

**Introduction:**

**Loleta School is a K-8 single school district located in rural Loleta, California. Loleta School's enrollment hovers around 100 students.**

**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 2015-16, 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@loletaschool.com, 707-773-5705    LCAP Year: 2016-2017**

**LEA:**                    Loleta Union Elementary

**Contact:**            John Sutter, Superintendent-Principal, jsutter@loletaschool.com, (707)733-5705

**LCAP Year:**         2016-17

***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

*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
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<p>The activities for stakeholder involvement of the Parent Advisory Committee included an open meeting on February 9th for the community. This Meeting included pizza, an interpreter for our Hispanic parents, and child care. This meeting was well publicized and we had 21 attended, seven of whom were Hispanic and two parents were Native American. I felt this was a good showing for a school with only 115 students.</p> <p>Administration also held a meeting with the Loleta School staff on Wednesday, January 27th. At this meeting, we prioritized some of the interventions.</p> <p>On Wednesday, February 10th I brought the LCAP to both the Certificated and Classified teams for input. This was conducted at our regular staff meeting.</p> <p>Administration also sought input from the 7th and 8th grade students on Tuesday, February 23rd during the school day.</p> <p>Finally, Administration examined the file of parent complaints to give them some weight into the process.</p>	<p>Each set of stakeholders, community members, staff members and students completed a poster session with the state priorities placing stickers on the programs and/or interventions they felt were most important. These posters were then taken and converted into graphs with each stakeholder group assigned a different color. The community was purple, the Loleta School staff blue and the students green.</p> <p>Administration's file of parent complaints were also examined for trends and included in the decision making process.</p> <p>The graphs were then brought to the school board at their March meeting for examination and further input. These charts figured heavily into the final decisions for interventions and programs for the LCAP.</p> <p>The graphs as described above figure heavily into the priorities described in the district's LCAP. Administration also consider the complaints provided by parents throughout the year. Finally, this is put into balance with the academic needs of the students and available funds.</p>
<p><b>Annual Update:</b></p> <p>At our main LCAP meeting, we first ate pizza and then got the little ones to child care. Next, Administration explained the process. Posters were placed around the gym with the state priorities posted on them. These priorities had interventions and activities listed under them. If the stakeholders did not see something listed, they were encouraged to write in the item. Next, stakeholders were divided into groups. Those individuals who needed interpretation services were grouped with an interpreter. Each person was given a page of stickers. These stickers were to be used to prioritize the programs or interventions felt to be most needed. We had a diverse group of parents, grandparents, Native Americans, Hispanics and Caucasians There were even one or two former students in high school who participated.</p> <p>This same poster process was used at a staff meeting and also with the 7th and 8th grade students. Each time a new set of posters were used so as to not sway the polling process.</p>	<p><b>Annual Update:</b></p> <p>There were several impacts of the on our LCAP this year including:</p> <ul style="list-style-type: none"> <li>• A reduction in the music program</li> <li>• More of an emphasis on the visual arts.</li> <li>• An increase in our counseling services.</li> <li>• A redoubling of our efforts on PBIS (Behavior Management)</li> <li>• Continued work with Attendance including rewards and SARB</li> <li>• An effort to offer a greater continuum of care for students with the introduction of an SDC program.</li> <li>• Better home communication with Class Dojo</li> </ul>

