school year will increase to 96%
Chronic Absenteeism Rate as measured by reports from student information system and CalPADS	The chronic absenteeism rate in 2020-2021 was 9%				The chronic absenteeism rate for the 2023 - 2024 school year will be at or below the state average of 10%
Suspension Rate as measured by student discipline records reported to CalPADS	Big Lagoon had a 0% suspension rate in the 2020-2021 school year				Big Lagoon will continue to have a 0% suspension rate in the 2023-2024 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School climate survey data	82% of students agree or strongly agree that they feel safe and welcome at school (spring 2021)				100% of Big Lagoon students will feel safe and welcome at school
Survey data: Local survey, state priority #3 parent and family engagement as measured by completed surveys	50% of families completed the Priority 3 survey				90% of families will complete the Priority 3 survey
Office Discipline Referrals as measured by student information system reports	There were zero office discipline referrals in the 2020-2021 school year.				There will be fewer than 20 office discipline referrals in the 2020-2021 school year.
Family Events as measured by sign in sheets	Due to the pandemic there were zero family events during the 2020-2021 school year				Big Lagoon will host at least 8 family events during the course of the school year.
Community Volunteers as measured by volunteer hour logs	Due to the pandemic there were zero volunteer hours during the 2020-2021 school year				Big Lagoon will document 100 hours of community volunteer time in support of the educational program.
Middle School Drop Out Rate as measured by CalPADS	Big Lagoon has a 0% middle school drop out rate as measured by exit codes in CalPADS				Big Lagoon will maintain a 0% middle school drop out rate as measured by exit codes in CalPADS
Pupil Expulsion Rate as measured by	Big Lagoon had zero expulsions for a 0%				Big Lagoon will continue to have a 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student discipline records reported to CalPADS	expulsion rate in the 2020-2021 school year				expulsion rate in the 2023-2024 school year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coordinate parent engagement activities	Elicit parent input in decision-making and foster a greater connection to the school by hosting monthly parent engagement events.	\$500.00	No
2	Conduct annual Parent Engagement Survey	Conduct an annual parent survey for local indicator #3	\$0.00	No
3	Implement Positive Behavioral Intervention and Support (PBIS)	Continue to implement PBIS to engage all students in developing skills to actively demonstrate social-emotional competencies. Tier 1, Tier 2, Tier 3	\$500.00	No
4	Implement the Devereux Student Strengths Assessment (DESSA)	Implement a robust diagnostic, progress monitoring and benchmark assessment system for social emotional competence for all students, including students with disabilities and English learners.	\$1,500.00	No
5	Maintain Yurok language instruction	Contract with a Yurok language teacher to demonstrate investment in a positive cultural representation of our Indigenous students. All students, including students with disabilities and English learners, will engage in Yurok language instruction as part of the regular school day.	\$2,100.00	No

Action #	Title	Description	Total Funds	Contributing
6	Employ a Playground monitor	Employ a PBIS-trained playground monitor to support implementation of behavioral expectations and positive play during unstructured time (recess, lunch). Tiers 1, 2 and 3	\$3,581.00	No
7	Provide a travel stipend for HSU social work intern	Provide a travel stipend to offset the cost for a Humboldt State University social work intern to drive a personal vehicle to campus.	\$300.00	No
8	Maintain the Cafeteria contribution	Big Lagoon annually contributes resources from the general fund to cover food costs for fresh items such as milk and eggs that are not reimbursed by the state's food distribution program. This action contributes to increased and improved services for unduplicated pupils by ensuring that all student meals meet the nutritional requirements established by the state.	\$6,950.00	Yes
9	Employ a Food Service Coordinator	All students, including students with disabilities and unduplicated pupils, will have access to two meals cooked on site each day. Big Lagoon will apply for the Seamless Summer Waiver option that allows the district to provide food to all students for free.	\$11,403.00	No
10	Employ an Office Secretary	As part of their regular duties, the office secretary will monitor school compliance with all attendance reporting requirements and support school staff in crafting Tier 2 and Tier 3 supports when students are chronically absent.	\$15,819.00	No
11	Provide Field Trips	All students, including students with disabilities and unduplicated pupils, will have the opportunity to go on field trips for the purpose of	\$1,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enhancing the curriculum and exploring college and career opportunities.		
12	Provide LCAP parent consulting and advising opportunities	Hold regular LCAP Parent Advisory Group meetings	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.09%%	\$19,446

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Action 11: HERC contract

The contract with the Humboldt Educational Resources Center provides for professional learning opportunities for teachers to improve their practice in serving diverse student populations including English learners. The 2020-2021 school year saw Big Lagoon's first enrollment of an English learner. This action is intended to support the teacher in developing designated and integrated ELD instruction for the student. The HERC contract also provides for other services and resources that will benefit all students.

Goal 1 Action 13: Library Staff.

Big Lagoon maintains a sizeable school library and employs a part-time library technician who holds an Associate Degree in Library Science. Maintaining a school library for 20-25 students supports the needs of our low-income students who typically do not have access to county library services and may not reside in a print-rich environment, which is shown to foster early literacy development. The Big Lagoon library houses more than 9,400 books and nearly 600 books were checked out in the 2019 - 2020 school year. While the library service is principally directed at low income students (who make up the majority of our student population) the entire student body benefits from the service. In addition, parents of all students are welcome to check out books as well, and the library has a growing parent section to support their interests.

Goal 1 Action 17: 0.67 FTE teacher for TK-3

Big Lagoon uses supplemental and concentration dollars to fund .67 FTE of the primary grade teacher's position. This action is principally directed towards unduplicated pupils so that they can have the benefit of a full time teacher in their early years of learning. A school of Big Lagoon's size is only required to have one teacher, but 20 to 25 students in 9 grade levels with one teacher is not an optimal learning environment, especially not for students who may be entering the school system already at a disadvantage.

