

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

|                        |                              |                 |                                    |
|------------------------|------------------------------|-----------------|------------------------------------|
| LEA Name               | Loleta Union School District |                 |                                    |
| Contact Name and Title | John Sutter, Superintendent  | Email and Phone | jsutter@loleta.org<br>707-773-5705 |

## 2017-20 Plan Summary

### THE STORY

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

Loleta Union Elementary School District is a single school district hosting Loleta Elementary School. The school has about 100 students and is located in the town of Loleta in Humboldt County. The area is picturesque with rolling farm land and sweeping views of the Eel River Valley. The community supports farming and ranching along with a sizable "bedroom community" for parents who work in Fortuna, to the south or the city of Eureka to the north.

Loleta Elementary serves two Native American Communities, the Bear River Rancheria and the Wiyot Tribe at Table Bluff. About 45 percent of the students who attend Loleta are Native American. Another 39 percent of our student body is Hispanic, the remainder of students are Caucasian or of mixed race. Loleta School's free and reduced lunch rate is 95%. The district has had a high number of turnover in staff and administration but despite this turnover is committed to bringing positive changes to the school.

The district has implemented a dizzying number of changes within the last three years including:

- Positive Behavioral Supports and Interventions (PBIS),
- Academic Response to Intervention
- On site K-5 Special Day Class
- A doubling of the number of students served with IEP's and 504 plans
- A restructuring of our 6-8 grades into a "Middle School" configuration
- Implementation of trauma informed practices such as restorative justice.

According to the California School Dashboard, featured below, we have some points to celebrate and much growth still to be made. This dashboard is a summary of performance at this point. This data, along with significant stakeholder engagement has informed and influenced this plan.

## Student Group Report

### Loleta Union Elementary - Humboldt County

Enrollment: 114   Socioeconomically Disadvantaged: 91%   English Learners: 20%   Foster Youth: N/A   Grade Span: K-12   Reporting Year: Spring 2017

Charter School: No

Equity Report   Status and Change Report   Detailed Reports   **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

| State Indicators                   | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | American Indian | Asian | African American | Filipino | Hispanic | Pacific Islander | Two or More Races | White |
|------------------------------------|--------------|------------------|--------------|----------|---------------------------------|----------------------------|-----------------|-------|------------------|----------|----------|------------------|-------------------|-------|
| Chronic Absenteeism                |              | N/A              | N/A          | N/A      | N/A                             | N/A                        | N/A             | N/A   | N/A              | N/A      | N/A      | N/A              | N/A               | N/A   |
| <u>Suspension Rate (K-12)</u>      |              | *                | N/A          | N/A      |                                 | *                          |                 | *     | *                | *        |          | *                | *                 | *     |
| English Learner Progress (K-12)    | N/A          | N/A              | N/A          | N/A      | N/A                             | N/A                        | N/A             | N/A   | N/A              | N/A      | N/A      | N/A              | N/A               | N/A   |
| <u>English Language Arts (3-8)</u> |              | *                | N/A          | N/A      |                                 | *                          | *               | *     | *                | *        | *        | *                | *                 | *     |
| <u>Mathematics (3-8)</u>           |              | *                | N/A          | N/A      |                                 | *                          | *               | *     | *                | *        | *        | *                | *                 | *     |

Performance Levels: Blue (Highest)   Green   Yellow   Orange   Red (Lowest)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

The Metrics and other information relative to high schools are not relevant to Loleta School District, a K-8 district, and are not included in the LCAP. These include: Priority 4: percentage of students who have successfully completed a-g courses or approved CTE sequences, percentage who have passed the AP exam with a score of 3 or higher, percentage who demonstrate college preparedness via EAP or subsequent indicators. Priority 5: High school dropout rates. The state API (Academic Performance Index) is no longer being calculated by the State.

## LCAP HIGHLIGHTS

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

This Local Control Accountability Plan for Loleta School is focused on improvements in student performance. Because 98 percent of our students are from poverty, the categories are applicable to all students most of the time, except for foster youth and English language Learners.

1. In the area of Academics, the teaching staff are dedicated to assessing students, monitoring their progress and providing academic interventions so these students can make academic progress. The district is also intent on improving the integration of the arts, project learning and technology into the student's learning process.
2. Because students cannot learn in a chaotic environment, or if they are absent from school, a large portion of this LCAP is focused on improving the school climate. Hence there is an emphasis on Positive Behavior Interventions and Supports. There is a marked increase in special education spending as the district seeks to improve services for students. We also need parental support so the reader will see quite a bit about efforts to improve home/school communications.
3. Finally, there are a lot of, important but unglamorous supports in this LCAP:
  - Bussing, because our target groups will not arrive to school without transportation.
  - Cafeteria support because food uncertainty is a real issue with our students.
  - Supporting key personnel who directly contribute to these goals.

Sometimes a plan is better defined by what the reader WILL NOT find in it. In this LCAP, there are no extras. That is to say, We've managed to keep class sizes small, transportation, free lunch, free after school services, a school garden and sports but we've not been able to maintain our counselor or a music program.

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

The district has made the greatest progress in the implementation of its main RTI assessment tool, Renaissance Learning's Star Math and Star Reading. This progress monitoring has motivated students and teachers to work toward improving student academic progress.

Both the number of major referrals and the number of suspensions were up from our baseline year, although the severity of the infractions were less. There were fewer cases of physical aggression. I believe some of the increase in referrals is due to the fluency the staff has gained in writing the referrals. Although overall suspensions were up by 5%, there was an increase in at-school suspensions, a preferred alternative to home suspension. Furthermore, Loleta School has hired an "Interventions Coordinator" to provide positive interventions for students who are having behavioral difficulties.

The district has continued to support its EL students and has met its goals in this area.

Loleta School has more than doubled its special education/504 enrollment over the past two years by continuing its child find obligations. Additionally, the district has expended its services to include an on-site Therapeutic Behavioral Special Day Class. This class has benefitted both Loleta students and other students in the region.

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

## **GREATEST NEEDS**

There is still a great need for continued Academic Interventions with students in English Language Arts and Mathematics. These are both areas that are in the “red” for Loleta School.

Another area is in reducing the number of suspensions for students. This goal is an actual mandate by the state of California. This reduction necessitates wraparound services for students such as social-emotional instruction, regular counseling, etc. Traditionally, such services simply have not existed in rural schools. With this new unfunded mandate to reduce suspensions, districts like Loleta must provide more services for students within the existing budget. Professional Development for teachers and creative interventions are helping but the district has had to choose between small class sizes and our Interventions Coordinator. So there is an extreme need for counselors and other support staff in schools as a fully funded support.

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

## **PERFORMANCE GAPS**

Despite increases in support for students with behavioral challenges, there were more “major” referrals this year than last year and not a reduction in suspensions. (only three more at-home suspensions than the baseline year.

In the upper grades, students took far fewer Accelerated Reader quizzes, and this brought the entire school’s word count down, so we did not meet our goal for increasing the number of words students have read by 3%, in fact the number of words went down.

Academic performance is still very low although the district is working to improve this by implementing a number of measures including better academic performance monitoring, increasing student engagement and improved academic interventions.

**INCREASED OR IMPROVED SERVICES**

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

The district will maintain a high quality food service program to continue to serve our low income students with nutritious meals. These students often face food uncertainty, so continuing with this program is vital. The district is experiencing a negative balance of \$9,191 in its cafeteria. This expense was included in the LCAP but not in the general fund expenditures.)Also, the district will continue to fully support the school bus in its role to transport students to and from school. There is little question that this bus service is vital to all of our target groups. The district serves students from as far as six miles distant, many of whom experience transportation uncertainty. Studies have shown that good attendance is an important indicator of successes in school.

The district will improve its academic progress monitoring through Renaissance Learning's STAR Mathematics and Reading programs. Teachers implemented this program for the first time and have not really scratched the surface as to the program's capabilities. Also, in this area, the district is eager to improve the number of words students read. This figure is verifiable with the Accelerated Reader program.

Positive Behavioral Supports and Interventions will continue. Administration is looking to a three year grant through the MTSS SUMS Initiative to keep this ball rolling.

**BUDGET SUMMARY**

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

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$1,590,249

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,386,134

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

There were several factors that were of significant expense to the district that were not accounted for fully in the LCAP. The first, was paying out for a number settlement agreements and finally, there was the addition of a Therapeutic Learning Center for K-5 students on the campus. Central office expenditures such as business finances, utilities, audit fees, superintendent etc. have contributed to costs for a total of \$213,306. (The district is experiencing a negative balance of \$9,191 in its cafeteria. This expense was included in the LCAP but not in the general fund expenditures.)

\$1,018,955

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

|                     |   |
|---------------------|---|
| <h2>Goal<br/>1</h2> | Increased student academic scores over all areas of the curriculum with an emphasis on Math, Reading, Writing, Science and Technology with a sufficiency instructional materials and support. |
|---------------------|---|

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL N/A

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Maintain 100% highly qualified teaching staff.

Maintain 100% curriculum materials sufficiency.

A 4% Increase the number of students reading at grade level by the end of 3rd grade over the previous year as indicated by DIBLES scores from our current level of 36%.

Add 5% to the average number of words a child reads per year from our current 90,544 average words per year, per student.

Maintain 100% Instructional Materials Sufficiency

A 3% increase the number of students who have met or exceeded the standard in the writing section of California Assessment of Student

### ACTUAL

Partially Met-Only one teacher has a provisional credential and is enrolled in the Cal State Teach. All other teachers have full credentials.