## 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).

**Actions/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”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) 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)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) 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.)?
- 6) 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?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	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.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 X 6 _7 X 8 Local: N/A
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<b>Identified Need:</b>	<p>Equal learning Opportunities for all students DIBELS scores indicate 40 percent of students in the lower grades are making very slow progress in reading.</p> <p>1.1 Teacher grades indicated that 70% of students are below grade level in writing as indicated on teacher report cards.</p> <p>1.2 Fifty percent of Upper grade students demonstrated a lack of understanding in the scientific method.</p> <p>1.3 60% of students in the lower grades lack automaticity when it comes to knowing math facts.</p> <p>1.4 Increase the number of students who are technologically ready to take the SBAC test within timeline</p> <p>1.5 Increase number and 25% of EL who are proficient and are re-designated as EP. Using CELDT data and other local measures, including DIBELS.</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Loleta Elementary K-8	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Maintain 100% highly qualified teaching staff.</p> <p>Maintain 100% curriculum materials sufficiency.</p> <p>A 4% Increase the number of students reading at grade level by the end of 3rd grade over the previous year as indicated by DIBLES scores from our current level of 36%.</p> <p>Add 5% to the average number of words a child reads per year from our current 90,544 average words per year, per student.</p> <p>Maintain 100% Instructional Materials Sufficiency</p> <p>A 3% increase the number of students who have met or exceeded the standard in the writing section of California Assessment of Student Performance and Progress (CAASPP) writing assessment. This is up from our baseline of 22%.</p> <p>Fifty percent of EL students will advance one level on the CELDT test.</p> <p>Increase the number of students who score at or above standard on the Smarter Balanced Assessments in mathematics by 4% over our base year of 31%.</p> <p>Increase the number of students who score at or above standard on the Smarter Balanced Assessments in English Language Arts by 5% over our base year of 23%.</p> <p>All Teachers will participate in Common Core State Standards Professional Development</p> <p>Establish a baseline data in the number of outcomes mastered in Accelerated Math</p> <p>a 3% Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program) from our baseline of 14 words per minute.</p> <p>See a 5% reclassification rate from our EI students on the CELDT test. The district experienced a 40% reclassification rate this year.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>1.1 The district hires only highly qualified in their fields. There are three teachers enrolled in the BTSA program.</p>	<p>Single School District  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teacher Salaries \$424,727  Teachers's Salaries are supported through LCFF, Title 1, and REAP</p>
<p>Continue to use the DIBELS three times per year to perform progress monitoring on students in reading.</p>	<p>Single School District  Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100 DIBLES Reading Assessment supplemental RS 0001 obj 58xx</p>
<p>Continue with Redwood Writing Project Professional Development. The Step-up-to writing was from out the the area and too expensive.</p>	<p>Single School District  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Redwood Writing Project \$500 LCFF obj 5210</p>

<p>1.4 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>Teachers will enroll in professional development on implementation of the Common Core State Standards.</p>	<p>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Accelerated Reader Professional Development \$500</p> <p>Professional Development for technology Integration \$3,000</p> <p>Mathematics Professional Development for new adoption \$600</p> <p>High Interest Alternative Curriculum and/or professional development : \$4,000 LCFF 6264 obj 5210</p>
<p>Purchase Accelerated Reader and Accelerated Math.</p>	<p>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Accelerated Math and Accelerated Reader: \$3,000</p> <p>LCFF Contracted Service</p>

<p>1.6 Technology</p> <p>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. These funds might cover typing programs, computer lab management, writing software or LEGO software for the computer interface.</p>	<p>Single School District</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Technology: \$3,000</p> <p>LCFF Supplies</p>
<p>1.7 For English learners:</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>A bilingual aide will be maintained to continue to provide intervention and CELDT Support</p>	<p>Single School District</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>English Collaborative PLC Supplemental/C oncentration \$200</p> <p>Bilingual Aides: \$27,503 Supplemental/C oncentration</p> <p>Aide Stipend for CELDT \$549 Supplemental/C oncentration</p> <p>Rosetta Stone language acquisition software: Supplemental/C oncentration \$1,110</p>

<p>Foster Youth: Maintain regional Foster Youth Liaison.</p>	<p>Single School District Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No budgeted cost</p>
<p>The district will maintain curriculum materials adequacy as prescribed by the William's Act.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>no cost for math consumables paid out for four years.  No ELA purchase until 2019</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Maintain 100% highly qualified teaching staff.</p> <p>Maintain 100% curriculum materials sufficiency</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 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.</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). 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>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>1.1 The district hires only highly qualified in their fields. There are three teachers enrolled in the BTSA program.</p>	<p>Single School District  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RS 0000 Professional Development Unrestricted Implementation of Common Core.  \$6,000  Teacher Salaries \$357,637  Teachers's Salaries are supported through LCFF, Title 1, and REAP</p>
<p>Continue to use the DIBELS three times per year to perform progress monitoring on students in reading.</p>	<p>Single School District  Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100 DIBLES Reading Assessment</p>