Goal 3 Action 8: Cafeteria contribution

Big Lagoon maintains a full service cafeteria program despite its small size. In the 2020-2021 school year, all students were able to eat for free due to the extension of the Seamless Summer Option through June 2021. This means there was no revenue from paid school lunches to offset the expense of purchasing fresh food such as milk and bread, which aren't offered through the commodities distribution program. Big Lagoon uses supplemental and concentration dollars to pay for the additional food. This service principally benefits our low income students who rely on two daily cafeteria meals. The Seamless Summer Waiver option will be in effect in the 2021-2022 school year and so the district can continue to expect no student-generated cafeteria revenue to offset the general fund contribution.

Goal 3 Action 11: Field Trips

Big Lagoon is committed to expanding the horizons of our students, many of whom live in low income households with limited opportunity for enrichment activities. Field trips that connect to the curriculum and offer a college and career focus support student access to a broad course of study.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All of the actions above represent an investment on the part of the district that goes beyond the basic services required by any school district.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$339,922.00	\$56,668.00	\$43,600.00	\$25,590.00	\$465,780.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$365,882.00	\$99,898.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Employ fully credentialed and appropriately assigned teaching staff	\$53,060.00	\$5,148.00	\$2,353.00	\$21,090.00	\$81,651.00
1	2	All	Subsidize Teacher Induction	\$3,500.00				\$3,500.00
1	3	All	Provide standards-aligned instructional materials for every student	\$5,000.00				\$5,000.00
1	5	All	Employ a Full-Time Superintendent/Principal	\$114,712.00	\$7,931.00			\$122,643.00
1	6	All	Employ Custodial Staff	\$6,281.00				\$6,281.00
1	7	All	Employ Maintenance Staff	\$31,456.00				\$31,456.00
1	8	All	Improve the condition of the facilities	\$5,500.00				\$5,500.00
1	9	All	Ensure access to a broad course of study	\$2,765.00				\$2,765.00
1	10	All	Employ Transportation Staff			\$30,055.00		\$30,055.00
1	11	English Learners Low Income	Maintain HERC contract	\$1,250.00				\$1,250.00
1	12	Students with Disabilities	Maintain Special Education contracted services	\$168.00	\$9,539.00		\$4,500.00	\$14,207.00
1	13	English Learners Low Income	Employ School Library Staff	\$3,480.00				\$3,480.00
1	14	All	Maintain Business Services contract	\$27,000.00				\$27,000.00
1	15	All	Maintain Technology Services contract	\$8,223.00				\$8,223.00
1	16	All	Maintain Transportation Services contract			\$10,292.00		\$10,292.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	17	English Learners Low Income	Employ a 0.67 FTE teacher for grades TK-3	\$38,810.00				\$38,810.00
2	1	All	Purchase supplemental instructional materials			\$900.00		\$900.00
2	2	All	Implement IXL for ELA and math		\$1,200.00			\$1,200.00
2	3	Students with Disabilities	Employ a Paraprofessional/Aide		\$14,813.00			\$14,813.00
2	4	Students with Disabilities	Employ a Special Education Teacher		\$7,556.00			\$7,556.00
2	5	general education students performing below grade level	Secure Additional Education Specialist Hours		\$3,500.00			\$3,500.00
2	6	All 4th - 8th grade	Purchase Student planners		\$100.00			\$100.00
2	7	All	Maintain partnerships with community based organizations					\$0.00
2	8	All	Establish an After School Club		\$1,500.00			\$1,500.00
3	1	All	Coordinate parent engagement activities	\$500.00				\$500.00
3	2	All	Conduct annual Parent Engagement Survey					\$0.00
3	3	All	Implement Positive Behavioral Intervention and Support (PBIS)	\$500.00				\$500.00
3	4	All	Implement the Devereux Student Strengths Assessment (DESSA)		\$1,500.00			\$1,500.00
3	5	All	Maintain Yurok language instruction	\$2,100.00				\$2,100.00
3	6	All	Employ a Playground monitor		\$3,581.00			\$3,581.00
3	7	All	Provide a travel stipend for HSU social work intern		\$300.00			\$300.00
3	8	English Learners Low Income	Maintain the Cafeteria contribution	\$6,950.00				\$6,950.00
3	9	All	Employ a Food Service Coordinator	\$11,403.00				\$11,403.00
3	10	All	Employ an Office Secretary	\$15,819.00				\$15,819.00
3	11	English Learners Low Income	Provide Field Trips	\$1,445.00				\$1,445.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	12	All	Provide LCAP parent consulting and advising opportunities					\$0.00
3	13	All						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$51,935.00	\$51,935.00
LEA-wide Total:	\$51,935.00	\$51,935.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	11	Maintain HERC contract	LEA-wide	English Learners Low Income	All Schools	\$1,250.00	\$1,250.00
1	13	Employ School Library Staff	LEA-wide	English Learners Low Income	All Schools	\$3,480.00	\$3,480.00
1	17	Employ a 0.67 FTE teacher for grades TK-3	LEA-wide	English Learners Low Income	All Schools	\$38,810.00	\$38,810.00
3	8	Maintain the Cafeteria contribution	LEA-wide	English Learners Low Income	All Schools	\$6,950.00	\$6,950.00
3	11	Provide Field Trips	LEA-wide	English Learners Low Income	All Schools	\$1,445.00	\$1,445.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the

comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or

implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we

expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is 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.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.