Met-The district has maintained 100% materials sufficiency

Met-The district has abandoned the DIBLES program in favor of a more comprehensive English Language Arts tool called STAR Reading and Math. The STAR Reading for third grade showed growth of 22% from 2.3 to 2.8 grade level equivalency.

Not Met-This year, despite offering large prizes monthly for Accelerated Reader quiz points, the district had only 69,411 words per student, a decrease of 24 percent.

Met-The district has maintained 100% Materials Sufficiency

Met-Loleta school did go from 22% in 2015 to 25% in 2016, a 3% increase.

Performance and Progress (CAASPP) writing assessment. This is up from our baseline of 22%.

Fifty percent of EL students will advance one level on the CELDT test.

Increase the number of students who score at or above standard on the Smarter Balanced Assessments in mathematics by 4% over our base year of 31%.

Increase the number of students who score at or above standard on the Smarter Balanced Assessments in English Language Arts by 5% over our base year of 23%.

All Teachers will participate in Common Core State Standards Professional Development

Establish a baseline data in the number of outcomes mastered in Accelerated Math

a 3% Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program) from our baseline of 14 words per minute.

See a 5% reclassification rate from our EI students on the CELDT test. The district experienced a 40% reclassification rat this year.

Not Met- Of Loleta School's 24 EL students, 10 students went up one level for a total of 41% advancement rate, a slight decrease from our ambitious goal of 50%.

Not Met-Math met or exceeded went from 8% to 4% overall.

Not Met- ELA met or exceeded went from 8% to 11%, an increase of 3% but short of our 5% goal.

Met-All of our teaching staff have participated in professional development on the common core standards.

Met-The district has established baseline data for Accelerated Math (STAR Math and English Language Arts) but is not shown in "number of outcomes mastered"

Not Met-The class had an average typing speed of 10.14 words per minute.

Met- Three students were reclassified out of 24 students served for a total of 12.5% reclassification rate.

## ACTIONS / SERVICES

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

Action **1**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b><br>The district hires only highly qualified in their fields. There are three teachers enrolled in the BTSA program. | <b>ACTUAL</b><br>All four of the teaching staff who were enrolled in BTSA have completed the program successfully. |
|                  | <b>BUDGETED</b><br>Teacher Salaries \$424,727<br>Teachers' Salaries are supported through LCFF, Title 1, and REAP                  | <b>ESTIMATED ACTUAL</b><br>\$373,953<br>Teachers' Salaries are supported through LCFF, Title 1, and REAP           |

Action **2**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>Continue to use the DIBELS three times per year to perform progress monitoring on students in reading.</p> | <p><b>ACTUAL</b><br/>This program was not continued because it overlapped with the Accelerated Reader STAR program, a program that was easier to administer.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>\$100 DIBELS<br/>Reading Assessment supplemental RS 0001 obj 58xx</p>                                     | <p><b>ESTIMATED ACTUAL</b><br/>\$0</p>   |

Action **3**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>Continue with Redwood Writing Project Professional Development. The Step-up-to writing was from out of the area and too expensive.</p> | <p><b>ACTUAL</b><br/>The district had the 7/8<sup>th</sup> grade teacher attend a summer writing conference and was invited back again this summer. Our 4<sup>th</sup> grade teacher attended a writing series with other 4<sup>th</sup> grade teachers in the Eel River Valley.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>Redwood Writing Project \$500<br/>LCFF obj 5210</p>   | <p><b>ESTIMATED ACTUAL</b><br/>\$300<br/>LCFF obj 5210</p>   |

Action **4**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b><br/>Professional Development on implementing Accelerated Reader and Accelerated Math.</p> <p>Teachers will be encouraged to take professional development that integrates technology into the Common Core Curriculum.</p> <p>Teachers will receive some professional development on the new mathematics adoption for this year.</p> <p>Curriculum will be explored that is sensitive to the learning styles of at risk students and highly motivating. This may include STEM or other project based, Common Core</p> | <p><b>ACTUAL</b><br/>The district did purchase Accelerated Reader University, a package of professional development to help us implement the Accelerated Reader and math programs. . (See cost for Accelerated Reader in Action 5.)</p> <p>Teachers have taken various courses in this area including Writing and Keyboarding Without Tears, STEAM Conference, use of Accelerated Math and continued BTSA for four of our teachers.</p> <p>Professional development associated with the mathematics adoption was not needed. The adopted programs continue to be used but are self-explanatory.</p> |
|------------------|--|---|



|              |   |  |
|--------------|---|--|
|              | aligned curriculum.<br><br>Teachers will enroll in professional development on implementation of the Common Core State Standards.   | The district did try some new curriculum on a trial basis that was web based. These were subscriptions and we tried them on a 30 day free basis. No decisions have been made for a purchase at this time. Staff have attended STEAM conferences and some materials have been purchased to support project based learning, but no curriculum as such. |
| Expenditures | <p><b>BUDGETED</b><br/>Accelerated Reader Professional Development \$500</p> <p>Professional Development for technology Integration \$3,000</p> <p>Mathematics Professional Development for new adoption \$600</p> <p>High Interest Alternative Curriculum and/or professional development : \$4,000 LCFF 6264 obj 5210</p> | <p><b>ESTIMATED ACTUAL</b><br/>\$2,897 just considerably more than was anticipated. (See cost for Accelerated Reader in Action 5.)</p> <p>\$1,500</p> <p>\$0 decision not to go forward in this area.</p> <p>\$1,000 Some purchases were made but conservatively LCFF 6264 obj 5210</p>  |

Action **5**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <b>PLANNED</b><br>Purchase Accelerated Reader and Accelerated Math.                            | <b>ACTUAL</b><br>The district did purchase these programs and included more options in the program than initially budgeted for, hence the increased cost.                     |
| Expenditures     | <b>BUDGETED</b><br>Accelerated Math and Accelerated Reader: \$3,000<br>LCFF Contracted Service | <b>ESTIMATED ACTUAL</b><br>\$4,586 The district added to the suite of programs we subscribed to in an effort to better support students and teachers. LCFF Contracted Service |

Action **6**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <b>PLANNED</b><br>Technology<br><br>Adoption of instructional materials aligned with Common Core. These funds are reserved for further common core | <b>ACTUAL</b><br><br>Partially Met- The district did renew the Power School subscription with designs on using it as our home-school connection with the on-line grades feature. The district also purchased a program called |
|------------------|--|---|

|   |   |
|---|---|
| aligned materials and/or curriculum especially related to technology. These funds might cover typing programs, computer lab management, writing software or LEGO software for the computer interface. | Mobey Max (\$594) that builds skills on common core ELA and Math. |
|---|---|

Expenditures

|  |                                    |
|--|------------------------------------|
| <b>BUDGETED</b><br>Technology: \$3,000 LCFF Supplies | <b>ESTIMATED ACTUAL</b><br>\$3,743 |
|--|------------------------------------|

Action **7**

Actions/Services

|   |   |
|---|---|
| <b>PLANNED</b><br>For English learners:<br><br>Teachers will also attend the English Collaborative Professional Learning Community at our Humboldt County Office of Education. Attendance will be one or two at a time on a rotation.<br><br>Rosetta Stone language acquisition software for EL students.<br><br>Bilingual aides will be maintained to continue to provide intervention and CELDT Support | <b>ACTUAL</b><br><br>The district does pay a stipend to support an ELA Coordinator position. This person has attended the English Learning Collaborative and provided support for Loleta School's English Learners.<br><br>The district has purchased and used this program.<br><br>We do indeed continue to employ a bilingual aides |
|---|---|

Expenditures

|   |   |
|---|---|
| <b>BUDGETED</b><br>English Collaborative PLC Supplemental/Concentration \$200<br>Bilingual Aides: \$27,503 Supplemental/Concentration<br>Aide Stipend for CELDT \$549 Supplemental/Concentration<br>Rosetta Stone language acquisition software: Supplemental/Concentration \$1,110 | <b>ESTIMATED ACTUAL</b><br>\$75<br><br>The cost for both aides \$47,768 This was two aides instead of one person.<br><br>\$581 Stipend<br><br>\$990 Rosetta Stone |
|---|---|

Action **8**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <p><b>PLANNED</b><br/>Foster Youth:<br/>Maintain regional Foster Youth Liaison.</p> | <p><b>ACTUAL</b><br/>The district has bought into a Foster Youth Coordinator, shared between Loleta School and a number of other districts in the Eel River valley.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>\$0</p>  | <p><b>ESTIMATED ACTUAL</b><br/>\$500 paying into this Coordinator's position became an option as a way to better serve our foster youth.</p>                            |

Action **9**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>The district will maintain curriculum materials adequacy as prescribed by the William's Act.</p> | <p><b>ACTUAL</b><br/>The district has maintained adequacy of materials as prescribed by the William's Act.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>No cost for math consumables paid out for four years.<br/>No ELA purchase until 2019</p>        | <p><b>ESTIMATED ACTUAL</b><br/>No cost for math consumables paid out for four years until 2019</p>             |

## ANALYSIS

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

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

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

The district was mostly effective in the implementation of this goal. Although administration abandon some assessment tools such as DIBLES for different tools like STAR Math and Reading, the early data is positive and offers a more transparent and complete assessment package. Although the district has writing assessment via the SBAC testing, we should develop a local assessment also. Finally, some technology assessment tools would be useful.