<p>Continue with Redwood Writing Project Professional Development.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Redwood Writing Project development to help integrate reading, science, history and other areas into writing. \$500</p>
<p>1.4 Professional Development on implementing Accelerated Reader and Accelerated Math for new staff.</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 Common Core Mathematics.</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>Teachers will receive professional development on common core for the implementation of State Standards.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Accelerated Reader Professional Development \$500</p> <p>Professional Development for technology Integration \$3,000</p> <p>Mathematics Professional Development for new adoption \$600</p> <p>High Interest Alternative Curriculum and/or professional development : \$4,000</p> <p>LCFF obj 5210</p>

Purchase Accelerated Reader and Accelerated Math.	Single School District Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Accelerated Math and Accelerated Reader: \$3,000 annual subscription fee.
1.6 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. These funds might cover typing programs, computer lab management, writing software or LEGO software for the computer interface.	Single School District Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Technology: \$2,000 LCFF Supplies

<p>1.7 For English learners:</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>A bilingual aide will be maintained to continue to provide intervention and CELDT Support</p>	<p>Single School District</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>English Collaborative PLC \$200</p> <p>Bilingual Aide3: \$27,503</p> <p>Aide Stipend for CELDT \$549</p> <p>Rosetta Stone language acquisition software: Unrestricted Concentration \$1,110</p> <p>All of the Above from Supplemental/C oncentration funds</p>
<p>Foster Youth:</p> <p>Maintain regional Foster Youth Liaison.</p>	<p>Single School District</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Not budgeted at this time</p>

<p>The district will maintain curriculum materials adequacy as prescribed by the William's Act.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>no cost for math consumables paid out for four years.</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Maintain 100% highly qualified teaching staff. Maintain 100% curriculum materials sufficiency A 4% Increase the number of students reading at grade level by the end of 3rd grade over the previous year 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.  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.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1.1 The district hires only highly qualified in their fields. There may be one teacher enrolled in the BTSA program.</p>	<p>Single School District  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RS 0000 Professional Development Unrestricted Implementation of Common Core.  \$3,000 Teachers's Salaries are supported through LCFF, Title 1, and REAP  Teacher Salaries see year two (\$357,637)</p>
<p>Continue to use the DIBELS three times per year to perform progress monitoring on students in reading.</p>	<p>Single School District  Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100 DIBLES Supplemental/C oncentration</p>
<p>Continue with Redwood Writing Project Professional Development.</p>	<p>Single School District  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 LCFF funds</p>

<p>1.4 Professional Development on implementing Accelerated Reader and Accelerated Math for new staff.</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 Common Core Mathematics.</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>Teachers will receive professional development on common core for the implementation of State Standards.</p>	<p>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Accelerated Reader Professional Development \$200</p> <p>Professional Development for technology Integration \$3,000</p> <p>Mathematics Professional Development for new adoption \$400</p> <p>High Interest Alternative Curriculum and/or professional development : \$4,000 LCFF obj 5210</p>
<p>Purchase Accelerated Reader and Accelerated Math.</p>	<p>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Accelerated Math and Accelerated Reader: \$3,000 LCFF contracted service</p>

<p>1.6 Technology</p> <p>Begin replacement of the now older computers in our lab.</p>	<p>Single School District</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Technology: \$2,500 LCFF Supplies</p>
<p>1.7 For English learners:</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>A bilingual aide will be maintained to continue to provide intervention and CELDT Support</p>	<p>Single School District</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>English Collaborative PLC \$200</p> <p>Bilingual Aide3: \$27,503</p> <p>Aide Stipend for CELDT \$549</p> <p>Rosetta Stone language acquisition software: Unrestricted Concentration \$1,110</p> <p>All of the above are purchased with Supplemental/C oncentration funds.</p>

<p>Foster Youth: Maintain regional Foster Youth Liaison.</p>	<p>Single School District Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500</p>
<p>The district will maintain curriculum materials adequacy as prescribed by the William's Act.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>no cost for math consumables paid out for four years.</p>



