

**LOLETA UNION SCHOOL DISTRICT
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) 2015-2016**



**Superintendent
John Sutter**

Metrics and other information relative to high schools are not relevant to Loleta Union School District, an elementary K - 8 district, and are not included in the LCAP. These include:

Priority 4: Standard Achievement: Share of students that are college and career ready, Share of students that pass Advanced Placement exams with 3 or higher, Share of students determined prepared for college by the Early Assessment Program. For 2014-15, there is no API. This metric will be incorporated in the LCAP next year once the new API base is established.

Priority 5: Student Engagement: High school dropout rates, High school graduation rate

LEA: Loleta Union School District Contact (Name, Title, Email, Phone Number):__John Sutter, Superintendent, jsutter@humboldt.k12.ca.us, 707-773-5705 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement Loleta Union School District

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Faculty Meetings 2/12/14; 5/14/14; 5/21/14 with local bargaining unit Loleta CSEA Chapter 869 and the Loleta Teachers' Association</p> <p>District Advisory Committee 5/21/14</p> <p>Board Meetings 2/26/14; 5/21/14</p> <p>Community 5/30/14</p> <p>Students were asked to provide input through the Student Council</p> <p>Students were also invited to attend the community advisory meeting.</p>	<p>Additional teaching staff for 2014-2015: impact on student learning</p> <p>Part-Time School Counselor impact on student wellness</p> <p>. Additional Chromebooks impact on student access to technology Consortium with Eel River Schools on Common Core materials</p> <p>Professional Development: Northern California Conference of Native American Education</p> <p>Student information was folded into our other data graphs on the various strands.</p>
<p>Annual Update: Administration held a faculty meeting on January 7th to revisit our current year LCAP obligations and re-prioritize our goals for next year.</p>	<p>Annual Update: We looked at DIBELS as a useful tool in monitoring students reading progress. There were concerns about the writing program in the 5th grade in that the program is not widely used. There was agreement that a continued effort should be made to provide a music program. Counseling was needed but for now, the group believed that third party</p>

On Thursday, February 12th at 6:00 P.M. Loleta School hosted a LCAP meeting and pizza feed. At the event, posters were placed around the room with the current LCAP focus priorities and also new priority ideas. There was also ample room at the bottom of each poster for "write-in" ideas. People were given a page of stickers and asked to place them on the interventions that they felt were most needed. Administration then condensed these posters down to a bar graph and brought them back to the group.

Besides pizza, the district's on-site partner Saint Joseph's Health Center provided an interpreter and free child care

On Wednesday, February 25th,. Administration brought the posters described above to the faculty meeting to allow them to weigh in.

By March 6th Administration completed the final draft of the poster graphs. These graphs were presented to the School Board at their March 11th meeting. The board had already been given an opportunity to chime in on the posters at our initial LCAP meeting event.

On April 22nd the LCAP draft was given a first reading at our board meeting.

On May 6th I had a meeting with the LCAP Advisory Group at 6:00 P.M. at Loleta School

On May 13th the LCAP was trotted out at the Board meeting again.

A Public Hearing on the LCAP will be held June 17th 2015 at 5:00 P.M. at Loleta Elementary School 700 Loleta Drive in room 8.

The Public Adoption of the LCAP will be held on June 24th 2015 at 5:00 P.M. at Loleta Elementary School 700 Loleta Drive in room 8.

providers could meet most of the need.

Art and technology as integrated with the Common Core Standards was an area that the group agreed should be written into the LCAP

This meeting was really a solidification of the goals and aspirations of the school/community. This event really defined the LCAP as a living document for us. Many, if not all of the priorities identified in this meeting are represented on the finished document.

Faculty also received some stickers and were asked to put them on their favorite interventions and/or add new interventions to the list. Some new items were added including Restorative Justice. Administration begins formulating the idea of renaming the counselor into a counselor/Interventions Coordinator.

Again, the School Board appreciates the work and inclusion of the community into the process. Members like and want a music program.

No further changes were made.

The draft was examined. Despite notes delivered to members in the mail and phone calls, only a handful of staff members showed up. No further revisions were made, although they liked many aspects of the plan including the counselor and the music teacher.

One member wanted to insure that the focus of the plan in the upper grade was to improve discipline and specifically to reduce disruption in the upper grade. I have added this language to one of our goals.

It is hoped the LCAP will be approved with no further changes

It is hoped the budget and LCAP will be approved.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities. **Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”? What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 2) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 3) What are the LEA’s goal(s) to address any locally-identified priorities?
- 4) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 5) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 7) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 8) What information was considered/reviewed for individual schoolsites?

- 9) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 10) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 11) How do these actions/services link to identified goals and expected measurable outcomes?
- 12) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	<p>Goal 1 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.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2<u>X</u> 3 4 <u>X</u> 5 <u>_</u> 6 <u>X</u> 7 <u>_</u> 8</p> <p>COE only: 9 10 <u> </u></p> <p>Local : Specify</p>
Identified Need :	<p>Equal learning Opportunities for all students</p> <p>DIBELS scores indicate 40 percent of students in the lower grades are making very slow progress in reading. Annual Williams Instructional Materials Sufficiency Resolution</p> <p>1.1 Teacher grades indicated that 70% of students are below grade level in writing as indicated on teacher report cards. 1.2 Fifty percent of Upper grade students demonstrated a lack of understanding in the scientific method. 1.3 60% of students in the lower grades lack automaticity when it comes to knowing math facts. 1.4 Increase the number of students who are technologically ready to take the SBAC test within timeline 1.5 Increase number and % of EL who are proficient and are re-designated as EP. Using CELDT data and other local measures, including DIBELS.</p>	
Goal Applies to:	Schools: Loleta Elementary K-8	Applicable Pupil Subgroups: All
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	<p>Increase the number of students reading at grade level by the end of 3rd grade by 3% over base year DIBELS scores Maintain 100% Highly Qualified Teachers Maintain 100% Instructional Materials Sufficiency Increase the number of students writing 3 paragraph essays by 3% over the base year as demonstrated in California Assessment of Student Performance and Progress (CAASPP) writing assessments Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 5% over the base year Increase the number of students who can read and comprehend books at their grade level as demonstrated by Accelerated Reader data. Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program) grade students will be able to complete SBAC tests in time allotted and with efficiency See a 3% improvement in EL proficiency as demonstrated by the CELDT / Reclassification goal of 2%</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All Teachers Highly qualified in their fields</p> <p>First through 6th grade teachers will begin taking some "Step Up to Writing" or similar professional development.</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>Pay for a portion of Superintendent/Principal to monitor and facilitate academic improvements.</p> <p>Transportation Contribution</p>	<p>Single school district</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: Native Americans</p>	<p>Professional Development in "Step up to Writing" RS0000,OBJ5210: Unrestricted Common Core \$500</p> <p>Professional Development in Accelerated Reader and Math (Enterprise) for 1st through 8th grade teachers. R S 0000OBJ 5210: Unrestricted Supplemental \$1000</p> <p>Professional Development on how to integrate technology into Common Core supported curriculum. R S 0000OBJ5210 Common Core \$1000</p> <p>New mathematics adoption professional development R S 0000OBJ 5210: Unrestricted Common Core \$600</p> <p>Pay a .1396 FTE of the Superintendent/Principal \$15,228 RS 0000, OBJ 1303</p> <p>Transportation Contribution \$5,000 RS 0210 OBJ 1303</p>
<p>Monitor student progress and outcomes through standardized tests, DIBELS reading testing, Accelerated Reader and Accelerated Math assessments and progress monitoring in those programs</p>	<p>Single school district</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Native Americans</p>	<p>Teacher Salaries and benefits 7.0 FTE Unrestricted LCFF \$425,659</p> <p>Res 0000,1100,1400,3010, 4035, 4203, 5820 01-XXXX-0-1110-1000-11XX 01-XXXX-0-1110-1000-3XXX</p>
<p>Student outcomes on Accelerated Math/Reading used as a metric including: Total words read, reading level, average book reading level, comprehension scores associated with reading levels.</p> <p>Teachers can also monitor the number of mathematics outcomes that students have mastered.</p> <p>Utilization of on line mathematics facts programs on the computer.</p>	<p>Single school district</p>	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Native Americans</p>	<p>AR Reading and Math will provide data on student progress. R S 0000OBJ 5800 Unrestricted LCFF \$3,000 Mathematics facts usage on the computer (probably no cost)</p>

<p>Adoption of instructional materials and/or technology aligned with Common Core The District is eager to fully utilize its computer lab and integrate some computers that were once on a cart into the classroom. Some of the technology under consideration might be typing programs and a curriculum support, web-based subscription.</p>	<p>Single school district</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology: 0000: Unrestricted Other \$3,000 R S 0 2 2 8 - OBJ-4341 _ K-8 Math 0000: Unrestricted Other \$2,000 R S 0000 OBJ 4310 Costs are indicated above</p>
<p>For low income pupils: School is 94% low income All Teachers Highly qualified in their fields. Hire additional teacher to lower another double grade span. All of the interventions noted in the above section</p>	<p>School-wide</p>	<p><input type="checkbox"/> All <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native Americans</p>	<p>Hire a full time upper grade teacher. RS 0000 OBJ 1100 , 3xxx Unrestricted Supplemental \$72,683</p>
<p>For English learners: All Teachers Highly qualified in their fields. Hire additional teacher to lower another double grade span Hire a bilingual aide to help with reading intervention. Use of Rosetta Stone software to support EL Students</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Teacher stated above Bilingual Aide R S 0000,4203,5820 OBJ 2105, 3xxx Unrestricted Base \$24,166 Rosetta Stone language software licenses (10) R S 4203 OBJ 5800 Unrestricted Concentration \$1,110</p>
<p>Foster Youth Foster youth enjoy all of the benefits of a small class size. professional development for teachers including Accelerated Reader and Math, Common Core Mathematics, and Step-up-to-writing. Also Foster youth benefit from improved technology in the computer lab and better ongoing assessments (DIBELS , SWIS and Drop Box shared interventions tracking. All Foster youth who are in the 7th and 8th grades are encouraged to participate in the Decade of Difference program to encourage students to go on to college.</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native Americans</p>	<p>Teacher stated above School-wide reading progress tracking DIBELS \$100 R S 4203 OBJ 5800 SWIS tracking helps the district determine which students need interventions \$2000 R S 0000 OBJ 5800 Drop Box is used to track student interventions. \$1,432 R S 0 2 28 OBJ 4341 The Decade of Difference is a program supported through the Humboldt County Office of Education and has little or no cost to the district.</p>