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

The district was effective in this area and data from the STAR reading and math programs show solid gains. Better implementation in Accelerated Reader's independent reading is needed to assess the number of words students have read. Currently, the middle school students are not fully engaged in earning points for reading. Professional development should be better supported in math, although the main area is not so much related to curriculum implementation but to differentiation of instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were a number of differences in our budget expenditures. We did not proceed with the math adoption professional development. The STAR reading and math subscription was quite a bit more than expected ,the district counted both of our bilingual aides instead of one. Finally two of our teachers were moved under the supplemental/concentration side of the budget thus reducing the estimated/actuals side of the ledger and creating a material difference.

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

The district did change a metric from DIBELS to the Accelerated Reader and Math program. This change was put in place because the DIBELS program was limited in its functionality and also took a good deal of time for a teacher to implement. Finally, we experienced pretty wide swings in student assessments, depending on which teacher was implementing the test. (Goal 1, Action 3)  
I did expect students to have read more words as demonstrated through Accelerated Reader quizzes. As it turned out, the 6-8<sup>th</sup> grade students were not fully participating and pulled the school-wide scores down. The second through 5<sup>th</sup> grade students did improve their number of words read. More work needs to be done to gain better buy-in for this program. (Goal 1, Action 6)

# Goal 2

Create a safe and welcoming learning and teaching environment that engages all students

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL N/A

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Attendance rate will increase by 1% from our current rate of 90%.

Chronic Absenteeism will decrease by 2% from our current rate of 19%. ("chronic" as 18 or more absences)

Office staff to make a phone call about absent students 100 percent of the time.

Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum.

An 8 % decrease in the number of major referrals (not including bus and after school referrals) as documented by the SWISS system on PBIS from our current rate of 897 referrals from September through February).

Maintain less than 2% expulsion rate. (Currently our expulsion rate is zero percent)

Reduce suspensions by 5% (our baseline suspensions being a total of 67 days)

No students will drop out.

### ACTUAL

Met- Loleta School's attendance rate is 95%

Met- Loleta School's chronic absenteeism rate is at 10%, a reduction of 9%

Met- The secretarial staff make phone calls for every absence.

Partially Met-Loleta School does offer a diverse curriculum but has had to stop offering music because of budget cuts.

Not Met-The district had a total of 1,149 major referrals for the school year, a 23% increase (August 29th through February 28<sup>th</sup>) This total includes after school program and bus referrals, neither of which were included in 2015-16 count.

Met- Loleta School has a zero percent expulsion rate.

Not met-Loleta School had a total of 72 suspensions for an increase of 5%.

Met-no students have dropped out of school.

|   |   |
|---|---|
| <p>Facilities will be maintained at a "good" or better according to the FIT scale our current rating is 98%.</p> <p>Two additional artistic Native American or Hispanic flourishes will be added to the school grounds as an effort for inclusion and a broad course of study.</p> <p>Parent participation will increase by 2%</p> <p>At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.</p> <p>Parent participation, including those of students with disabilities, will increase by 2%.</p> | <p>Not Met-Loleta School's "FIT" rating in February, 2017 was 85% or "Fair"</p> <p>Not Met-Although funding is available, not lasting artistic motifs have been added.</p> <p>Partially Met- Although LCAP participation was down, there has been more volunteers in classrooms this year by 100%. (We had none, now we have two)</p> <p>Partially Met- we did have greater participation up from 2% to 12% Met, attendance for student IEP's was up by 50%</p> |
|---|---|

ACTIONS / SERVICES

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

Action **1**

|                  |   |   |
|------------------|---|---|
|                  | <p><b>PLANNED</b><br/>Promote parent involvement on the importance of school attendance.</p>  | <p><b>ACTUAL</b><br/>Partially Met-The school's attendance rate is high except for our 10 chronic absence students.</p> |
| Actions/Services | <p>Positive Post Cards will continue to be made available to teachers and classified staff so they may be able to send home positive comments about students.</p> | <p>Met-These postcards are available to teachers and are a valuable tool.</p>   |
| Expenditures     | <p><b>BUDGETED</b><br/>Positive Post Cards \$200</p>  | <p><b>ESTIMATED ACTUAL</b><br/>\$200</p>  |

Action **2**

|                  |   |   |
|------------------|---|---|
|                  | <p><b>PLANNED</b><br/>Class Dojo will be utilized as a more efficient and friendly way of contacting parents and keeping them informed about attendance, school events, and homework.</p> | <p><b>ACTUAL</b><br/>Partially Met-This program was in style for a time but has mostly been replaced by simply texting parents. This seems to be a simple alternative if.</p> |
| Actions/Services |   |   |

|              |                                       |                                     |
|--------------|---------------------------------------|-------------------------------------|
| Expenditures | <b>BUDGETED</b><br>Class Dojo No Cost | <b>ESTIMATED ACTUAL</b><br><b>0</b> |
|--------------|---------------------------------------|-------------------------------------|

Action **3**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <b>PLANNED</b><br>New Website:<br><br>The new website will be managed and maintained in house along with the email address for each teacher and web filtering. The Website and email addresses were put in place last year so are now to be maintained. | <b>ACTUAL</b><br><br>Met-The website is managed and maintained by the Superintendent at an annual hosting cost. Mr. Sutter has also put in place Google Schools with Google Docs, etc. at no cost. |
|------------------|---|--|

|              |   |                                  |
|--------------|---|----------------------------------|
| Expenditures | <b>BUDGETED</b><br>Maintenance of a new website \$400 LCFF contracted service | <b>ESTIMATED ACTUAL</b><br>\$406 |
|--------------|---|----------------------------------|

Action **4**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <b>PLANNED</b><br>The district will continue to coordinate with the Tribe to provide incentives for children with perfect attendance and also for stocking the student store with incentives for good behavior. | <b>ACTUAL</b><br>Met-the secretarial staff give monthly attendance reports to the Tribe so students can be rewarded and recognized for their efforts. |
|------------------|---|---|

|              |  |                                  |
|--------------|--|----------------------------------|
| Expenditures | <b>BUDGETED</b><br>\$1,500 annually RS0000 | <b>ESTIMATED ACTUAL</b><br>\$700 |
|--------------|--|----------------------------------|

Action **5**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>                 A stipend will be provided to the coordinator of the Parent Teacher Organization to promote parent participation. Duties include managing the PTO monthly meetings, coordinating events to support Loleta School students and providing a report to the school board.</p> | <p><b>ACTUAL</b><br/>                 Met-A stipend is payed to the PTO organizer. Reports are issued to the school board monthly.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>                 PTO funds \$581      RS0000<br/>                 PTO Stipend \$500      RS 0000</p>  | <p><b>ESTIMATED ACTUAL</b><br/>                 PTO funds \$581      RS0000<br/>                 PTO Stipend \$500      RS 0000</p>    |

Action **6**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b><br/>                 Participate in Eel River SARB</p> | <p><b>ACTUAL</b><br/>                 Met Loleta School did participate in three SARB hearings.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>                 SARB \$650 LCFF Funds</p>        | <p><b>ESTIMATED ACTUAL</b><br/>                 SARB \$650 LCFF Funds</p>                           |

Action **7**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>                 Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment. This includes the use of our secretarial staff for PBIS supports including: Check-in-Check-Out, SWISS support, student store management and PBIS student tracking forms management.</p> | <p><b>ACTUAL</b><br/>                 Met-The district has continued with PBIS and expanded the Check-in-Check-Out program. An Interventions Coordinator was hired to support this program along with the current staff.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>                 Secretarial work LCFF funds .6 FTE<br/>                 \$33,704</p>   | <p><b>ESTIMATED ACTUAL</b><br/>                 \$33,680</p>   |



Action **8**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b><br/>Continue PBIS program continuance and supplies. This also includes professional development including Trauma Informed Schools' practices.</p> | <p><b>ACTUAL</b><br/>Met-Loleta School did continue and expand its PBIS program, including Check-in-check-out and Restorative Practices.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>PBIS Other Supplies \$ 300<br/><br/>PBIS discipline data \$2,000<br/>Supplemental/Concentration funds</p>                                    | <p><b>ESTIMATED ACTUAL</b><br/>PBIS Other Supplies<br/>\$2,000 SWIS discipline program</p>   |

Action **9**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>Continued support of the arts at Loleta School and make such art powerful and relevant. Introduce artistic motifs and flourishes to the facilities that better represent the multi-ethnic makeup of the community.</p> | <p><b>ACTUAL</b><br/>Partially Met- Loleta School did conduct multicultural cooking classes and contribute some to the community garden. (Also, multicultural necklace making supplies were purchased with separate grant funds)</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>Arts and Music \$5,400 LCFF Supplies</p>  | <p><b>ESTIMATED ACTUAL</b><br/>\$400</p>   |

Action **10**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>Facilities will be maintained in "Good" or better condition according to the Facilities Inspection Tool (FIT). Develop a repair schedule to prioritize school repairs.</p> | <p><b>ACTUAL</b><br/>Not Met-Loleta School's "FIT" rating in February, 2017 was 85% or "Fair" This was partly because of three leaks in the roofs and some areas of water damage in the walls. These were minor repairs which were patched up by our maintenance man. One repair will be fixed with our Prop 39 funds with the addition of solar panels on the roof.</p> |
|------------------|--|--|

|              |                 |                         |
|--------------|-----------------|-------------------------|
| Expenditures | <b>BUDGETED</b> | <b>ESTIMATED ACTUAL</b> |
|              | None            | \$2,000                 |

Action **11**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <b>PLANNED</b>   | <b>ACTUAL</b>  |
|                  | This contribution to bus service helps the district ensure good attendance from our more distance families who may not have the means to bring their children to school. | Met-The district did maintain its bus transportation for students. |

|              |   |   |
|--------------|---|---|
| Expenditures | <b>BUDGETED</b>                                   | <b>ESTIMATED ACTUAL</b>                           |
|              | Transportation Supplemental contribution \$20,992 | Transportation Supplemental contribution \$20,992 |

**ANALYSIS**

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

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

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

The Loleta School District has met or partially met 92% of the goals listed above. Only 8% of the measurements set forth for this goal were not met. The district wisely hired an Interventions Coordinator to build capacity for managing difficult behaviors.