<b>GOAL:</b>	Goal 2: Create a safe and welcoming learning and teaching environment that engages all students	Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 _6 X 7 _8 Local: N/A
<b>Identified Need:</b>	<p>In order to create student engagement and a positive school climate there is a need to:</p> <ul style="list-style-type: none"> <li>2.1 Reduce the number of days missed by students identified as having chronic absenteeism</li> <li>2.2 Reduce the number of combination classrooms</li> <li>2.3 PBIS: Positive Behavioral Instructional Strategies SWIS data (District does not administer CHKS)</li> <li>2.4 Facilities inspection tool (FIT) will be used annually to identify repairs needed.</li> <li>2.5 Art work should be visible around the school and representative of the school's multicultural composition</li> <li>2.6 Far too many students are getting discipline referrals and there is a need to reduce this number.</li> <li>2.7 Efforts will be made to teach students social skills that promote a positive learning environment.</li> <li>2.8 Parent participation, including those of students with disabilities, will increase by 2%.</li> </ul>	
<b>Goal Applies to:</b>	<b>Schools:</b>	Loleta Elementary
		Grades: All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<p>Attendance rate will increase by 1% from our current rate of 9%.</p> <p>Chronic Absenteeism will decrease by 2% from our current rate of 19%. ("chronic" as 18 or more absences)</p> <p>Office staff to make a phone call about absent students 100 percent of the time.</p> <p>Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum.</p> <p>An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from our current rate of 1,121 referrals from September through February.</p> <p>Maintain less than 2% expulsion rate. (Currently our expulsion rate is zero percent)</p> <p>Reduce suspensions by 5% (our baseline suspensions being a total of 67 days)</p> <p>No students will drop out.</p> <p>Facilities will be maintained at a "good" or better according to the FIT scale our current rating is 98%.</p> <p>Two additional artistic Native American or Hispanic flourishes will be added to the school grounds as an effort for inclusion and a broad course of study. .</p> <p>Parent participation will increase by 2%</p> <p>At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.</p> <p>Parent participation, including those of students with disabilities, will increase by 2%.</p>
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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.  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.	Single School District  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<u>Positive Post Cards \$200</u>

<p>Class Dojo will be utilized as a more efficient and friendly way of contacting parents and keeping them informed about attendance, school events, and homework.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Class Dojo No Cost</u></p>
<p>New Website:  The new website will be managed and maintained in house along with the email address for each teacher and web filtering. The Website and email addresses were put in place last year so are now to be maintained.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintenance of a new website \$400  LCFF contracted service</p>
<p>The district will continue to coordinate with the Tribe to provide incentives for children with perfect attendance and also for stocking the student store with incentives for good behavior.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,500 annually RS 0000</p>

<p>A stipend will be provided to the coordinator of the Parent Teacher Organization to promote parent participation. Duties include managing the PTO monthly meetings, coordinating events to support Loleta School students and providing a report to the school board.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>PTO funds \$581 RS0000  PTO Stipend \$500 RS 0000</p>
<p>Participate in Eel River SARB</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SARB \$650 LCFF Funds</p>
<p>Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment. This includes the use of our secretarial staff for PBIS supports including: Check-in-Check-Out, SWISS support, student store management and PBIS student tracking forms management.</p>	<p>Single School District Grades: All</p>	<p>_ All ----- X Foster Youth X American Indian or Alaska Native _ Hispanic or Latino X Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Secretarial work LCFF funds .6 FTE \$33,704</p>

<p>Continue PBIS program continuance and supplies. This also includes professional development including Trauma Informed Schools' practices.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>PBIS Other Supplies \$ 300  PBIS discipline data \$2,000  Supplemental/C oncentration funds</p>
<p>Continued support of the arts at Loleta School and make such art powerful and relevant. Introduce artistic motifs and flourishes to the facilities that better represent the multi-ethnic makeup of the community.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Arts and Music \$5,400  LCFF Supplies</p>
<p>Facilities will be maintained in "Good" or better condition according to the Facilities Inspection Tool (FIT). Develop a repair schedule to prioritize school repairs.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>None</p>