<p>For designated fluent English proficient pupils: All Teachers Highly qualified in their fields</p> <p>Bilingual Instructional Aide.</p> <p>Continued attendance of staff to the English language Learners Professional Learning Community at HCOE</p> <p>DIBELS reading tracking to monitor student progress</p>	<p>School-wide</p>	<p><u>All</u>----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native Americans</p>	<p>Hiring another Teacher as stated above</p> <p><u>Bilingual Aide stated above</u></p> <p>DIBELS reading Cost is \$100 R S 4203 OBJ 5800</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>A 4% Increase the number of students reading at grade level by the end of 3rd grade over the previous year DIBLES scores</p> <p>Maintain 100% Instructional Materials Sufficiency</p> <p>A 3% increase the number of students who have scored proficient on the writing section of California Assessment of Student Performance and Progress (CAASPP) writing assessment.</p> <p>Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 5% over the base year and/or MAP testing</p> <p>A 5% increase in the number of words a child has read over the previous year according to Accelerated Reader.</p> <p>A 3% increase in the number of mathematics outcomes students have mastered according to Accelerated Math</p> <p>a 3% Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).</p> <p>See a 3% improvement in EL proficiency as demonstrated by the CELDT</p> <p>A 10 % decrease in the number of major referrals as documented by the SWISS system on PBIS.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All Teachers Highly qualified in their fields</p> <p>Continue to use the DIBELS three times per year to perform progress monitoring on students in reading.</p> <p>The computer lab is used to implement the MAP (Measures of Academic Progress) Testing software from NWEA (Northwest Evaluation Association.) This MAP Testing evaluates the students' academic progress in Mathematics.</p> <p>Continue with Step-up-to-Writing or similar program and also include Redwood Writing Project Professional Development.</p> <p>First through 6th grade teachers will begin taking some "Step Up to Writing" professional development.</p>	<p>Single school District</p>	<p><u>X All</u>----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native Americans</p>	<p>Professional Development Unrestricted Implementation of Common Core <u>\$2,000</u> R S 0000 OBJ 5210</p> <p>Purchase and set up the NWEA system to monitor student progress in mathematics. <u>\$300</u> Unrestricted Supplemental R S 6300 OBJ 5800</p> <p>Redwood Writing Project writing development to help integrate reading, science, history and other areas into writing. <u>RS0000 OBJ 5210: Unrestricted Supplemental \$300</u></p> <p>Step-up-to-Writing professional development R S 0000 OBJ 5210:<u>Unrestricted Supplemental \$200</u></p>

<p>There will also be 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 aligned curriculum.</p> <p>Pay for a portion of Superintendent/Principal to monitor and facilitate academic improvements.</p>			<p>Accelerated Reader Professional Development \$500 R S 0000 OBJ 5210</p> <p>Professional Development for technology Integration \$3,000 R S 0000 OBJ 5210</p> <p>Mathematics Professional Development for new adoption \$600 R S 0000 OBJ 5210</p> <p>Alternative Curriculum and/or professional development R S 0000 OBJ 5210: Unrestricted Concentration \$4,000</p> <p>Pay a .1396 FTE of the Superintendent/Principal \$15,228 RS 0000, OBJ 1303</p>
<p>Monitor student progress and outcomes through standardized tests and DIBELS testing.</p> <p>MAP (Measures of Academic Progress) Testing software from NWEA (Northwest Evaluation Association.) This MAP Testing evaluates the students' academic progress in Mathematics. (Note, As the CAASAP testing site continues to develop, the district may find that the resources and interim assessments are adequate to support this goal.)</p> <p>Student Progress will also be monitored through the use of the Accelerated Reader and Math systems.</p>	<p>Single school district</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native Americans</p>	<p>Teacher Salaries 7.0 FTE Unrestricted LCFF \$428,409 Res 0000,1100,1400,3010, 4035, 4203, 5820 01-XXXX-0-1110-1000-11XX 01-XXXX-0-1110-1000-3XXX</p> <p>MAP testing annual fee of \$2.50 per student. Unrestricted Base \$300 R S 1100 OBJ 5800</p>
<p>Student outcomes on Accelerated Math/Reading used as a metric. The program should be fully integrated into the classroom and computer lab. There should be no more need for scantron pages at this time.</p> <p>Once fully implemented, there should be no difficulty getting data on: The number of books read by students The number of words read by students</p>	<p>Single school district</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native Americans</p>	<p>Accelerated Math and Accelerated Reader: Unrestricted LCFF \$3,000 R S 0000 OBJ 5800</p> <p>Professional development for AR.: Unrestricted Base \$500 R S 0000 OBJ 5210</p>

<p>The Reading level of those books The average comprehension level of the books. Once the District has some baseline data, annual goals can be set and monitored.</p> <p>AR Math also can provide information on the number of outcomes mastered. "libraries" can be assigned to students below grade level, at grade level or above grade level to help teachers better differentiate. The data on the number of outcomes mastered can be used once the program is fully implemented.</p>			
<p>Technology Adoption of instructional materials aligned with Common Core. These funds are reserved for further common core aligned materials and/or curriculum especially related to technology.</p> <p>K-8 Mathematics There may be workbooks or supplemental materials that come with the mathematics adoption for the previous year. Some of these materials may be on line subscriptions to support websites.</p> <p>Other Curriculum There may be other curriculum that supports at risk students and their learning styles. This category is a catch-all for such programs and/or materials.</p>	<p>Single school district</p>	<p><u> </u> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native Students</u></p>	<p>Technology: Unrestricted Other \$3,000 R S 0228 OBJ 4341</p> <hr/> <p>K-8 Math: Unrestricted Other \$2,000 R S 0000 OBJ 4310</p> <hr/> <p>At risk student learning styles support: Unrestricted Concentration \$2,000 R S 0000 OBJ 4310</p>
<p>For low income pupils: School is 94% low income All Teachers Highly qualified in their fields. The District will develop more capacity to better engage students at risk by the methods previously described. Transportation Contribution to help students who live off site attend school regularly.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: <u>Native Americans</u></p>	<p>Please see the strategies and expenditures previously described.</p> <hr/> <p>Transportation Contribution \$5,000 RS 0210 OBJ 1303</p>

<p>For English learners: All Teachers Highly qualified in their fields. This includes teachers that have their CLAD credential or have SADIE training.</p> <p>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.</p> <p>Rosetta Stone language acquisition software for EL students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>English Collaborative PLC Concentration \$200 R S 4203 OBJ 4310</p> <hr/> <p>Bilingual Aide: Unrestricted Supplemental \$24,166 R S 0000, 4203,5820 OBJ 2105</p> <hr/> <p>Rosetta Stone language acquisition software: Unrestricted Concentration \$1,110 R S 4203 OBJ 5800</p>
<p>Foster Youth</p> <p>Foster youth will benefit from the curriculum and progress monitoring described above. Their status in the foster system will be noted in Drop Box so as to provide immediate and comprehensive interventions should this child need help. (Loleta School has one foster child at this time) If group counseling opportunities arise, such as Girl's Circle, foster youth will be given preferential access.</p> <p>The district is also planning on continuing with the half time counselor position. Part of this persons duties is to act as an interventions coordinator to help at risk and foster students.</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Native Americans</p>	<p>academic progress monitoring Interventions progress monitoring access to counseling services</p> <hr/> <p>Maintain Counseling Service: \$29,735 R S 0000 OBJ 1205</p> <p>Continue to monitor Interventions using Drop Box \$1,432 Annual subscription fee R S 0228 OBJ 4341</p>
<p>For designated fluent English proficient pupils:</p> <p>All Teachers Highly qualified in their fields: Teachers maintain their CLAD or SADIE credentials.</p> <p>Teachers continue to attend Professional Development on English Language Development through the Humboldt County Office of Education's Professional Learning Community.</p> <p>Bilingual Instructional Aide</p> <p>Continue with the Rosetta Stone language acquisition software as described previously.</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Learning Communities on English Language Development at HCOE.: \$200 R S 4203 OBJ 5210</p> <p>Bilingual Aide will be maintained for academic interventions, particularly in reading.: Classified Personnel Salaries Supplemental -stated above</p>

LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes: A 4% Increase the number of students reading at grade level by the end of 3rd grade over the previous year DIBLES scores
 Maintain 100% Instructional Materials Sufficiency
 A 3% increase the number of students who have scored proficient on the writing section of California Assessment of Student Performance and Progress (CAASPP) writing assessment.
 Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 5% over the base year and/or MAP testing
 A 5% increase in the number of words a child has read over the previous year according to Accelerated Reader.
 A 3% increase in the number of mathematics outcomes students have mastered according to Accelerated Math
 a 3% Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).
 See a 3% improvement in EL proficiency as demonstrated by the CELDT
 A 10 % decrease in the number of major referrals as documented by the SWISS system on PBIS.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continued DIBLES testing for students in the K-6th grade.</p> <p>Pay for a portion of Superintendent/Principal to monitor and facilitate academic improvements.</p> <p>Transportation Contribution</p>	K-6	<p><u>X</u> All -----</p> <p>OR:</p> <p>__ Low Income pupils</p> <p>__ English Learners</p> <p>__ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups:</p> <p>Native American Students</p>	<p>DIBLES annual subscription fee Supplemental \$240 Alternative R S 1100 OBJ 5800</p> <p>Pay a .1396 FTE of the Superintendent/Principal \$15,228 RS 0000, OBJ 1303</p> <p>Transportation Contribution \$5,000 RS 0210 OBJ 1303</p>
<p>Maintain 100 percent Materials Sufficiency. At this point I expect there will be a need to save for or indeed purchase some Language Arts program materials that are adopted by the State.</p> <p>There may also be a need for materials, technology or hardware for any curricular needs identified in the previous year as motivating for our at-risk student population. Might be Lego parts, equipment or gardening curriculum.</p>	TK-8	<p><u>X</u> All -----</p> <p>OR:</p> <p>__ Low Income pupils</p> <p>__ English Learners</p> <p>__ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups:</p> <p>Native American Students</p>	<p>Materials Sufficiency 4000-4999: Books And Supplies Base \$8,000</p> <p>Miscellaneous motivational materials and/or curriculum. \$4,000 R S 0000 OBJ 4310</p>

<p>Continued annual subscription to AR Reading and Math. Measures of Academic Progress (MAP) annual</p>	1st -8th grades	<p><u>X</u> All -----</p> <p>OR:</p> <p>__ Low Income pupils</p>	<p>Renew the annual subscription fee for Accelerated Reading and Accelerated math. \$3,000 R S 0000 OBJ 5800</p>
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<p>subscription fee.</p> <p>Continual improvement in the District's collection of Accelerated Reader books, particularly those that are of high interest and low reading level. Move this program to a school-wide focus and have displays in the hallways showing student points.</p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>MAP Subscription fee \$300 R S 1100 OBJ 5800 AR book purchases for the library and/or classrooms \$2,000 R S 0000 OBJ 4110</p>
<p>Teachers are all qualified in their fields</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Teacher's Salaries 7.0 FTE \$431,202 Res 0000,1100,1400,3010, 4035, 4203, 5820 01-XXXX-0-1110-1000-11XX 01-XXXX-0-1110-1000-3XXX</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Goal 2: Create a safe and welcoming teaching environment that engages all students		Related State and/or Local Priorities: 1X 2 3 <u>X</u> 4 5 <u>X</u> 6 X 7X 8 <u>X</u> COE only: 9 10 ____ Local : Specify
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.		
Goal Applies to:	Schools: Loleta Elementary	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Attendance rate will increase by 1% and Chronic Absenteeism will decrease by 5%. Absent students home will be called on a daily basis Grades K- 2 will continue to be stand alone classes. A broad course of study, including English, Math, Science, Social Studies, Art and Music will be available for all students. The Resource Teacher will have in increase in her FTE from .90 to full time and her duties in general education reduced. Grades 5-8 students will be encouraged to participate in Science Fair and History Day and optional band and sports. Upper graders will continue to participate in the Decade of Difference offered through HCOE. Increase parent participation by 5% and parent participation on the website visits by 5%. Every IEP will be attended by a parent. Continue year three of PBIS. Use SWIS data to inform what times are most challenging. Reduce discipline charts by 10% Establish SWIS baseline data. This is data collected from discipline referrals entered into the SWIS program. Maintain less than 2% expulsion rate. Suspension rate will be reduced 10% Maintain FIT rating of at least "Good" . CCSS Implementation – 100% of teachers will use new math curriculum . EL students 4-8 th grades will participate in Rosetta Stone Parent participation – 80% of parents attend conferences; 15% of parents attend one or more LCAP meetings; 90% of IEP's have parental participation at the first scheduled IEP meeting; baseline analysis of school website traffic. Look for participation by at risk of 90 percent in extracurricular activities such as: gardening, music, and sports. Middle School dropout rate will be -0-		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Secretarial assistance promote parent involvement on the importance of school attendance. Includes mailers, flyers and social media promotions.</p> <p>The district purchased an automated calling system called Call-em-all and uses it to announce events and school closures.</p> <p>At meetings, including LCAP meetings, administration has been careful to provide translators.</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Flyers, Parent Night, School Events, Newsletters: \$200 R S 0000 OBJ 5805</p> <p>Call-em-all automated calling system to alert parents: \$250 R S 0000 OBJ 5800</p> <p>Translation services \$500 R S 4203 OBJ 5800</p>
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<p>Administration has purchased 500 post cards and distributed them to the teaching staff. These postcards are another means of communicating with parents. Continue this program.</p> <p>Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment.</p> <p>The district has changed the playground by putting up culturally diverse play equipment, (soccer goals). This was a no cost improvement. Now many more Hispanic parents and children use the field evenings and weekends. Maintain and add evening adult classes to the computer lab.</p> <p>The District continues to host events such as Cinco-de-Mayo.</p> <p>Administration has refined its volunteer protocols to ensure quality volunteers who are given a proper orientation and instruction.</p>			<p>Post card purchase: \$100 R S 0000 OBJ 4310</p> <p>Secretarial work .3 FTE \$16,072 RS 0000, OBJ 2406</p> <p>Little or no cost since we use our Adult Education Partners</p> <p>Art Projects fund : \$400 R S 0000 OBJ 4310</p>
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<p>Call all households when a students is absent: reduce chronic absenteeism</p> <p>Households are called. Administration also makes numerous home visits.</p> <p>Head lice continues to be a problem that causes chronic absenteeism. Although the board policy is still a "no nit"</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Secretary's time \$1,000 R S 0000 OBJ 2406, 3xxx</p> <p>Improved head lice support for families. Purchase of more head lice eradication kits. 350 R S 0000 OBJ 4392</p>
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<p>policy, the district has made attempts to be more accommodating of students by picking nits and by supporting parents with lice kits. Administration has written letters asking the tribe to also support struggling families.</p>		<p>Native American Students</p>	
<p>Participate in Eel River SARB</p>	<p>Single School</p>	<p><u>All</u>-----</p>	<p>SARB 0000: Unrestricted Concentration \$600</p>
<p>The District will continue to participate in the Eel River SARB although this program has undergone significant changes since the passing on of its long time coordinator.</p>	<p>District</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Eel River SARB annual fee \$650 R S 0000 OBJ 4310</p>
<p>Reduce combination classes</p> <p>In 2015-16 we do intend to hire another teacher to reduce the class size in the upper grade. This modification is as much about attempts to maintain a positive classroom environment as it is to support sub groups of needy students.</p>	<p>Single School District</p>	<p><u>X All</u>----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Teacher Stated in Goal 1</p>
<p>Introduce Art/Music back into the General Ed classroom</p> <p>in 2015-16 we do intend to hire a part time music teacher. What the classes and configurations will be taught remains to be seen.</p>	<p>Single School District</p>	<p><u>X All</u>----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Music .4 FTE Teacher: \$27,000 R S 0000 OBJ 1100, 3xxx</p>

<p>Continue PBIS instruction</p> <p>The district is continuing with PBIS Professional Development but is also intending on expanding this management program to better manage some of our "top tier" (worst behaved) students.</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Teacher In-Service \$2,000 R S 0000 OBJ 5210</p>
<p>Use SWIS Program to interpret discipline data</p> <p>This program has helped the District determine where it needs to expend more resources to manage errant behaviors. Baseline data reveals that a small percent of students are getting a lot of behavioral referrals (six or more referrals per month in transitions and/or supervised play).</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>PBIS Support \$2,000 R S 0000 OBJ 5800</p>
<p>For low income pupils:</p> <p>School is 94% low income</p> <p>All Teachers Highly qualified in their fields. Hire additional teacher to lower another double gradespan</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Teacher stated in Goal 1</p>
<p>For English learners:</p> <p>All Teachers Highly qualified in their fields. Hire additional teacher to lower another double grade span.</p> <p>We actually have three aides and two teachers who speak Spanish. All three of the aides are capable of assisting students in Spanish and/or helping with translation for parents.</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher stated in Goal 1</p> <p>Bilingual Aide stated in Goal 1</p>