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

The actions have been effective overall. Positive Behavioral Interventions and Supports continues to be effective in tracking and monitoring behaviors and ultimately in driving interventions for students with behavioral challenges. Although there were still a lot of suspensions, this was in spite of an increase in behavioral challenges, as demonstrated by the increase in the number of referrals. Some of the interventions such as restorative practices professional development training has been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district did not fully implement some goals including the artistic motifs, and hence that money is still sitting there. Coordinating with the Tribe on projects has proved more difficult than imagined. The Bear River Tribal Chairman did come and do a presentation for our entire staff on June 1<sup>st</sup>. There is a renewed feeling of collaboration. The roof is actually in good overall repair but needed a patch or two which was managed in-house with little expense. The other repair is being fixe when the district uses its proposition 39 funds to put up solar panels on the gym roof.

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

There are no changes to be made to this goal. The SWIS system from PBIS is still our main metric for determining this goal. I would like to add a student survey to the mix to better gage student's feelings of wellbeing while at school. We have a lot of happy children and I think focusing on the number of referrals may be misleading.

# Goal 3

To provide academic, social and emotional trauma-informed interventions to support emotional development of students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

The district has one of the highest rates of childhood trauma in California. The district must put interventions and supports in place to support these at-risk students. Such interventions may include more support from counseling and behavior specialists. An effort will be made to provide a better continuum of supports for these at-risk youths such as the addition of a k-5 Special Day Class.

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

The PBIS team will Identify top 10% family groups who are in high risk of failing academically, socially and emotionally Improved attendance by 3% will be achieved for this group.

Improved behavior for this group as demonstrated by a reduction in referrals by 3% as measured by the number of SWIS referrals.

A reduction in both in and out-of-school Suspensions by 5% for this target group.

### ACTUAL

Met, These students were identified and given SST's  
The attendance for this target group stayed the same at 97%

Not Met -There were more referrals, in students that were here both years, the referrals were up by 30 percent.

Not Met-Loleta School had an increase in our in-school suspensions from 19 to 24 and an increase in our out-of-school suspensions from 45 to 48. This is total increase of 12%.

ACTIONS / SERVICES

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

Action **1**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>For low income pupils:</p> <p>All Teachers Highly qualified in their fields. Keeping class size small is important to success for our 10% highly at-risk students.</p> <p>PBIS Professional Development.</p> <p>All Staff are continuing to receive professional development in PBIS</p> | <p><b>ACTUAL</b></p> <p>Partially Met- Most all teachers are highly qualified in their fields. Class size has been kept small. The largest class is 21 students.</p> <p>Met-The district has had PBIS professional development both at our regular staff meetings and through our County Office of Education. Much of this professional development was presented in-house at no extra cost.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>PBIS professional development.<br/>\$2,000 RS 0000</p>  | <p><b>ESTIMATED ACTUAL</b><br/>\$2,000</p>   |

Action **2**

|                  |   |   |
|------------------|---|---|
| Actions/Services | <p><b>PLANNED</b><br/>Counseling /Interventions Manager<br/>The district is eager to support students with counseling services. These services will be attained through hiring .8 counselor. This person would be responsible for setting up interventions for our at risk 10% at the direction of the Superintendent</p> | <p><b>ACTUAL</b></p> <p>Met- A counselor could not be hired so the district hired an “Interventions Coordinator” to help with this service.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>Continue with the .8 FTE Counselor/Interventions Manager<br/>\$53,757</p>  | <p><b>ESTIMATED ACTUAL</b><br/>\$41,233</p>   |

Action **3**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b><br/>Restorative Justice professional development</p> <p>The District expects to engage in restorative justice as a routine intervention with high needs students. We hope our community partners will continue to provide positive interventions for our high risk students.</p> | <p><b>ACTUAL</b><br/>Met- The district did provide a two-day restorative justice training for all of the staff.</p> |
|                  | <p><b>BUDGETED</b><br/>Restorative Justice Professional development \$1,200<br/>RS0000</p>   | <p><b>ESTIMATED ACTUAL</b><br/>\$500</p>  |

Action **4**

|                  |  |  |
|------------------|--|--|
| Actions/Services | <p><b>PLANNED</b><br/>The district will explore an alternate program for sharing files and collaboration. This program may turn out to be part of the Power School software the district already purchases or it may be simply a Google Docs system.</p> | <p><b>ACTUAL</b><br/>Met-The district did explore other options and settled on Google. We are now a "Google School" and share documents in Google Drive.</p> |
|                  | <p><b>BUDGETED</b><br/>No additional fee is expected here.</p>   | <p><b>ESTIMATED ACTUAL</b><br/><b>No Cost</b></p>  |

Action **5**

|                  |   |  |
|------------------|---|--|
| Actions/Services | <p><b>PLANNED</b><br/>Academic lessons that motivate high risk students. Professional development that supports learning styles of at-risk students. This may be a "Ruby Payne" type of professional development or departure from our current educational model to include STEM type project based learning. It is the expectation that a highly motivating curriculum taught in a way that accommodates at risk youth will reduce disruptive behaviors.</p> | <p><b>ACTUAL</b><br/>Partially Met-Many of the teachers did attend one or more STEAM conferences. The upper grade teachers have integrated the Google Classroom applications into their curriculum to a great extent. There has been a notable increase in project-based learning in the 4<sup>th</sup> through 8<sup>th</sup> grade classrooms.</p> |
|                  | <p><b>BUDGETED</b><br/>Curricular changes to support at risk youth RS0000<br/>\$4,000</p>   | <p><b>ESTIMATED ACTUAL</b><br/><b>\$3,000</b></p>  |

Action **6**

Actions/Services

**PLANNED**  
 A staff retreat to focus on a specific area of concern either curricular or behavioral. This could be some professional development in a curricular area and/or a workshop on behavioral interventions for students. The retreat would only be implemented if 80% of the staff will commit to attending the event and if the event is grant funded.

Attendance for the retreat would be voluntary except for a mileage reimbursement.

**ACTUAL**  
 Not Met-The staff retreat has not yet happened. There are plans to do something at the end of May or June as a planning event for next year but this would be grant funded.

Expenditures

**BUDGETED**  
 Staff Retreat \$2,000 RS 0000

**ESTIMATED ACTUAL**  
**0**

Action **7**

Actions/Services

**PLANNED**  
 Promotion of healthy food for students at school through a contribution to the cafeteria. Many students who attend Loleta School experience daily food insecurity. A contribution to the cafeteria ensures a healthy lunch and produce connected to our own on-site garden. Students participate in the garden in a "farm to table" model.

**ACTUAL**  
 Met-The district has contributed to the cafeteria program and instituted a snack program for those children who have missed breakfast, incorporated the community garden into the lunch program and finally, introduced fruit smoothies each Friday.

Expenditures

**BUDGETED**  
 Cafeteria contribution \$5,966 FU1

**ESTIMATED ACTUAL**  
 \$5,966

Action **8**

Actions/Services

**PLANNED**  
 For English learners:  
 Teachers will attend the English Language Development Professional Learning Community (PLC) that is hosted at

**ACTUAL**  
 Met-The district did have our EL designated aide attend the year-long PLC and she has continued to support the education of EL students.

the Humboldt County Office of Education. We may as teachers to attend this forum on a rotating basis.

Continue with the .8 counselor for social/emotional support with EL students.

Continued collaboration with the St. Joseph's on site Community Liaison to help coordinate school-to-home communications (no cost)

Met-The district was unable to hire an actual counselor but did hire a .8 Interventions Coordinator. This person was instrumental in managing student misbehaviors.