<p>This contribution to bus service helps the district ensure good attendance from our more distance families who may not have the means to bring their children to school.</p>	<p>All Students Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Transportation Supplemental contribution \$20,992</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Attendance rate will increase by 1% from our current rate of 9%.</p> <p>Chronic Absenteeism will decrease by 2% from our current rate of 19%. ("chronic" as 18 or more absences)</p> <p>Office staff to make a phone call about absent students 100 percent of the time.</p> <p>Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum.</p> <p>An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from our current rate of 1,121 referrals from September through February.</p> <p>Maintain less than 2% expulsion rate. (Currently our expulsion rate is zero percent)</p> <p>Reduce suspensions by 5%</p> <p>No students will drop out.</p> <p>Facilities will be maintained at a "good" or better according to the FIT scale our current rating is 98%.</p> <p>Two additional artistic Native American or Hispanic flourishes will be added to the school grounds as an effort for inclusion and a broad course of study. .</p> <p>Parent participation will increase by 2%</p> <p>At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.</p> <p>Parent participation, including those of students with disabilities, will increase by 2%.</p>
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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>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Positive Post Cards \$200</p> <p>LCFF Supplies</p>
<p>Class Dojo will continue to be utilized as a more efficient and friendly way of contacting parents and keeping them informed about attendance, school events, and homework.</p>	<p>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Class Dojo No Cost</u></p>
<p>New Website:</p> <p>Continue to maintain the website in house along with the email address for each teacher and web filtering. The Website and email addresses will also be maintained.</p>	<p>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintenance of a new website \$400</p>

<p>The district will continue to coordinate with the Tribe to provide incentives for children with perfect attendance and also for stocking the student store with incentives for good behavior.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,500 annually RS 0000</p>
<p>A stipend will be provided to the coordinator of the Parent Teacher Organization to promote parent participation. Duties include managing the PTO monthly meetings, coordinating events to support Loleta School students and providing a report to the school board.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>PTO funds \$581 RS0000 PTO Stipend \$500 RS 0000</p>
<p>Participate in Eel River SARB</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SARB \$650 annual fee LCFF</p>



<p>Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment. This includes the use of our secretarial staff for PBIS supports including: Check-in-Check-Out, SWISS support, student store management and PBIS student tracking forms management.</p>	<p>Single School District Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input checked="" type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Secretarial work LCFF funds .6 FTE \$33,704</p>
<p>Continue PBIS program continuance and supplies. This also includes professional development including Trauma Informed Schools' practices.</p>	<p>Single School District Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>PBIS Other Supplies \$ 300  PBIS discipline data \$2,000 Supplemental/C concentration funds</p>
<p>Continued support of the arts at Loleta School and make such art powerful and relevant. Introduce artistic motifs and flourishes to the facilities that better represent the multi-ethnic makeup of the community.</p>	<p>Single School District Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Arts and Music \$5,400 LCFF</p>
<p>Facilities will be maintained in "Good" or better condition according to the Facilities Inspection Tool (FIT). Follow the repair schedule developed in year one.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>None</p>

<p>This contribution to bus service helps the district ensure good attendance from our more distance families who may not have the means to bring their children to school.</p>	<p>All Students Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Transportation Supplemental contribution \$20.992</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Attendance rate will increase by 1% from our current rate of 9%.</p> <p>Chronic Absenteeism will decrease by 2% from our current rate of 19%. ("chronic" as 18 or more absences)</p> <p>Office staff to make a phone call about absent students 100 percent of the time.</p> <p>Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum.</p> <p>An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from our current rate of 1,121 referrals from September through February.</p> <p>Maintain less than 2% expulsion rate. (Currently our expulsion rate is zero percent)</p> <p>Reduce suspensions by 5% (our baseline suspensions being a total of 67 days)</p> <p>No students will drop out.</p> <p>Facilities will be maintained at a "good" or better according to the FIT scale our current rating is 98%.</p> <p>Two additional artistic Native American or Hispanic flourishes will be added to the school grounds as an effort for inclusion and a broad course of study. .</p> <p>Parent participation will increase by 2%</p> <p>At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.</p> <p>Parent participation, including those of students with disabilities, will increase by 2%.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<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>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Positive Post Cards \$200</p> <p>LCFF Supplies</p>
<p>Class Dojo will continue to be utilized as a more efficient and friendly way of contacting parents and keeping them informed about attendance, school events, and homework.</p>	<p>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><u>Class Dojo No Cost</u></p>
<p>New Website:</p> <p>Continue to maintain the website in house along with the email address for each teacher and web filtering. The Website and email addresses will also be maintained.</p>	<p>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintenance of a new website \$400 LCFF Contracted Service</p>
<p>The district will continue to coordinate with the Tribe to provide incentives for children with perfect attendance and also for stocking the student store with incentives for good behavior.</p>	<p>Single School District</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,500 annually RS 0000</p>