<p>Foster Youth</p> <p>Foster youth benefit by all of the interventions set forth in this document. Further, Foster youth will be recommended to participate in the District's intervention programs such as counseling, community service, reading interventions, after school care, and college awareness events.</p> <p>Foster youth status will be indicated on the child's Drop Box file and Interventions Narrative.</p> <p>Foster Youth will be supported by the .5 counselor and Interventions coordinator.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Teacher stated above, is important to reduce class size and offer a more individualized experience for at risk youth</p> <p>Drop Box used as a school-wide interventions management system. Cost listed in goal 1</p> <p>.5 Counselor/Interventions Coordinator \$29,735 R S 0000 OBJ 1205 , 3xxx_____</p>
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<p>For designated fluent English proficient pupils:</p> <p>All Teachers Highly qualified in their fields</p> <p>Bilingual Instructional Aide</p> <p>We actually have three aides and two teachers who speak Spanish. All three of the aides are capable of assisting students in Spanish and/or helping with translation for parents.</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Teacher stated in A</p> <p>Staff attend the EL Professional Learning Community offered at HCOE \$200 R S 4203 OBJ 5210</p> <p>Bilingual Aide stated above</p>
<p>Facilities Inspection Tool</p> <p>Well maintained facilities are important to providing a positive school environment. The facilities at Loleta School are well maintained and constantly pass our Facilities Inspection Tool (FIT) evaluation of "Good"</p> <p>School/Community Garden</p> <p>The District's board member, Saint Joe's Community Services Coordinator, Marina Cortez-Hash have coordinated efforts to develop a wonderful organic garden for the school and are developing a pumpkin patch for the fall of 2015. Joel also volunteers his time to make improvements by cultivating the school's flowers and shrubs. This is at little cost to the district.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Facilities Inspection Tool (no cost)</p> <p>School/Community Garden continuing Improvements \$1,000 R S 0015 OBJ 4310</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Attendance rate will increase by 1% and Chronic Absenteeism will decrease by 5%. Absent students home will be called on a daily basis
 Every effort will be made to reduce differentiation in classes.
 Every effort will be made to maintain a K-4 music program.
 A broad course of study, including English, Math, Science, Social Studies, Art and Music will be available for all students.
 The Resource Teacher will have an increase in her FTE from .90 to full time and her duties in general education reduced.
 Grades 5-8 students will be encouraged to participate in Science Fair and History Day and optional band and sports.
 Upper graders will continue to participate in the Decade of Difference offered through HCOE.
 Increase parent participation by 5% at conferences and LCAP meetings and parent participation on the website visits by 5%.
 Every IEP will be attended by a parent at the initial invitation.
 Refine PBIS and revisit data every month to decrease student discipline by 10%.
 Establish SR baseline data.
 Maintain less than 2% expulsion rate.
 A repair schedule will be developed for larger, more expensive jobs to the facilities.
 Efforts will be made to introduce artistic designs and flourishes to the grounds and facilities that are more representative of the student population such as Native or Hispanic designs.
 Suspension rate will be less than 10%
 Middle School dropout rate will be -0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Promote parent involvement on the importance of school attendance</p> <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>Call-em-all automated calling system. This is an automated calling system that administration uses to make calls to parents informing them of events and/or school closures.</p> <p>New Website Development of a new website. Currently, the district's website is managed by our county office of education. This makes keeping the site up to date difficult. Administration will build another site with a web-based vendor in order to manage the site in house. This will help the district create a site that is timely and better connected to parents.</p>	<p>Single School District</p>	<p><u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: Native American Students</p>	<p>Positive Post Cards \$200 R S 0000 OBJ 4310</p> <p>___ Call-em-all automated calling \$300 R S 0000 OBJ 5800</p> <p>Development of a new website \$400 R S 0228 OBJ 5800</p>

<p>The district will continue to coordinate with the Tribe to provide incentives for children with perfect attendance. This is a no cost intervention.</p> <p>PTO Start-up funds Through the new technology and postcards, parents will be encouraged and invited to participate in the Parent Teacher Organization (PTO). Funds will be set aside in the PTO account for projects around the school that engage parents and students.</p>			<p>PTO Funds for parent/student projects around the school \$400 R S 0000 OBJ 4310</p>
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<p>Call all households when a student is absent: reduce chronic absenteeism.</p> <p>District administration or appointees do call homes.</p> <p>Administration to coordinate with the Tribe Youth Social Workers to better coordinate family supports for at-risk youth.</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Secretary's time \$1,000 R S 0000 OBJ 2406, 3xxx</p>
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<p>Participate in Eel River SARB</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>SARB \$650 R S 0000 OBJ 4310</p>
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<p>continue to support the Music program</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Music .4 FTE Teacher: \$27,000 R S 0000 OBJ 1100, 3xxx</p>
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<p>Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Secretarial work .3 FTE \$16,072 RS 0000, OBJ 2406</p>
<p>Continue PBIS program continuance and supplies</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Continuation of Program \$2,000 R S 0000 OBJ 5210 PBIS Other Supplies \$ 300 R S 0000 OBJ 4391 PBIS discipline data \$2,000 R S 0000 OBJ 5800</p>
<p>For low income pupils: School is 94% low income Continue to provide Professional Development on Implementing the Common Core, and motivating students in our Concentration and Supplemental groups.</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Professional Development in Common Core total listed in Goal 1</p>
<p>For English learners: Continued support from bilingual aide</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Bilingual aide as listed in Goal 1</p>

<p>Art and Music Supplies to keep the Music Program going and to continue to support the arts at Loleta School</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Arts and Music \$15,000 R S 0000 OBJ 4310</p>
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<p>Foster Youth Continued counseling services Academic progress monitoring Continued interventions monitoring through Drop Box</p>	<p>School-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>.5 Counselor costs listed in Goal 3 Academic Progress monitoring in Goal 1 Drop Box Annual Subscription \$1,432 Listed in Goal 1</p>
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<p>For designated fluent English proficient pupils: All Teachers Highly qualified in their fields Bilingual Instructional Aide</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p><input type="checkbox"/> Bilingual Aide stated above</p>
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<p>Introduce artistic motifs and flourishes to the facilities that better represent the mufti-ethnic makeup of the community.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners X Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Native American</p>	<p>Designs, murals, etc. \$400 R S 0000 OBJ 4310</p>
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LCAP Year 3: 2017 - 2018

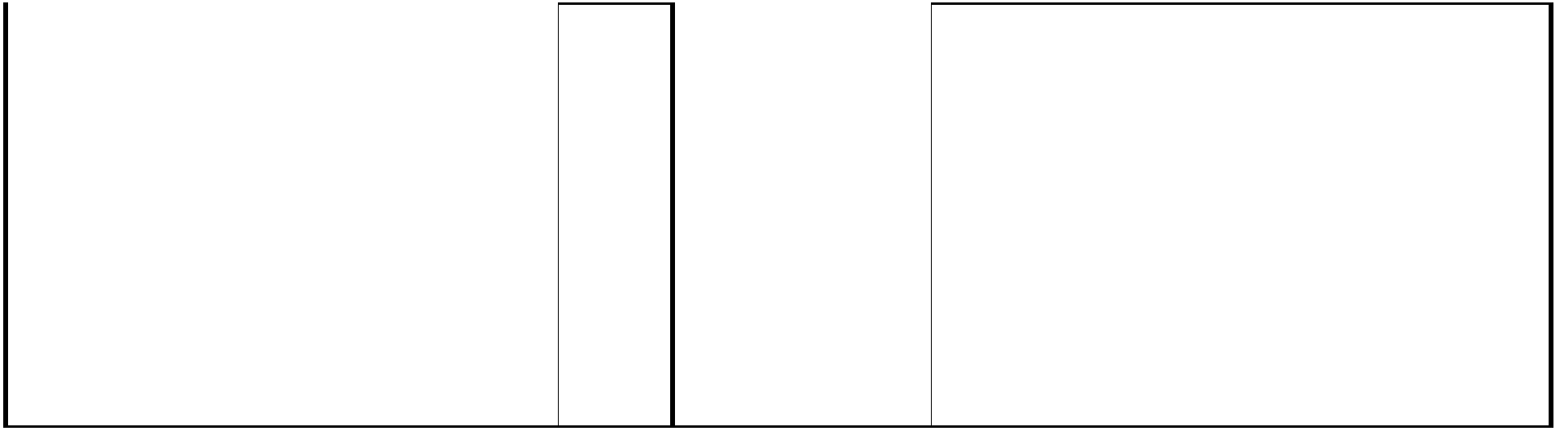
Expected Annual Measurable Outcomes: Attendance rate will increase by 1% and Chronic Absenteeism will decrease by 5%. Absent students home will be called on a daily basis. Efforts will be made to reduce differentiated instruction over multiple grade levels in home rooms. A broad course of study, including English, Math, Science, Social Studies, Art and Music will be available for all students. 20% of 4th-8th grade students will participate in Science Fair or History Day. Increase parent participation by 5% at conferences and LCAP meetings and parent participation on the website visits by 5%. Every IEP will be attended by a parent at the initial invitation. Refine PBIS and revisit data every month to decrease student discipline by 10%. Maintain less than 2% expulsion rate. Suspension rate will be less than 10%. Middle School dropout rate will be -0-

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Promote parent involvement on the importance of school attendance. Provide a counselor and Interventions Coordinator to help keep children in school.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Counselor/Interventions Coordinator as noted in goal 3