Met-Saint Joseph's continues to maintain a presence at Loleta School. An aide (has a teaching credential) has attended this PLC

**BUDGETED**

Teachers Attend English Language Development PLC:  
\$200 RS 0000

Bilingual Aide as stated in Goal 1

Foster Youth Coordinator \$500

**ESTIMATED ACTUAL**

\$500

Expenditures



ANALYSIS

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

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

|  |  |
|--|--|
| Describe the overall implementation of the actions/services to achieve the articulated goal.   | <p>The district had a 92% implementation rate on the above actions if one includes the Met and Partially Met categories, indicating a very good rate of implementation. If one just includes the Met categories, the district drops down to 69%. Overall, I give the district good marks on implementation with this goal. Specifically, the district expanded its academic tracking with STAR math and Reading, maintained its social/emotional support for students with the addition of the Interventions Coordinator and continued vital programs such as PBIS.</p>                                    |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.   | <p>The district was effective in its efforts in supporting the social emotional wellbeing of students with trauma informed practices. The implementation of Restorative Practices along with an increase in positive discipline has helped improve relationships between students with severe behavioral concerns and their teachers. The inclusion of more project-based and open-ended assignments in grades 4-8 is evident and seems to better engage students in learning.</p>   |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  | <p>Some of the material differences are due to grants that have been used to augment this cost. For example, the staff retreat will most likely be billed to a SUMS Initiative Grant. Mr. Sutter also received a grant to support a “Resiliency Room”. This room is to be outfitted with items to support resiliency in students who have experienced high rates of childhood trauma. This grant supplanted some of the items that might have been billed to this LCAP goal. Another material difference was hiring an Interventions Coordinator instead of an actual Counselor at a much higher rate.</p> |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | <p>Mr. Sutter has relied on the students who have been identified for SST’s for the “at risk” group of children. The SWIS program is our main metric and we do not plan on changing that. In future years, the district may want to explore giving students an ACES survey to determine their level of risk. Look for PBIS support and restorative practices in goal three.</p> <p>Although administration did implement many STEAM type curriculum interventions, more needs to be done in this area. It was a partially met action for the district. See Goal 1, actions 4, 5 and 6.</p>                 |

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The district reached out to its constituents in a number of ways:

First, the district held a LCAP event in our gym on Wednesday, February 15<sup>th</sup>. This was a well-advertised meeting and the district provided child care, a Spanish Translator and free pizza dinner. We had 21 community members show up for this event. Parents were given an overview of the existing LCAP goals and asked to fill out a survey. The survey rated Loleta School's existing interventions and also invited parents to "write in" other things that may not have been listed. These surveys were also sent home with students in the monthly packet in hopes of eliciting more participation from those parents who are not likely to attend school functions.

Secondly, the staff was given this survey and asked to fill it out, which they did.

Finally, Mr. Sutter presented this survey to the 7<sup>th</sup> and 8<sup>th</sup> grade students.

The results of these surveys were compiled by Mr. Sutter in such a way that the Community, Staff and Student scores could be viewed individually or as a total. This gave administration insight into what is most valued by each group. The bargaining unit is very small, at Loleta School and consists of a teacher for the Certificated and three Classified employees. These persons were involved the entire way with the LCAP's planning and development.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Administration has always taken into consideration the LCAP priorities of the community, Staff and Students. The situation is more difficult for Loleta School this year since the district has had to honor a number of settlement agreements, putting the district a more tenuous financial condition. Related to these settlements is the opening of an on-site behavioral Special Day Class for k-5<sup>th</sup> students which is expensive to operate. These services have reduced the district's discretionary funds such that vital services such as continuing with the school's Interventions Coordinator are suddenly not feasible. Very popular programs such as music (It received 163 points, more than any other item) are simply not on the table because music is now competing with "basic services" such as bus transportation, cafeteria and teachers in classrooms.

Having said this, there are a number of items revealed to be very popular in the LCAP surveys that can be prioritized over other options. For example, Project Based Learning is very important, as is continuing with keyboarding and technology, improving writing skills, and mental math skills. As the Superintendent/Principal, my job is to prioritize these goals and try to find curricular solutions that overlap in such a way that the students and district get the maximum advantage.

Some items such as "Require Respect to Adults" (with 138 points) should be a given, but in fact the district has difficulty with this one for a lot of reasons. Wholesale suspension of student is no longer an option, so now we explore a whole range of alternatives. All of which take more time and more money. For example, holding a restorative justice circle takes at least one adult and about 20 to 30 minutes. Organizing community service activities also takes time and supervision. Even having a child sit in the office for an "in house" suspension has an impact on myself and the office staff. Implementing a curriculum of social skills in the classroom must be ongoing to ensure the child has good instruction for his/her missing social skills. Even the most basic premise of any elementary school such as "Requiring Respect to Adults" has become another unfunded mandate that must now be funded from the LCAP's ever shrinking discretionary budget. Loleta Elementary will continue a whole host of behavioral supports to this end.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

|               |   |  |                                    |
|---------------|---|--|------------------------------------|
|               | <input type="checkbox"/> New  | <input checked="" type="checkbox"/> Modified | <input type="checkbox"/> Unchanged |
| <b>Goal 1</b> | Increased student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, Science and Technology. |  |                                    |

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL N/A

### Identified Need

Academic Progress in all areas listed under the Expected Annual Measurable Outcomes below.

- 1.1 Improve functional writing skills of all students.
- 1.2 Scientific process, vocabulary are needing improvement.
- 1.3 Students continue to test very low in mathematical calculation and thinking. Increase the number of mathematics outcomes students have mastered.
- 1.4 Increase the number of students who are reading at grade level by the end of the third grade.
- 1.5 Increase number and 25% of EL who are proficient and are re-designated as EP. Using CELDT data and other local measures.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators                                | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|---|--|--|--|--|
| 1. Maintain 100% highly qualified teaching staff. | Eight of our Nine teachers are highly qualified, 88% | Maintain 100% highly qualified teaching staff. | Maintain 100% highly qualified teaching staff. | Maintain 100% highly qualified teaching staff. |

|   |  |  |  |   |
|---|--|--|--|---|
| 2.Maintain 100% curriculum materials sufficiency  | The district maintains a 100% curriculum materials sufficiency   | Maintain 100% curriculum materials sufficiency   | Maintain 100% curriculum materials sufficiency   | Maintain 100% curriculum materials sufficiency  |
| 3. A 4% Increase the number of students reading at grade level by the end of 3rd grade over the previous year STAR scores   | Eighty percent of students were reading below grade level.   | A 4% Increase the number of students reading at grade level as measured by the STAR reading program.   | A 4% Increase the number of students reading at grade level as measured by the STAR reading program.   | A 4% Increase the number of students reading at grade level as measured by the STAR reading program.  |
| 4.Students will meet standards in English Language Arts as measured by CAASPP<br><br>Students will meet or exceed standards in Mathematics as measured by CAASPP        | The average distance from Level 3 (Met State Standards) was 122.1 points below the bottom of this range on the end of the year ELA CAASPP test (2015-16), an 8.1 pt decline resulting in a Red (Lowest) rating<br><br>.The average distance from Level 3 (Met State Standards) was 140.2 points below the bottom of this range on the end of the year Math CAASPP test, a 38.5 decrease resulting in an Red (Lowest) rating. | The average distance from Level 3 (Met State Standards) will be 104.1 points below the bottom of this range on the end of the year ELA CAASPP test, a 18 pt increase and resulting in movement to an Orange (Low) performance level<br><br>The average distance from Level 3 (Met State Standards) will be 125 points below the bottom of this range on the end of the year Math CAASPP test, a 15.2 pt significant increase resulting in a yellow (Average) rating. | . The average distance from Level 3 (Met State Standards) will be 86.1 points below the bottom of this range on the end of the year ELA CAASPP test, an 18 pt increase but still resulting in a Orange (Low) rating.<br><br>.The average distance from Level 3 (Met State Standards) will be 110 points below the bottom of this range on the end of the year Math CAASPP test, a 15 pt significant increase resulting in a yellow (Average) rating. | The average distance from Level 3 (Met State Standards) will be 70 points below the bottom of this range on the end of the year ELA CAASPP test, a 16.1 pt increase but still resulting in a Yellow (Average) rating.<br><br>The average distance from Level 3 (Met State Standards) will be 95 points below the bottom of this range on the end of the year Math CAASPP test, a 15 pt significant increase resulting in a yellow (average) rating. |
| 5.Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 5% over the base year. The district is in the "Very Low" category. | About 76% of students were not meeting standards on the SBAC in our baseline year  | The district would strive to increase 80 points as noted on the State's Academic Indicator Grid.   | The district would strive to increase 80 points as noted on the State's Academic Indicator Grid.   | The district would strive to increase 50 points as noted on the State's Academic Indicator Grid.  |
| 6.A 5% increase in the number of words a child has read over the previous year  | In our baseline year, children read an average of 85,000 words per year.   | A 5% increase in the number of words a child has read over the previous year according to  | Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 3%  | Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 3% over the base   |

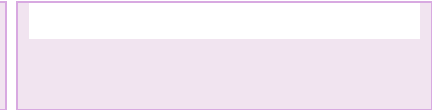
|  |  |   |  |  |
|--|--|---|--|--|
| according to Accelerated Reader.   |  | Accelerated Reader.   | over the base year.  | year.  |
| 7.A 3% increase in the number of mathematics outcomes students have mastered according to Accelerated Math                     | The district is using the Grade Equivalent score from STAR math and reading. This is the average GE gain from the pre and post tests. The district has seen an average grade equivalent growth of .85 in math.                 | A 3% increase mathematics GE on the STAR math assessment.   | A 3% increase mathematics GE on the STAR math assessment.  | A 2% increase mathematics GE on the STAR math assessment.  |
| 8.A 3% Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).        | Baseline of 9 words per minute   | A 3% Increase the typing speed and accuracy of students as demonstrated by Moby Max or similar program  | A 2% Increase the typing speed and accuracy of students as demonstrated by Moby Max or similar program   | A 2% Increase the typing speed and accuracy of students as demonstrated by Moby Max or similar program   |
| 9. See a 3% improvement in EL proficiency as demonstrated by the CELDT<br><br>Add to the reclassification rate of EL Students, | 29% improvement in EL proficiency, students who have advanced one level.<br><br>12% or three of the 24 EL students were reclassified. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction | See a 3% improvement in EL proficiency as demonstrated by the CELDT<br><br>Add another 3% to our EL reclassification rate. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction | See a 3% improvement in EL proficiency as demonstrated by the CELDT<br><br>Add another 3% to our EL reclassification rate Teachers, including the EL teacher, incorporate ELD standards into classroom instruction | See a 3% improvement in EL proficiency as demonstrated by the CELDT<br><br>Add another 3% to our EL reclassification rate Teachers, including the EL teacher, incorporate ELD standards into classroom instruction |
| 10.A 10 % decrease in the number of major referrals as documented by the SWISS system on PBIS.                                 | Baseline year of 897 "Major" referrals.  | A 3 % decrease in the number of major referrals as documented by the SWISS system on PBIS.  | A 3 % decrease in the number of major referrals as documented by the SWISS system on PBIS.   | A 2% decrease in the number of major referrals as documented by the SWISS system on PBIS.  |
| 11. Implement California State Standards.  | Baseline – Teachers are fully implementing Math standards through the new Math curriculum (Go Math); ELA curriculum is still the old standards but teachers are  | Teachers are fully implementing Math standards through the new Math curriculum (Go Math); ELA curriculum is still the old standards but teachers are  | Teachers are fully implementing Math standards through the new Math curriculum (Go Math); ELA curriculum is still the old standards but teachers are supplementing as needed for the                               | Year 3 - Teachers are fully implementing Math standards through the new Math curriculum (Go Math) and ELA curriculum (Fountas & Pinnell).  |