<p>A stipend will be provided to the coordinator of the Parent Teacher Organization to promote parent participation. Duties include managing the PTO monthly meetings, coordinating events to support Loleta School students and providing a report to the school board.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>PTO funds \$581 RS0000  PTO Stipend \$500 RS 0000</p>
<p>A stipend will be provided to the coordinator of the Parent Teacher Organization to promote parent participation. Duties include managing the PTO monthly meetings, coordinating events to support Loleta School students and providing a report to the school board.</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>PTO funds \$581 RS0000  PTO Stipend \$500 RS 0000</p>
<p>Continue to participate in Eel River SARB</p>	<p>Single School District Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SARB \$650 annual fee LCFF funds</p>

<p>Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment. This includes the use of our secretarial staff for PBIS supports including: Check-in-Check-Out, SWISS support, student store management and PBIS student tracking forms management.</p>	<p>Single School District Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input checked="" type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Secretarial work .6 FTE \$33,704 Supplemental/C concentration funds and LCFF funds</p>
<p>Continue PBIS program continuance and supplies. This also includes professional development including Trauma Informed Schools' practices.</p>	<p>Single School District Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Supplemental/C concentration Funds PBIS Other Supplies \$ 300 PBIS discipline data \$2,000</p>
<p>Continued support of the arts at Loleta School and make such art powerful and relevant. Introduce artistic motifs and flourishes to the facilities that better represent the multi-ethnic makeup of the community.</p>	<p>Single School District Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Arts and Music \$5,400 LCFF</p>
<p>Facilities will be maintained in "Good" or better condition according to the Facilities Inspection Tool (FIT). Follow the repair schedule developed in year one, prioritize the schedule if needed.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>None</p>

<p>This contribution to bus service helps the district ensure good attendance from our more distance families who may not have the means to bring their children to school.</p>	<p>All Students Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Transportation Supplemental contribution \$20,992</p>
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<b>GOAL:</b>	To provide academic, social and emotional trauma-informed interventions to support emotional development of students.	Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 Local: The district has one of the highest rates of childhood trauma in California. The district must put interventions and supports in place to support these at-risk students. Such interventions may include more support from counseling and behavior specialists. An effort will be made to provide a better continuum of supports for these at-risk youths such as the addition of a k-5 Special Day Class.
<b>Identified Need:</b>	3.1 The District's high poverty rate and traumatized population require social/emotional interventions for students to be successful.	
<b>Goal Applies to:</b>	<b>Schools:</b>	Single School District
		Grades: All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	The PBIS team will Identify top 10% family groups who are in high risk of failing academically, socially and emotionally Improved attendance by 3% will be achieved for this group.  Improved behavior for this group as demonstrated by a reduction in referrals by 3% as measured by the number of SWIS referrals.  A reduction in both in and out-of-school Suspensions by 5% for this target group.	
	<b>Actions/Services</b>	<b>Scope of Service</b>
	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>



<p>For low income pupils:</p> <p>All Teachers Highly qualified in their fields. Keeping class size small is important to success for our 10% highly at-risk students.</p> <p>PBIS Professional Development.</p> <p>All Staff are continuing to receive professional development in PBIS .</p>	<p>School-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>PBIS professional development. \$2,000 RS0000</p>
<p>Counseling /Interventions Coordinator</p> <p>The district is eager to support students with counseling services. These services will be attained through hiring a .8 counselor. This person would be responsible for setting up interventions for our at risk 10% at the direction of the Superintendent</p>	<p>School-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Continue with the .8 FTE Counselor/Interventions Manager \$53,757</p>
<p>Restorative Justice professional development</p> <p>The District expects to engage in restorative justice as a routine intervention with high needs students. We hope our our community partners will continue to provide positive interventions for our high risk students.</p>	<p>School-wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Restorative Justice Professional development \$1,200 RS0000</p>
<p>The district will explore an alternate program for sharing files and collaboration. This program may turn out to be part of the Power School software the district already purchases or it may be simply a Google Docs system.</p>	<p>School-wide</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No additional fee is expected here.</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>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Curricular changes to support at risk youth RS0000 \$4,000</p>
<p>A staff retreat to focus on a specific area of concern either curricular or behavioral. This could be some professional development in a curricular area and/or a workshop on behavioral interventions for students. The retreat would only be implemented if 80% of the staff will commit to attending the event and if the event is grant funded.</p> <p>Attendance for the retreat would be voluntary except for a mileage reimbursement.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Staff Retreat \$2,000 RS 0000</p>
<p>Promotion of healthy food for students at school through a contribution to the cafeteria. Many students who attend Loleta School experience daily food insecurity. A contribution to the cafeteria ensures a healthy lunch and produce connected to our own on-site garden. Students participate in the garden in a "farm to table" model.</p>	<p>School-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian X Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cafeteria contribution \$5,966 FU 13,</p>