<p>Maintain the automated calling system called Call-em-all use it to announce events and school closures.</p> <p>At meetings, including LCAP meetings, administration will continue to be careful to provide translators.</p> <p>Positive post cards will continue to be used. These postcards are another means of communicating with parents. Continue this program.</p> <p>Maintain an evening adult class to the computer lab.</p> <p>This is done through our partners in Adult Education.</p> <p>The District continues to host events such as Cinco-de-Mayo, Native American Days and other Cultural events.</p> <p>Administration has refined its volunteer protocols to ensure quality volunteers who are given a proper orientation and instruction.</p>		___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: Native American Students EL families	<p>Translators at no cost through Saint Joseph's</p> <p>Positive Post Cards \$200 R S 0000 OBJ 4310</p> <p>Computer Lab classes for parents in the evening (no cost)</p> <p>Volunteer orientation (no cost)</p> <p>Art that changes the face of Loleta School \$400</p>
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<p>Have students work on decorating the school with murals, tile work, etc. to better show Loleta School's proud multicultural composition.</p> <p>Head Lice support. The district will be supportive of students and parents in their efforts to keep children free of head lice through the purchase of head lice kits.</p> <p>A portion of secretarial time to help pay for personal phone calls home for parents</p> <p>SARB Annual Eel River participation fee</p> <p>Continue PTO funds to foster involvement</p> <p>Rosetta Stone Computer Program to continue EL Support</p> <p>Call-em-all Automated Calling to support Communication with parents</p> <p>Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment.</p>	<p>Concentration EL/Native</p>	<p>R S 0000 OBJ 4310</p> <hr/> <p>Head Lice Kits \$200 R S 0000 OBJ 4310</p> <p>Phone calls secretary's time \$1,000 R S 0000 OBJ 2406</p> <p>SARB \$650 R S 0000 OBJ 4310</p> <p>PTO involvement funds \$400 R S 0000 OBJ 4310</p> <p>Rosetta Stone \$1,100 R S 4203 OBJ 5800</p> <p>Call-em-all \$250 R S 0000 OBJ 5800</p> <p>Secretarial work .3 FTE \$16,072 RS 0000, OBJ 2406</p>
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<p>SWIS Program (PBIS) Teacher Inservice</p> <p>PBIS Program Support for prizes, banners etc.</p> <p>Website Support for better communication with parents and families.</p> <p>Music and Art Funds for better attendance and student engagement</p> <p>Payment of a portion of the secretarial salary to promote a welcoming and inviting educational</p>	<p><u>X</u> All ----- OR: _ Low Income pupils English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: Native American Students</p>	<p>PBIS Inservice \$2,000 RS 0000 OBJ 5210</p> <p>PBIS program support \$2,300 RS 0000 OBJ 5800 (combined 2,000 and 300)</p> <p>Website \$400 RS 0228 OBJ 5800</p> <p>Music and Art funds. \$15,000 RS 0000 OBJ 4310</p> <p>Secretarial work .3 FTE \$16,072 RS 0000, OBJ 2406</p>
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GOAL 3:	To provide academic, social and emotional interventions to support learning and growth of low income students which are currently 95 percent of Loleta School's student population.	Related State and/or Local Priorities: 1 2 3 4 <u>5</u> 6 7 8 ____ COE only: 9 10 ____ Local : Specify
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Identified Need :	3.1 The District's high poverty rate and diverse population require social/emotional interventions for students to be successful.
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Goal Applies to:	Schools: Single School District	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Identify top 10% family groups who are in greatest need of intensive supports using a number of criterion including teacher recommendation, SWIS data and Counselor recommendations.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All Teachers Highly qualified in their fields. Additional Teacher is hired to lower class sizes and provide for a more nurturing classroom environment.</p> <p>PBIS Professional Development All Staff are continuing to receive professional development in PBIS training on how to manage high risk students.</p> <p>Mindfulness Training most teachers are receiving professional development in mindfulness training for the classroom or other PD for at risk children.</p> <p>Counselor/Interventions Coordinator (.5FTE) Besides counseling, this person would also help with</p> <p>Drop Box for monitoring Interventions</p> <p>Music Teacher to provide a positive, creative activity with students.</p>	School-wide	<p><u>X</u> All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: Native American Students</p>	<p>Highly qualified teachers</p> <p>Employ a full time teacher : <u>\$72,683</u> RS 0000 OBJ 1100, 3xxx</p> <p>PBIS professional development <u>\$2,000</u> RS 0000 OBJ 5210</p> <p>Mindfulness professional development <u>\$500</u> RS 0000 OBJ 5210</p> <p>Counselor, a .5 FTE \$29,735 RS 0000 OBJ 1215</p> <p>Drop Box as a tool to track interventions <u>\$1,432</u> RS 0228 OBJ 4341</p> <p>_____</p> <p>.4 F.T.E. Music Teacher 0000: Unrestricted Supplemental \$27,000</p>

<p>Restorative Justice professional development The District would like to explore restorative justice with our community partners as a way to provide positive interventions for our high risk students. This would be "in-house" with our counselor.</p> <p>Drop Box for Interventions tracking Drop Box will continue to be used to document and track interventions for at risk students. All of the teaching staff and the new Interventions Coordinator will have access to a shared file where interventions can be documented and tracked for their effectiveness.</p> <p>A Staff Retreat to summarize the year's learning's and plan for the next year.</p> <p>Hire a part time (.4) Music Teacher in order to focus student energy in a positive way.</p>			<p>Restorative Justice little or no cost</p> <p>Drop Box cost is reflected in Goal 1.</p> <p>Staff Retreat \$1,900 <u>RS 0000 OBJ 5210</u></p>
<p>For English learners: All Teachers Highly qualified in their fields. All staff have CLAD credentials and/or SADIE training to support ELL.</p> <p>Hire an additional teacher to lower another double grade span</p> <p>Maintain a bilingual aide for EL support</p> <p>Continue to send staff members to EL, Professional Learning Communities (PLC)</p> <p>continue to provide an interpreter for IEP meetings where parents are Hispanic.</p> <p>English Learners will be monitored with the DIBELS system to ascertain whether they need additional reading intervention.</p>	<p>School-wide</p>	<p><u>X</u> All ----- OR: __Low Income pupils <u>X</u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: Native American Students</p>	<p>Teacher stated above</p> <hr/> <p><u>Bilingual Aide as referenced in Goal 1</u></p> <hr/> <p>EL PLC at HCOE \$200 RS 0000 OBJ 5210</p> <p>DIBELS system to monitor reading levels of students: \$110 RS 1100 OBJ 5800</p>

<p>Foster Youth</p> <p>Additional teacher hired will help foster youth to create a smaller, more nurturing class size.</p> <p>Foster youth will be monitored with our Drop Box system for interventions support.</p> <p>Counselor/Interventions Coordinator will help to monitor any interventions that may be needed for foster youth.</p> <p>Promotion of healthy food for students at school through a contribution to the cafeteria.</p>	School-wide	<p><input type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Teacher stated above</p> <p>Drop Box cost is reflected in Goal 1.</p> <p>.5 FTE Counselor as noted above</p> <p>Cafeteria contribution \$7,000 FU 13, OBJ 8988</p>
<p>For designated fluent English proficient pupils:</p> <p>All Teachers Highly qualified in their fields</p> <p>Maintain a bilingual aide for EL support</p> <p>continue to send home school notes in English and in Spanish</p> <p>continue to provide an interpreter for IEP meetings where parents are Hispanic.</p>	School-wide	<p><input type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher stated above</p> <p>Bilingual Aide stated above</p> <p>No cost due to partnership with St. Joseph's</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Identify top 10% family groups who are in high risk of failing academically, socially and emotionally Improved attendance by 3% Improved behavior as demonstrated by a reduction in referrals by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>For low income pupils:</p> <p>All Teachers Highly qualified in their fields. Keeping on the additional teacher will depend on class size and the financial burden to the district. At this point a large bubble of upper graders should have graduated.</p> <p>PBIS Professional Development All Staff are continuing to receive professional development in PBIS .</p>	School-wide	<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>Additional teacher may not be needed this year.</p> <p>PBIS support. We may have a PBIS Coach closer at hand here in Humboldt County by this time so I would expect the fees to be reduced \$2,000</p> <p>RS0000 OBJ 5800</p>

<p>Counseling/Interventions Coordinator The district is eager to support students with counseling services. These services will be attained through hiring a .5 counselor. This person would be responsible for setting up interventions for our at risk 10% at the direction of the Superintendent</p> <p>Restorative Justice professional development The District expects to engage in restorative justice as a routine intervention with high needs students. We hope our our community partners will continue to provide positive interventions for our high risk students.</p> <p>Drop Box will continue to be used to document and track interventions for at risk students. All of the teaching staff and the new Interventions Coordinator will have access to a shared file where interventions can be documented and tracked for their effectiveness.</p> <p>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>A staff retreat to reflect on what worked last year and plan for the coming year.</p> <p>Hire a part time (.4) Music Teacher in order to focus student energy in a positive way.</p> <p>Promotion of healthy food for students at school through a contribution to the cafeteria.</p>			<p>Counselor, a .5 FTE \$29,735 RS 0000 OBJ 1215 :</p> <p>Restorative Justice Professional development \$1,200 RS0000 OBJ 5800</p> <p><u>Continue with the .5 FTE Counselor/Interventions Manager as stated in Goal 1</u></p> <p>—</p> <p>Drop Box annual subscription fee as stated in Goal 1</p> <p>Curricular changes to support at risk youth RS0000 OBJ4310 \$4,000</p> <p>Staff Retreat \$1,900 RS 0228 OB 5210</p> <p>4 F.T.E. Music Teacher RS 0000, OBJ 1100, 3xxx \$27,000</p> <p>Cafeteria contribution \$7,000 FU 13, OBJ 8988</p>
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<p>For English learners: All Teachers Highly qualified in their fields. Teachers are highly qualified and will attend the English Language Development Professional Learning Community (PLC) that is hosted at the Humboldt County Office of Education. We may ask teachers to attend this forum on a rotating basis.</p> <p>Continue with the .5 counselor for social/emotional support with EL students</p> <p>Continued collaboration with the St. Joseph's on site Community Liaison to help coordinate school-to-home communications (no cost)</p>	<p>School-wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>Teachers Attend English Language Development PLC : \$200 RS 4203 OBJ 5210</p> <p><input type="checkbox"/> Bilingual Aide as stated in Goal 1</p>
<p>Foster Youth</p> <p>Continued counseling services with interventions support Continued Behavior tracking with PBIS Continued Interventions tracking using Drop Box Continued home support through the St. Joseph's Community Center</p>	<p>School-wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	<p>.5 Counselor/Interventions Coordinator as stated above</p> <p>PBIS Costs stated above</p> <p>Drop Box, costs stated above</p> <p>St. Joseph's Community Center. No real costs.</p>
<p>For designated fluent English proficient pupils:</p> <p>All Teachers Highly qualified in their fields and continue to attend HCOE's English language Development Professional Learning Community on a rotating basis.</p> <p>Bilingual Instructional Aide</p>	<p>School-wide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:</p>	<p>attendance of HCOE's EL PLC for staff costs stated above</p> <p>Bilingual Aide costs stated above</p>

LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes:	Identify top 10% family groups who are in high risk of failing academically, socially and emotionally Improved attendance by 3% Improved behavior as demonstrated by a reduction in referrals by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>For low income pupils: School is 94% low income</p> <p>PBIS Professional Development All Staff are continuing to receive professional development in PBIS training on how to manage high risk students.</p> <p>Counseling/Interventions Coordinator The district is eager to support students with counseling services. This person will also help with interventions for students identified as most at risk. These services will be attained through a .5 on-site counselor.</p> <p>Restorative Justice professional development The District expects to engage in restorative justice as a routine intervention with high needs students.</p> <p>Drop Box for Interventions tracking Drop Box will continue to be used to document and track interventions for at risk students. All of the teaching staff and the new Interventions Coordinator will have access to a shared file where interventions can be documented and tracked for their effectiveness.</p> <p>Cafeteria contribution \$7,000 FU 13, OBJ 8988</p>	All	<p><u>X</u> All</p> <p>OR:</p> <p>_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: Native American Students</p>	<p>PBIS continued Professional/Consulting <u>\$1,000</u> R S 0000 OBJ 4310</p> <p><u>Continue with the .5 FTE Counselor/Interventions Manager</u> <u>\$29,735 RS 0000 OBJ 1215</u></p> <p>Restorative Justice staff development <u>\$500 RS 0000 OBJ 5210</u></p> <p>Drop Box for documenting and managing student interventions <u>\$1,431.50 RS 0228 OBJ 4341</u></p> <p>Cafeteria contribution <u>\$7,000 FU 13, OBJ 8988</u></p>

<p>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>A staff retreat so to reflect upon what has worked during the school year and to plan for improvements for the coming year.</p> <p>Hire a part time (.4) Music Teacher in order to focus student energy in a positive way.</p>			<p>Professional Development for at-risk students: \$1,200 RS 0000 OBJ 5210</p> <hr/> <p>Staff Retreat : RS 0000 OBJ 5210 \$1,900</p> <p>4 Music Teacher 0000: Unrestricted Supplemental \$27,000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1	Goal 1 Increased student academic scores over all areas of the curriculum with an emphasis on Math, Reading, Writing, Science and Technology		Related State and/or Local Priorities: 1 x 2 x 3 x 4 5 6 7 x 8 x																			
Goal Applies to:		Schools: Loleta Elementary K-8	Applicable Pupil All / Native American Students																			
Expected Annual Measurable Outcomes:	<p>Increase the number of students reading at grade level by the end of 3rd grade by 3% over base year DIBLES scores</p> <p>Maintain 100% Instructional Materials Sufficiency</p> <p>Increase the number of 5th grade students writing 3 paragraph essays by 3% over the base year as demonstrated in Writing Across the Curriculum</p> <p>Increase the number of 8th grade students who score proficient on the Smarter Balanced Assessments (SBAC) by 5% over the base year</p> <p>Increase the number of 4th grade students who score 80% proficient on teacher devised test for mental math addition and subtraction problems.</p> <p>Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program) grade students will be able to complete SBAC tests in time allotted and with efficiency</p> <p>Establish baseline using CELDT data.</p>		Actual Annual Measurable Outcomes:	<p>2014-15 The District did implement the DIBLES on line reading progress monitoring system. This system has enabled targeted reading intervention in grades k-7. The testing was completed three times this year and has established our base year numbers.</p> <p>100% Instructional Material Sufficiency was achieved.</p> <p>There was no such writing test was ever developed. The district will rely on the writing tests present in the annual common core writing tests.</p> <p>SBAC results were not available by June 2015 to analyze proficiency.</p> <p>The teacher devised test was not formalized and therefore did not lend itself to measurement.</p> <p>Typing practice was done with a program other than Typing Tutor from November – June. Student individual results were not available with the free program utilized.</p> <p>CELDT data shows huge advancements by our EL students:</p> <table border="1" data-bbox="1201 1266 1785 1477"> <thead> <tr> <th></th> <th><u>2013-14</u></th> <th><u>2014-15</u></th> </tr> </thead> <tbody> <tr> <td>Beginning</td> <td>25%</td> <td>21%</td> </tr> <tr> <td>Early Intermediate</td> <td>75%</td> <td>33%</td> </tr> <tr> <td>Intermediate</td> <td></td> <td>21%</td> </tr> <tr> <td>Early Advanced</td> <td></td> <td>17%</td> </tr> <tr> <td>Advanced</td> <td></td> <td>8%</td> </tr> </tbody> </table>		<u>2013-14</u>	<u>2014-15</u>	Beginning	25%	21%	Early Intermediate	75%	33%	Intermediate		21%	Early Advanced		17%	Advanced		8%
	<u>2013-14</u>	<u>2014-15</u>																				
Beginning	25%	21%																				
Early Intermediate	75%	33%																				
Intermediate		21%																				
Early Advanced		17%																				
Advanced		8%																				

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All Teachers Highly qualified in their fields	Professional Development 7000-7439: Other Outgo Common Core \$2,000	<ul style="list-style-type: none"> - Teaching staff develop annual goals to improve their instruction. Professional Development is organized around these goals. - The Principal also chooses one goal for the staff. This year it was the continued implementation of the PBIS positive behavior system. - SEIS training for our Special Education Director - 5/6 grade Teacher and the Principal attended the California Conference on American Indian Education. - Two of our staff attended CPI training for our high needs students. - Our RSP teacher did attend two SEIS professional development sessions. She has also utilized professionals at our county office of education for support. - Collaborative development of a local 4th grade Native American unit with a local Native historian. Stipend for teacher. - Continue with PBIS training for all staff. - Summer Shift Conference (June). This conference will help staff better integrate our new technology lab into their curriculum. - TK-K Writing Conference on integrating writing and technology - Mindfulness PD for five teachers. 	<p>Conference on American Indian Education 0001-0999: Unrestricted: Locally Defined Concentration \$1,425 Concentration \$575</p> <hr/> <p>Stipend for development of a 4th grade Native American Curriculum 0000: Unrestricted Common Core \$800 Base \$300</p> <hr/> <p>TK-K writing conference 0000: Unrestricted Supplemental \$700 Development 0000: Unrestricted Concentration \$450</p> <hr/> <p>Related Computer Lab expenses filtering, electrical upgrades, alarm system 0000: Unrestricted Common Core \$9,000</p>

Scope of Service	Single school district	Scope of Service	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Native American Students	

Monitor student progress and outcomes through standardized tests/ teacher generated tests.	Teacher Salaries 7 FTE \$351,437 LCFF REAP, Title I, II	This process is being refined to include more progress data generated automatically by students working in various computer programs such as Accelerated Reader and Math.	Salaries 0000: Unrestricted Base \$351,437 Continued DIBLES 0000: Unrestricted LCFF \$150
Student outcomes on Accelerated Math/Reading used as a metric	Metric: 7000-7439: Other Outgo LCFF \$3,000	The District is continuing to upgrade the programs themselves and work to better integrate both programs into the classroom by providing enough technology to eliminate the scantron sheets and have students work directly on the computers. Words read, comprehension levels, average grade level per book, can all be monitored over time in Accelerated Reader but only in one class. AR Math can also provide data for student math outcomes. DIBLES is new this year and implemented three different times. It has given the district data on reading levels for k-6. Those reading results have lead to reading intervention for selected students.	AR 0000: Unrestricted Supplemental \$3,148 NWEA system for evaluating Mathematics. 0000: Unrestricted Base \$300

Scope of Service Single school district <hr/> <input type="checkbox"/> All		Scope of Service <input type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students	

Adoption of instructional materials aligned with Common Core	Technology: 7000-7439: Other Outgo LCFF \$15,000 <hr/> K – 3 Math \$1500	The District has adopted a combination of materials to support the Common Core in Mathematics. Administration acquired a list of what curriculum was adopted by our neighboring districts, then we interviewed some of the teachers in these districts. We expect to also do some PD around this new program.	The district purchased materials for K-8. 4000-4999: Books And Supplies Supplemental \$15,000 <hr/> Professional development for the new Common Core mathematics curriculum 0000: Unrestricted Common Core \$1,200
Scope of Service Single school district <hr/> <input checked="" type="checkbox"/> All		Scope of Service <input checked="" type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students	

<p>For low income pupils: School is 94% low income All Teachers Highly qualified in their fields. Hire additional teacher to lower another double grade span.</p>	<p>Teacher stated in A</p>	<p>Because of new leadership at the beginning of the school year and a decline in ADA, the new teacher was not hired. Two teachers' aides were hired to help with behavior management, better implement CELDT and English Language learners.</p>	<p>Teachers Aides 2000-2999: Classified Personnel Salaries Concentration \$42,000</p>
<p>Scope of Service Single school district _All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: Native American Students</p>		<p>Scope of Service All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: Native American Students</p>	