supplementing as needed for the current state standards (web subscriptions, AR)

supplementing as needed for the current state standards (Study Island, AR)

current state standards (Study Island, AR)



PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

**OR**

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

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

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 1. Maintain 100% highly qualified teaching staff. at Loleta School<br><br>2. Professional development in key areas including common core subject areas, Accelerated Reading, and Math, also social/emotional support for students. Maintain BTSA supports for new teachers.<br><br>3. Maintain 100% curriculum materials and supplies sufficiency |  |  |

4.Strive to maintain a diverse set of interventions in our special education program including, a qualified staff, Special Day Class (SDC) and both “push-in” and “pull-out” services for students with IEP and 504 plans.

5. Maintain a maximum number of aides to better serve students in multi-graded rooms.

6. Maintain a diverse and accessible curriculum by continuing the HCOE HERC Center services annual contract.

7. maintain services for Classroom Instruction

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

- Goal 1, 17/18
  - 1. 295,662
  - 2. A) 8,357  
B) 10,271 (BTSA)
  - 3. A)18,532  
B) 5,000
  - 4. A) 118,704  
B) 71,441  
C) 102  
E) 143,203  
F) 61,452
  - 5. 27,264 (aides)
  - 6. 2,200 (Lib. Contract)
  - 7. 4,948 (class services)

Amount

- Goal 1 Action 2  
B) 0 (BTSA)
- Goal 1 Action 4  
E)114,426  
F) 55,963

Amount

Goal 1, Action 1 Purchase of ELA material curriculum \$10,000



Source

Goal 1, Action 1 17/18

1. LCFF, Lottery, EPA, Title I, Title II, REAP (RS 0000,1100, 1400, 3010, 4035, 5820, 7690)
2. A) LCFF (RS 0000)
3. A) LCFF, REAP (RS 0000, 5820)  
B) Lottery, Restricted Lottery (RS 1100, 6300)
4. A) Special Education (RS 0000, 3310, 6500, 7690)  
B) Special Education (RS 0000, 3310, 6500,  
C)Special Education (RS 0000, 3310, 6500,)  
D) Special Education (RS 0000, 3310, 6500,)  
E) Special Education (RS 0000, 3310, 6500,)
5. LCFF, EPA, REAP (RS 0000, 1400, 5820)
6. LCFF (RS 0000)
7. LCFF, Lottery (RS 0000, 1100)

Budget Reference

Goal 1, Action 1, 17/18

1. GL-FN 1110-1000 Certificated salary/benefits
2. A) Obj 5210

Source

Budget Reference

Source

Budget Reference

Goal 1, Action 1 Purchase of ELA material curriculum \$10,000

B) Obj 5207

3. A)GL-FN 1110-1000 supplies  
B) obj. 4110 + 4210

4. A) Goal 5xxx Certificated salary/benefits  
B) Goal 5xxx Classified salary/benefits  
C) Goal 5xxx supplies  
D) Goal 5xxx services  
E)Goal 5xxx Chargeback

5. GL-FN 1110-1000 Classified salary/benefits

6. Obj 5812

7. GL-FN 1110-1000 Obj 5800 & 5805

Action **2**

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

Students to be Served

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

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student

Group(s)

[Location\(s\)](#)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p>For English learners:</p> <ol style="list-style-type: none"> <li>1.EL Coordinator will also attend the English Collaborative Professional Learning Community at our Humboldt County Office of Education.</li> <li>2.Rosetta Stone language acquisition software for EL students.</li> <li>3.A bilingual aide will be maintained to continue to provide intervention and CELDT Support</li> <li>4.A stipend for the bilingual EL Coordinator</li> <li>5. Bilingual materials and supplies</li> </ol> |  |  |

**BUDGETED EXPENDITURES**

| 2017-18  | 2018-19       | 2019-20       |
|--|---------------|---------------|
| <p>Amount</p> <p>Goal 1, Action 2</p> <ol style="list-style-type: none"> <li>1. 365 prof. dev.</li> <li>2. 1,000 Rosetta Stone</li> <li>3. 33,219 bi aide</li> <li>4. 591 EL stipend</li> <li>5. 200 supplies</li> </ol> | <p>Amount</p> | <p>Amount</p> |
| <p>Source</p> <p>Goal 1, Action 2</p> <ol style="list-style-type: none"> <li>1. Supp/Concentration</li> <li>2. Supp/Concentration</li> <li>3. Supp/Concentration</li> </ol>  | <p>Source</p> | <p>Source</p> |

|                  |  |                  |                  |
|------------------|--|------------------|------------------|
| Budget Reference | 4. Supp/Concentration<br>5. Supp/Concentration   | Budget Reference | Budget Reference |
|                  | Goal 1 Action 2<br>1. Obj 5210<br>2. Services<br>3. Classified salary/benefits<br>4. Classified salary/benefits<br>5. GI-FN 4760-1000 supplies |                  |                  |

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Foster Youth Coordinator is maintained within the Eel River Valley collaborative. Foster youth support with the Saint Joseph's Community Resource Center Located on the school grounds. Supports needy families with food, clothing, and coordinates support with other service providers. |  |  |

BUDGETED EXPENDITURES

| 2017-18  | 2018-19                         | 2019-20                         |
|--|---------------------------------|---------------------------------|
| <b>Amount</b><br>Goal 1, Action 3<br>1. 500                | <b>Amount</b><br><br>           | <b>Amount</b><br><br>           |
| <b>Source</b><br>Goal 1, Action 3<br>1. Supp/Conc          | <b>Source</b><br><br>           | <b>Source</b><br><br>           |
| <b>Budget Reference</b><br>Goal 1, Action 3<br>1. Obj 5819 | <b>Budget Reference</b><br><br> | <b>Budget Reference</b><br><br> |

New
  Modified
  Unchanged

**Goal 2**

Create a safe and welcoming learning environment using positive interventions and supports with an engaging, flexible curriculum so every child can be successful.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL N/A

Identified Need

In order to create student engagement and a positive school climate there is a need to:

- 2.1 Reduce the number of days missed by students identified as having chronic absenteeism
- 2.2 Reduce the number of combination classrooms
- 2.3 PBIS: Positive Behavioral Instructional Strategies SWIS data (District does not administer CHKS)

- 2.4 Facilities inspection tool (FIT) will be used annually to identify repairs needed.
- 2.5 Art work should be visible around the school and representative of the school's multicultural composition
- 2.6 Far too many students are getting discipline referrals and there is a need to reduce this number.
- 2.7 Efforts will be made to teach students social skills that promote a positive learning environment.
- 2.8 Parent participation, including those of students with disabilities, will increase by 2%.
- 2.9 Assess student, teacher and parent feelings of school safety and connectedness.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|--|--|--|--|--|
| 1.Attendance rate will increase by 1% from our current rate of 90%.  | The baseline was 90%   | Attendance rate will increase by 1% from our current rate of 90%.  | Attendance rate will increase by 1% from our current rate of 91%.  | Attendance rate will increase by 1% from our current rate of 92%.  |
| 2.Chronic Absenteeism will decrease by 2% from 3.our current rate of 19%. ("chronic" as 18 or more absences)   | The baseline in 2015 was 10%   | Chronic Absenteeism will decrease by 2% from our current rate of 10%. To 8%("chronic" as 18 or more absences)  | Chronic Absenteeism will decrease by 2% down to 6%.  | Chronic Absenteeism will decrease by 2% down to 4%.  |
| 4.Office staff to make a phone call about absent students 100 percent of the time.   | In 2015 this was about 100%  | Office staff to make a phone call about absent students 100 percent of the time.   | Office staff to make a phone call about absent students 100 percent of the time.   | Office staff to make a phone call about absent students 100 percent of the time.   |
| 5.Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum. | In 2015 there was a narrow scope of study with no integrated technology at all and little project-based learning although we did have music for a single year. | Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum. | Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum. | Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum. |