<p>For English learners: All Teachers Highly qualified in their fields. Hire additional teacher to lower another double grade span.</p>	<p>See Teacher A Note: this is Reference A in subsequent actions Bilingual Aide 7000-7439: Other Outgo Supplemental \$15,000</p>	<p>All of the teachers are "Highly Qualified" as defined by the No Child Left Behind act. Additional teacher not hired (see above for this action) Bilingual Aide hired.</p>	<p>Bilingual Aide 2000-2999: Classified Personnel Salaries Supplemental \$15,000</p>
<p>Scope of Service School-wide _All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: Native American Students</p>		<p>Scope of Service _All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: Native American Students</p>	

Foster Youth	Teacher stated in A Note: this is Reference A in subsequent actions	Additional teacher not hired (see above for this action)	0- cost
Scope of Service: School-wide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students		Scope of Service: <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students	


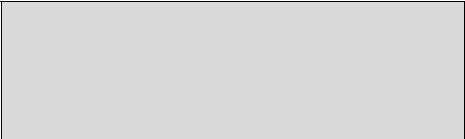
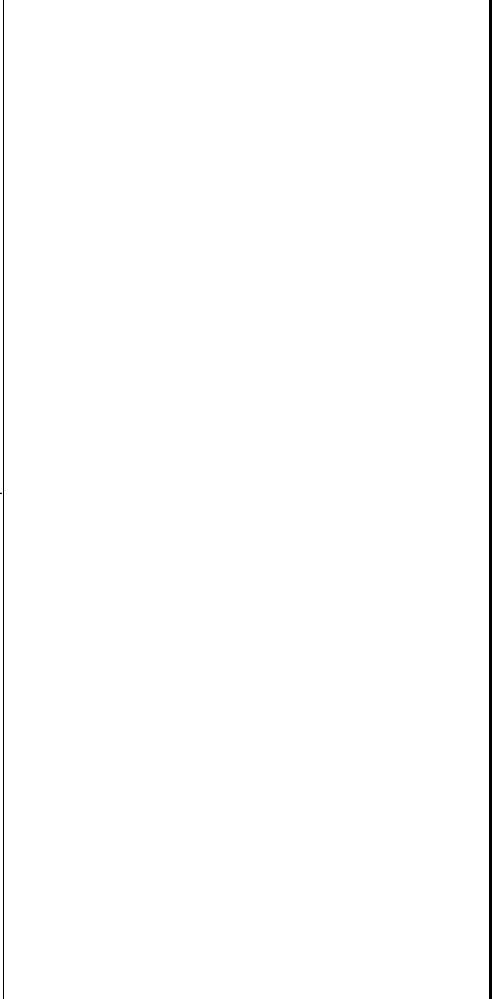
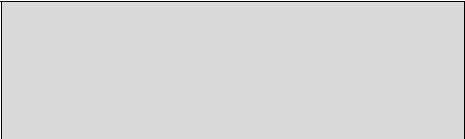
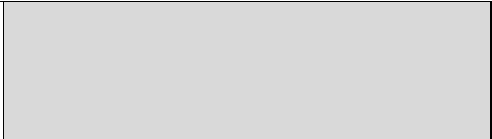
For designated fluent English proficient pupils: All Teachers Highly qualified in their fields Bilingual Instructional Aide	Teacher stated in A Bilingual Aide stated above	All of the teachers are "Highly Qualified" as defined by the No Child Left Behind act. Additional teacher not hired (see above for this action) Bilingual Aide hired.	See bilingual aide cost above.
Scope of Service: School-wide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Significant changes will be made including a continued school-wide DIBLES program for monitoring student reading progress, Hiring another teacher to help with the upper grade class, Hiring another bilingual aide to help with the EL students and also help with designation and redesignation of those students. Continued technology support for students in reading math and project composition. The adoption of new Common Core mathematics texts will improve student aquisition math standards.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal 2: In order to create student engagement and a positive school climate there is a need to: Create a safe and welcoming teaching environment that engages all students	Related State and/or Local Priorities: 1 x 2 x 3 x 4 5 x 6 x 7 x 8 _ COE only: 9 10 ____ Local : Specify
Goal Applies to:	Schools: Loleta Elementary	
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Attendance rate will increase by 1% and Chronic Absenteeism will decrease by 5%. Absent students home will be called on a daily basis Grades K- 2 will continue to be stand alone classes. Grade ¾ will be split 1 Class Period a week to be devoted to music plus 1 hour daily afterschool Continue year two of PBIS. Use SWIS data to interpret matrix. Reduce discipline charts by 10% Establish SR baseline data. Maintain less than 2% expulsion rate. Facilities needs identified will be repaired by end of year, etc.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The average absenteeism rate for 2013-14 was 8.69% The average absenteeism rate for 2014-15 was 8.96% at the time of this publication. Native American sub groups have the highest rates of absenteeism at 12.67% in 13/14 and 12.34% in 14/15.</p> <p>We have no baseline data for discipline. The district has put the SWIS system into practice and will be able to do comparative analysis on discipline for sub groups next year.</p> <p>The district is holding an expulsion hearing at this time so may possibly have one student with an expulsion this year.</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

<p>Promote parent involvement on the importance of school attendance</p>	<p>Flyers, Parent Night, School Events, Newsletters 7000-7439: Other Outgo Other \$200</p>	<p>The District continues to work with the Brear River Tribe to provide awards for students who have excellent attendance. Students are called if they miss class. Chronic absenteeism is referred to the School Attendance Review Board (SARB).</p>	<p>Printing costs 4000-4999: Books And Supplies Other \$200</p>
		<p>Providing incentives for students continues. The School Board has approved eligibility board policy which requires students to maintain good grades and attendance to participate in extra-curricular activities.</p>	<p>A new internal phone system for the school. 5900: Communications Base \$7,648.90</p>
<p>Scope of Service</p> <p>x All</p>		<p>Administration has replaced the phone system at school to better support teachers in their communication with parents. The old phone system would not make calls to cell phones (most parents have cell phones). Also, the new system allows parents to call and leave a message directly into the teacher's mailbox.</p>	<p>Drop Box Shared File system 0000: Unrestricted LCFF \$1,431.50</p>
		<p>Administration creates a shared file system for students using Drop Box.</p> <p>This file system is used to document behavioral and academic interventions and their effectiveness.</p> <p>Call-em-all automated calling has also been put in place to better keep parents informed.</p> <p>Positive post cards were purchased and made available to teachers so they can send home good news about students.</p>	
<p>Scope of Service</p> <p>x All</p>		<p>Scope of Service</p> <p>x All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Call all households when a students is absent: reduce chronic absenteeism</p>	<p>Secretaries time 7000-7439: Other Outgo LCFF \$1,609 5%- \$600 LCFF</p>	<p>Families are called if absent from class. The Superintendent also makes home visits for some students. Finally, letters are sent home in accordance with our SARB policy. It is often difficult to reach parents often times, even on the phone. Administration purchased post cards so teachers could have another means of connecting with parents in a positive way.</p>	<p>Secretaries time 7000-7439: Other Outgo Base \$1,609 positive postcards as another means of contacting parents. 0000: Unrestricted LCFF \$60</p>

<p>Scope of Service Single School District <input checked="" type="checkbox"/> All</p>		<p>Scope of Service <input checked="" type="checkbox"/> All</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students</p>	

Participate in Eel River SARB	SARB 5000-5999: Services And Other Operating Expenditures Other \$650	<p>The district does participate in the Eel River SARB. Although this Co-Op has gone through significant changes this year in its organization.</p> <p>The Eel River Valley Administrators Association continues to work with the District Attorney and other community organizations to strengthen the SARB program.</p>	Annual SARB Co-Op fee 7000-7439: Other Outgo Other \$650
<p>Scope of Service</p> <p>Single School District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Native American Students</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Native American Students</p>	
The goal was to reduce class sizes and the number of combination classes by hiring another teacher.	Split one combined lower class into 2 stand alones 1 additional teacher (Goal 1)	The District did not hire another teacher in 2014-15 to reduce combination classes for a number of reasons. Administration did hire two teacher's aides to help deliver instruction and support the classroom. After examining the large upper grade classes and holding LCAP and sub committee meetings, the District is determined to go ahead and hire another teacher next year in an effort to reduce class size and better support students.	<p>cost of a TA (Anne Bone) – no additional cost – responsibilities shifted from SpEd Aide</p> <p>Cost of a TA (Matthew Torres) reflected in cost of a bilingual aide above</p>

Scope of Service Single School District <input type="checkbox"/> All		Scope of Service <input type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Introduce Art/Music back into the General Ed classroom	1 additional teacher Goal 1 Supplies 7000-7439: Other Outgo Other \$1,500	<p>The district did continue to implement art in the classrooms. There were more field trips to artistic events and activities.</p> <p>Although no new music teacher was hired, The district did host a Native American drumming circle for selected upper grade students. In 3/4 we had a recorder class for part of the year.</p> <p>Efforts have been made to bring artistic community service projects into the school and have students help. We completed a newly decorated ball. Re-tiled benches and picnic tables are also in the works.</p> <p>A regular music program is being planned but sufficient funding is proving difficult for any kind of sustainable program. Efforts are being made to find a sustainable way to keep a music program going.</p>	Field Trips to Performing Arts 0000: Unrestricted Supplemental 500 ball court graphics project 4000-4999: Books And Supplies Base \$350 Drumming class cost donated by the Tribe
Scope of Service Single School District		Scope of Service	