|   |  |   |  |   |
|---|--|---|--|---|
| 6. An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from our current rate of 1,121 referrals from September through February. | Baseline of the number of Major referrals is 1149 from September through February.                   | An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from our current rate of 1,149 referrals from September through February or 1,057. | An 8 % decrease in the number of major referrals as documented by the SWISS system PBIS from September through February, down to 972.        | A further reduction of 8% down to 894 major referrals using the PBIS SWIS system.<br>These referrals are often garnered by a small percentage of students and in a small district, numbers can vary wildly. |
| 7. Maintain less than 2% expulsion rate. (Currently our expulsion rate is zero percent)   | Baseline was Zero percent  | Maintain less than 2% expulsion rate. (Currently our expulsion rate is zero percent)  | Maintain a zero percent expulsion rate   | Maintain a zero percent expulsion rate  |
| 8. Reduce suspensions by 5%   | The district had a 15.2% suspension rate for our baseline.   | Reduce suspensions by 5% down to 10.2 percent   | Reduce suspensions by a further 2% to 8.2 percent.   | Reduce suspensions by 2% down to 6.2 percent.   |
| 9. No students will drop out.   | The district has a zero percent drop-out rate in the baseline year.                                  | No students will drop out.  | No students will drop out.   | No students will drop out.  |
| 10. Facilities will be maintained at a "good" or better according to the FIT scale our current rating is 98%.   | The district had a "Fair" or better rating in the baseline year at 85%.                              | Facilities will be maintained at a "good" or better according to the FIT scale, 98%.  | Facilities will be maintained at a "good" or better according to the FIT scale, 98%.   | Facilities will be maintained at a "good" or better according to the FIT scale, 98%.  |
| 11. Parent participation will increase by 2%  | The baseline parent participation rate is 15%  | Parent participation will increase by 2% to 17%   | Parent participation will increase by 2% to 19%  | Parent participation will increase by 2% to 21%   |
| 13. At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.                        | Baseline year of 20%   | At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.                                  | At least 12% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee. | At least 15% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.  |
| 14. Parent participation, including those of students with disabilities, will increase by 2%.   | This baseline is 20% as per our LCAP meeting but a higher rate of about 70% four parent conferences. | Parent participation, including those of students with disabilities, will increase by 2%. To 22%.   | Parent participation, including those of students with disabilities, will increase by 2%. To 24%.  | Parent participation, including those of students with disabilities, will increase by 2%. To 25%.   |

|  |  |  |  |  |
|--|--|--|--|--|
| 15. Present a survey to assess student, teacher and parent feelings of safety and connectedness. | Initial survey to collect baseline data. | Improve feelings of safety and connectedness by 3% | Improve feelings of safety and connectedness by 3% | Improve feelings of safety and connectedness by 3% |
|--|--|--|--|--|

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p>1.Promote parent involvement on the importance of school attendance secretarial staff's salaries, also Promote attendance including phone calls home, SARB and positive post cards.</p> <p>2.Positive Post Cards will continue to be made available to teachers and classified staff so they may be able to send home positive comments about students.</p> <p>3.Restorative Justice professional development<br/>The District expects to engage in restorative justice as a</p> |  |  |



routine intervention with high needs students.

4. Class Dojo was not as user friendly as we imagined. Texting parents is proving to be a better alternative along with phone calls and post cards. The district may need to implement an internal texting system among staff to limit duplicate texts to parents. Jupiter Grades will be utilized so parents can have instant on-line access to their child's progress.

5 The district seeks to continue to use Google Docs. Besides being a free service, this software suit also shares calendars etc. We would like the entire school, including the 5th through 8th graders to have a Google docs account.

6. Continued support of the arts at Loleta School and make such art powerful and relevant. Introduce artistic motifs and flourishes to the facilities that better represent the multi-ethnic makeup of the community.

7. The transportation program's bus service helps the district ensure good attendance from our more distant families.

8. Continued support of the athletic program to motivate students to attend, improve social emotional wellbeing and also parent participation.

9. Maintain the Principal's salary for support of discipline, alternative discipline interventions, attendance support and increased parent participation.

10. Support technology supplies and services.

11. Support medical supplies for students.

12. Support the after school program

[BUDGETED EXPENDITURES](#)

**2017-18**

**2018-19**

**2019-20**

Amount

Goal 2, Action 1

1. A) 53,118  
B) 3,950  
C) 650
2. See Goal 1, Action 3A
3. See Goal 1, Action, 2A
4. 1,582 (technology)
5. This is a free service
6. \$500
7. A) 11,410  
B) 3,000  
C) 6,582
8. A) 1,818  
B) 200  
C) 700
9. 76,319 (princ sal)
10. 1,300 (tech services)
11. 150 Medical Supplies
12. A) 30,627 (ASES)  
B) 6,790  
C) 500  
D) 1,916

Amount

Amount

Source

Goal 2, Action 1

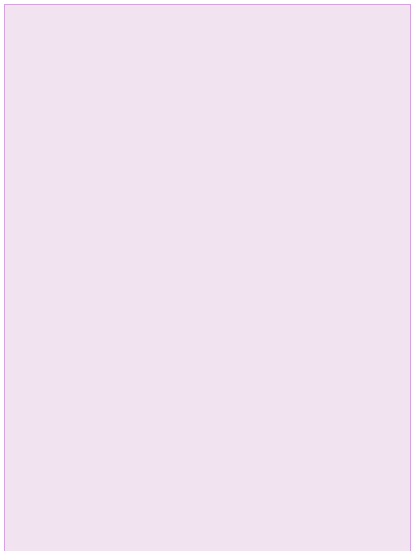
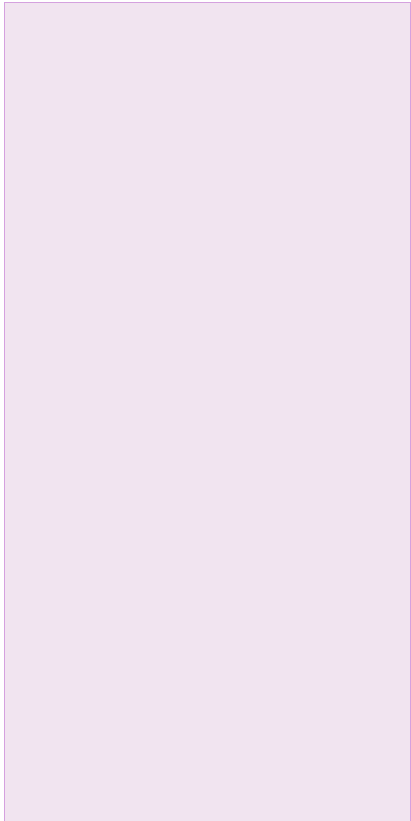
- A) LCFF (RS0000)
- B) LCFF(RS0000)
- C) LCFF (RS0000)
2. See Goal 1, Action 3A (18,532)

Source

Source

- 3. See Goal 1, Action 2A (8,357)
- 4. LCFF (RS 0000)
- 5. This is a free service
- 6. RS 0000 obj 4310
- 7. A) Transportation (RS 0210)  
B) Transportation (RS 0210)  
C)Transportation (RS 0210)
  
- 8. A) LCFF (RS 0000)  
B) LCFF (RS 0000)  
C) LCFF (RS 0000)
- 9. LCFF (RS 0000, 7690)
- 10. LCFF (RS 0000)
- 11. LCFF (RS 0000)
- 12. A) LCFF, Afterschool (RS 0000, 6010)  
B) LCFF, Afterschool (RS 0000, 6010)  
C) LCFF, Afterschool (RS 0000, 6010)  
D) LCFF, Afterschool (RS 0000) 6010

- Goal 2, Action 1
- 1. A) GL-FN 1110-2700 + 0000-7200 Classified Services  
B) GL-FN 1110-2700 + 0000-7200 Supplies  
C) GL-FN 1110-3130
  - 2. See Goal 1, Action 2A
  - 3. See Goal 1, Action 1, 3
  - 4. GL-FN 1133-1000 supplies
  - 5. This is a free service
  - 6. RS1000 obj 4310
  - 7. A) GL-FN 1194-3600 Classified salary/benefits

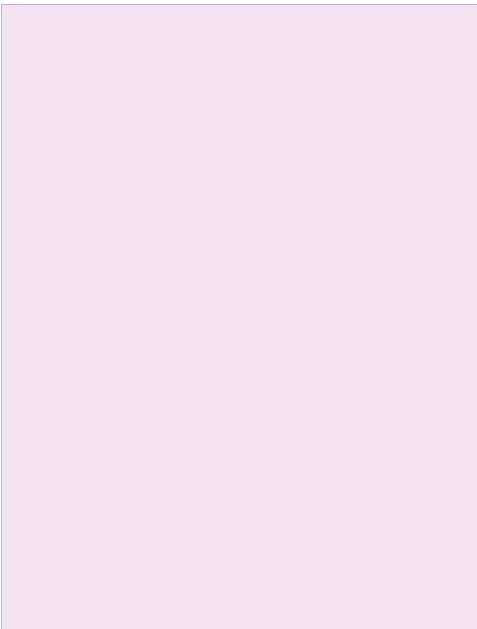
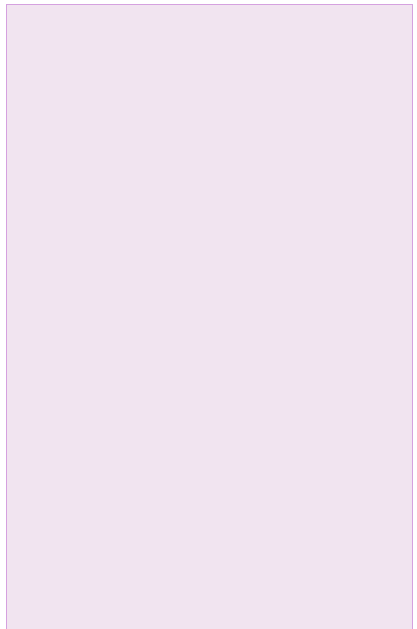


Budget Reference

Budget Reference

Budget Reference

- B) GL-FN 1194-3600 supplies
- C) GL-FN 1194-3600 services
- 8. A) GL-FN1300-4200 Classified salaries/benefits
  - B) GL-FN1300-4200 supplies
  - C) GL-FN1300-4200 services
- 9. GL-FN1110-2700 cert. salaries benefits
- 10. GL-FN1133-1000 services
- 11. Obj 4392
- 12. A) classified salaries/benefits
  - B) supplies
  - C) services
  - D) indirect



Action **2**

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

Students to be Served

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

1.Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment. This includes the use of our secretarial staff for PBIS supports including: Check-in-Check-Out, SWISS support, student store management and PBIS student tracking forms management. Paraprofessionals can also be assigned to target extra support to unduplicated students.

2.A stipend will be provided to the coordinator of the Parent Teacher Organization to promote parent participation. Duties include managing the PTO monthly meetings, coordinating events to support Loleta School students and providing a report to the school board..

3.Facilities will be maintained in "Good" or better condition according to the Facilities Inspection Tool (FIT).  
Follow the repair schedule developed in year one. Also, the district will strive to remain compliant with the American's with Disabilities Act (ADA).

BUDGETED EXPENDITURES

2017-18

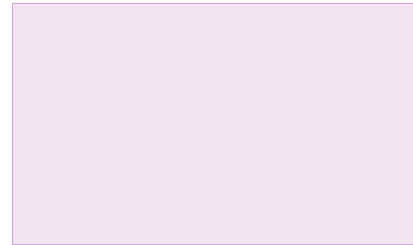
2018-19

2019-20

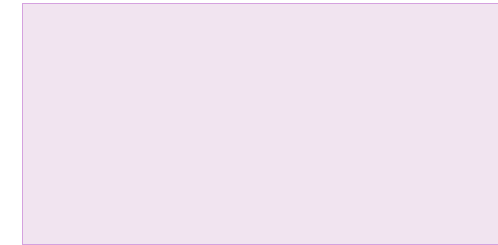
Amount

- 1. See Goal 2, Action 1
- 2. See goal 2, Action one
- 3. A) 119,812  
B) 8,723  
C) 6,529
- 4.

Amount



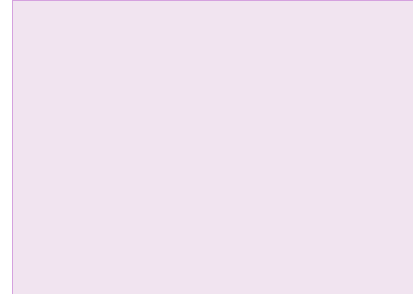
Amount



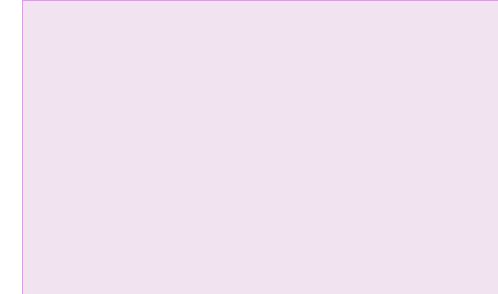
Source

- 1. See Goal 2, Action 1
- 2. See Goal 2, Action one
- 3. A) LCFF Maint. Deferred maint. RS 0000, 8150, 0230  
B) LCFF Maint. Deferred maint. RS 0000, 8150, 0230  
C) LCFF Maint. Deferred maint. RS 0000, 8150, 0230

Source



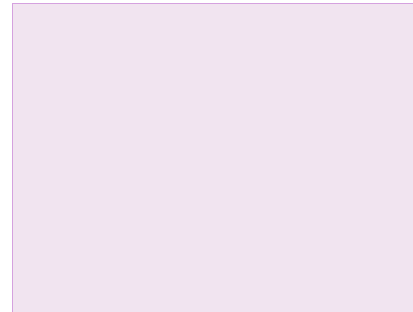
Source



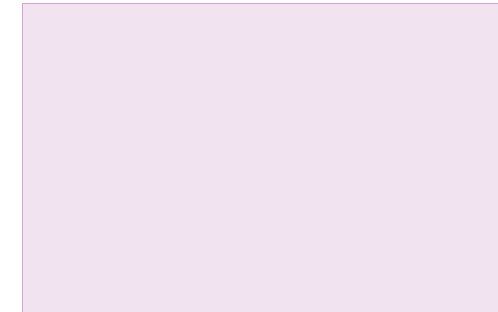
Budget Reference

- Goal 2, Action 2
- 1. See Goal 2, Action 1
- 2. See Goal 2, Action one
- 3. A) GL-FN 1193-8XXX Classified Salaries and benefits  
B) GL-FN 1193-8XXX supplies  
C) GL-FN 1193-8XXX services

Budget Reference



Budget Reference



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

Students to be Served

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 1A contribution to the Cafeteria program to help eliminate food uncertainty for these low income students which represent 98% of Loleta School's student population.  |  |  |
| 2 Continued contribution to transportation to better support outlying students who may have a difficult time getting to and from school and field trips to better motivate at risk youth  |  |  |
| 3 Support a .5 FTE contribution to the secretarial staff in order to better support these student in attendance, and behavior support. This focus is most often aimed at our unduplicated students who have experienced childhood trauma. |  |  |
| 4 Extra support of classroom teachers to reduce class size and promote better individual support for students, especially for students with low SES and high rates of childhood trauma.   |  |  |
| 5 .Support of administration salary of 10% The Superintendent/Principal supports our unduplicated students by   |  |  |

|  |                |                |
|--|----------------|----------------|
| <p>seeking and applying for grants that support these students. Also, overseeing the coordination of interventions such as restorative practices and Student Success Team meetings. Finally, these students often require more “hand holding” and management in the school day such as redirecting, phone calls home etc. Additional qualified adults are important for this subgroup of students.</p> |                |                |
| <p>6.Continue PBIS program continuance and supplies. This also includes professional development including Trauma Informed Schools' practices.</p>   |                |                |
| <p>7.Co-Op contract: This contract helps support our low income students by supporting the HCOE cooperative that helps districts secure funding for low income students.</p> <p>8.Technology for Curriculum: These funds support technology access for low income students who may not have access to technology or the internet at home.</p>  |                |                |
| <p>9.Field Trips: This money supports field trips for low income students who may not otherwise get to go places in the community. Exposure to a wide range of caring adults and experiences is curtail to expanding the world view of unduplicated students so they may dream large.</p>  | <p>X</p>       |                |
| <p><u>BUDGETED EXPENDITURES</u></p>  |                |                |
| <p>2017-18</p>   | <p>2018-19</p> | <p>2019-20</p> |

|               |  |               |
|---------------|--|---------------|
| <p>Amount</p> | <p>Goal 2, Action 3</p> <ol style="list-style-type: none"> <li>1. 9,181</li> <li>2. 23,249</li> <li>3. 59,168</li> <li>4. 130,214</li> <li>5. 11,532             <ol style="list-style-type: none"> <li>A. 7,526</li> <li>B. 4,006</li> </ol> </li> <li>6. 6053</li> </ol> | <p>Amount</p> |
|---------------|--|---------------|



- 7. 2,750
- 8. 3,200
- 9. 1,600

Source

- Goal 2, Action 3
- 1. Supp/Concentration
  - 2. Supp/Concentration
  - 3. Supp/Concentration
  - 4. Supp/Concentration
  - 5. a, lcff base  
b. supplemental/concent
  - 6. Supp/Concentration
  - 7. Supp/Concentration
  - 8. Supp/Concentration
  - 9. Supp/Concentration

Source

Amount

Budget Reference

- Goal 2, Action 3
- 1. Obj. 7616
  - 2. Obj. 8980
  - 3. Classified Salaries/benefits
  - 4. Certificated Salaries/benefits
  - 5. Certificated Salaries/benefits
  - 6. Classified Salaries/benefits
  - 7. Service Obj. 5811
  - 8. Obj 5800
  - 9. Obj 5801 & 5715

Budget Reference

Source

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 274,496

Percentage to Increase or Improve Services:

37.94 %

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

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

Based on the proportionality calculator, the District is required to show increased or improved services valued at 37.94%. This is a clear increase in support for services that are principally directed toward unduplicated pupils and are proven, based on experience and research, to be effective for those students:

- Maintaining transportation to at risk students with two runs a day.
- Keeping class size low.
- Maintaining instructional aides in the classroom
- Reducing food uncertainty
- Supporting Foster youth with a number of services including a regional liaison.
- Providing a bilingual aide and EL coordinator for our EL students.
- Providing for additional administration costs while this supports unduplicated students
- Continuing with Positive Behavior Interventions and Supports (PBIS) with check-in-Check-Out services .
- Supporting unduplicated students with increased office secretarial support for attendance, behavior and positive interventions.
- Increasing the school's technology capacity for these students.
- Maintaining field trips that connect these at-risk students to their communities.

Without the additional funding from the Supplemental Concentration Grant this additional assistance would not be possible.