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue PBIS instruction	Supplies 7000-7439: Other Outgo Other \$1,500	The District has been implementing PBIS. District staff have had periodic professional development on PBIS and an independent audit which demonstrates that the program has been implemented "with fidelity". For next year, the district is examining more intensive interventions to affect out "top tier" students. Those students who have demonstrated a resistance to behaving in a safe, respectful and responsible manner. The District seeks to hire a part time interventions coordinator to coordinate interventions for students, parents, Tribal Youth Coordinators and Teachers and community service volunteers.	Supplies 7000-7439: Other Outgo Other \$1,500
Scope of Service Single School District <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Use SWIS Program to interpret discipline data</p>	<p>2nd Year Teacher In-Service</p> <p>7000-7439: Other Outgo Other \$4,000</p> <p>7000-7439: Other Outgo Other</p>	<p>The District is implementing PBIS with fidelity. District SWISS data indicates that we still have a significant percentage of students 36% who are receiving 6 or more major referrals per month. The district must have a higher rate of compliance in order to address the needs of our tier II and III students.</p>	<p>.PBIS 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000</p> <p>PBIS services and support. This includes lunches for staff at our Professional Development Meetings 7000-7439: Other Outgo Supplemental \$300</p>
	<p>\$300</p>		

<p>Scope of Service Single School District</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For low income pupils:</p> <p>School is 94% low income</p> <p>All Teachers Highly qualified in their fields. Hire additional teacher to lower another double grade span</p>	<p>Teacher stated in A</p>	<p>Again, district administration elected to adjust the plan and not hire an additional teacher this year. It is the intention of administration to hire an upper grade teacher for next year.</p>	<p>-0- cost</p>
<p>Scope of Service School-wide</p> <p><input type="checkbox"/> All</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p>	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students	
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For English learners: All Teachers Highly qualified in their fields. Hire additional teacher to lower another double grade span	Teacher stated in A <u>never hired</u> Bilingual Aide 7000-7439: Other Outgo LCFF \$24,166	Teachers are highly qualified in their fields. A bilingual aide was hired to support these students.	Bilingual Aide was hired to assist in this area 2000-2999: <u>Classified Personnel Salaries Concentration \$24,166</u>
Scope of Service: School-wide <input type="checkbox"/> All		Scope of Service: <input type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Foster Youth</p>	<p>Teacher stated in Goal 1</p>	<p>The district has set aside funds to support foster youth. Foster students are also supported through our in-house community services director. This position is supported through the St. Joseph's Community Hospital. Our on-site director supports families with food baskets, clothing, basic health needs and mulch-lingual support in directing families to other county services. The director attends staff meetings where she hears directly from the staff, needs for foster and other youth.</p> <p>The aforementioned supports such as DIBELS reading progress monitoring, post cards home, SWIS Behavior tracking, Drop Box Interventions management, and phone calls home all help our foster youth.</p> <p>Funds are set aside to assist foster and homeless youth. These funds assist students with basic material needs and/or transportation.</p>	<p>7000-7439: Other Outgo LCFF \$200</p>
<p>Scope of Service</p> <p>School-wide</p> <p><input type="checkbox"/> All</p>	<p><input type="checkbox"/> All</p>	<p>Scope of Service</p> <p><input type="checkbox"/> All</p>	<p><input type="checkbox"/> All</p>

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Native American Students</p>	<p><input type="checkbox"/> All</p>	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Native American Students</p>	<p><input type="checkbox"/> All</p>
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Scope of Service School-wide All		Scope of Service School-wide <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The hiring of a Bilingual Aide helped with our EL students this year. The implementation of the PBIS and SWIS systems also was successful in creating a baseline of data for measuring subsequent improvements. Continued commitment to the St. Joseph's Community Center has ensured supports for our most at risk populations including homeless, foster and Native American students. The implementation of a school-wide DIBELS program has created a baseline for reading scores for most students.		

Original GOAL 3 from prior year LCAP:	Hire a part-time school counselor if financially supported in the out year. Student population is 92% poverty. Need for Counselor to help with academic, social, and emotional interventions	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 __ COE only: 9 10 __ Local : Specify
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Goal Applies to:	Schools:	Single School District	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Identify top 10% family groups who are in high risk of failing academically, socially and emotionally	Actual Annual Measurable Outcomes:	Top 10% were identified via SWIS data and attendance. PBIS Interventions were introduced.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
For low income pupils: School is 94% low income All Teachers Highly qualified in their fields. Hire a counselor to help with social and emotional interventions.	Teacher stated in A	<p>No counselor was hired in 2014-15. Instead, the district has hired target counseling services through "Changing Tides". The program is called "Girl's Circle" and is directed at helping girls become more resilient and give them better social skills. We are serving two groups of eight girls from the 2nd through 4th grades.</p> <p>The district is also providing professional development to staff in "Mindfulness in the Classroom". This program is meant to help at risk students find some skills top quiet their minds so they can manage better in the classroom.</p> <p>The District intends to hire a .5 counselor/Interventions Coordinator.</p> <p>Implementation of the PBIS system has offered positive behavior supports for students and staff.</p>	<p>Changing Tides Contracted Services 5000-5999: Services And Other Operating Expenditures Base \$250</p> <p>Mindfulness Professional Development 0000: Unrestricted Concentration \$900</p> <p>Student Store 0000: Unrestricted Supplemental</p>

<p>Scope of Service School-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learners: All Teachers Highly qualified in their fields. Hire additional teacher to lower another double grade span.</p> <p>The district did hire an additional Bilingual aide.</p>	<p>Teacher stated in A</p> <p>Bilingual Aide 7000-7439: Other Outgo LCFF \$15,000</p>	<p>A bilingual aide was hired and helps support our CELDT students.</p> <p>Administration and the bilingual aide, did attend the English Language Development Professional Learning Community (PLC) this year at the Humboldt County Office of Education.</p> <p>All notes home were translated in English and in Spanish.</p> <p>The LCAP meeting and other meetings including the PTO meeting had interpreters. (the cost absorbed by our St. Joes community partnership.</p> <p>With the addition of the computer lab, Administration has requested that some evening coursed in computer literacy be taught by Adult Education. There has been no response as of yet. This would be of negligible cost to the district.</p>	<p>Bilingual Aide as indicated above 2000-2999: Classified Personnel Salaries Concentration \$24,166</p> <p>ELD PLC training 7000-7439: Other Outgo Concentration \$200</p>

Scope of Service		Scope of Service	
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students	
Foster Youth	Teacher stated in A	<p>This Never happened for reasons described above, however the district did put man supports in place for foster youth.</p> <p>No counselor was hired in 2014-15. Instead, the district has hired target counseling services through "Changing Tides". The program is called "Girl's Circle" and is directed at helping girls become more resilient and give them better social skills. We are serving two groups of eight girls from the 2nd through 4th grades.</p> <p>The district is also providing professional development to staff in "Mindfulness in the Classroom". This program is meant to help at risk students find some skills top quiet their minds so they can manage better in the classroom.</p> <p>Administration also continues to work with the St. Joseph resource center to provide food baskets, clothes, and other essentials to families.</p>	See previous comments about not hiring the teacher or counselor.
No counselor hired			
Scope of Service	School-wide	Scope of Service	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: Native American Students	
For designated fluent English proficient pupils: All Teachers Highly qualified in their fields Bilingual Instructional Aide	Teacher stated in A Bilingual Aide stated above	Teacher never happened as described above.	-0- cost Bilingual aide stated above
Scope of Service: School-wide <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?C	A counselor is planned for the 2015-16 year. This person is also going to be involved in coordinating interventions for highly at risk students. There is a renewed commitment to maintain the St. Joseph's Community Center and better align it with the Needs of the school.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 214,893
The Supplemental and Concentration funds listed above will be used to support our at risk student population in a variety of ways. Covering a portion of our Secretary’s time to work on PBIS goals and communications with parents in an effort to support them and improve student attendance. The secretaries are key participants in the PBIS system and participate in “Check-in-Check-Out” with at risk students. These funds cover a portion of the Superintendent/Principal’s time as he coordinates with the Counselor/Interventions Coordinator on stabilizing behaviors in targeted at-risk youth. The Counselor/Interventions Coordinator is also supported by these funds. The counselor’s position is critical in supporting at-risk youth in Supplemental and Concentration areas. A key goal of the counselor is to coordinate all stakeholders to create wrap around supports for students. The additional teacher is also key to supporting at-risk students school wide. A smaller class size will improve student learning and success in all grades and for all students. Additionally, the Bilingual aide is a specific support for our English Learners. The music teacher provides access to a curriculum and music therapy to students in a high risk environment. Continuing professional development will support our students At every level and finally, Drop Box and the PBIS program work together to track student behaviors and monitor interventions we are providing for these target students. A contribution to the cafeteria will be made to ensure high quality meals for our at risk population. Transportation is provided for a larger radius to make sure our at risk population has means to attend school each day.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

26.21% The services provided in this LCAP plan support low income, foster youth and English learners in a number of ways. First, the counselor is a 100% increase since we had little or no counseling services for these youth before. Part of the counselor's role is to be and Interventions Coordinator specifically for students who are at risk (of poverty, foster youth and/or English learners and/or Native Americans). The new teacher in the upper grades also supports these target groups by providing smaller class sizes for the 5th through 8th grades and a more individualized and nurturing environment. The Bilingual aide is a specific support for our English Learners. The music teacher provides access to a curriculum and music therapy to students in a high risk environment. Finally, Drop Box and the PBIS program work together to track student behaviors and monitor interventions we are providing for these targeted students.