<p>For English learners:</p> <p>Teachers 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 .8 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>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Teachers Attend English Language Development PLC : \$200 RS 0000</p> <p>Bilingual Aide as stated in Goal 1</p> <p>Foster Youth Coordinator \$500</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>The PBIS team will Identify top 10% family groups who are in high risk of failing academically, socially and emotionally Improved attendance by 3% will be achieved for this group.</p> <p>Improved behavior for this group as demonstrated by a reduction in referrals by 3% as measured by the number of SWIS referrals.</p> <p>A reduction in both in and out-of-school Suspensions by 5% for this target group.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>For low income pupils:</p> <p>School is 94% low income</p> <p>PBIS Professional Development</p> <p>All Staff are continuing to receive professional development in PBIS training on how to manage high risk students.</p>	<p>School-wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>PBIS continued Professional/C onsulting <u>\$1,000</u> RS0000 OBJ 4310</p>

<p>Counseling/Interventions Coordinator</p> <p>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 .8 on-site counselor.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Add additional time to .8 FTE Counselor/Interventions Manager \$53,757</p>
<p>Restorative Justice professional development</p> <p>The District expects to engage in restorative justice as a routine intervention with high needs students.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Restorative Justice staff development <u>\$500 RS 0000</u> <u>OBJ 5210</u></p>
<p>The district should have phased out Drop Box for its file sharing and phased in Google Docs.</p> <p>Google Docs will 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>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Google Docs is a free program</p>
<p>This cafeteria contribution is important. Food insecurity is a real issue at Loleta School with a free and reduced lunch rate of 98%.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Cafeteria contribution \$5,966 FU 13, OBJ 8916</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>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Development for at-risk students: \$1,200 RS 0000 OBJ 5210</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>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Staff Retreat : RS 0000 OBJ 5210 \$1,900</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>The PBIS team will Identify top 10% family groups who are in high risk of failing academically, socially and emotionally Improved attendance by 3% will be achieved for this group.  Improved behavior for this group as demonstrated by a reduction in referrals by 3% as measured by the number of SWIS referrals.  A reduction in both in and out-of-school Suspensions by 5% for this target group.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>The Counselor/Interventions Coordinator is key to maintaining a positive learning environment at Loleta School.</p> <p>She oversees interventions such as check-in-check-out, PBIS, Circle Justice and SST meetings. All of these services support learning at the school.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>.8 FTE Counselor \$53,757</p>
<p>For low income pupils: School is 94% low income PBIS Professional Development All Staff are continuing to receive professional development in PBIS training on how to manage high risk students.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>PBIS continued Professional/C onsulting <u>\$1,000</u> RS0000 OBJ 4310</p>
<p>This fund is to provide restorative justice professional development to the Loleta School staff.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Restorative Justice staff development <u>\$500 RS 0000</u> <u>OBJ 5210</u></p>
<p>The district seeks to continue to use Google Docs. Besides being a free service, this software suit also shares calendars etc. We would like the entire school, including the 5th through 8th graders to have a Google docs account.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Stipend for a teacher to implement Google Docs, school-wide \$1,000.00 RS 0228 OBJ 4341</p>

<p>This contribution is needed to maintain a high quality food program. Loleta School has issues with food insecurity with many of our students.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cafeteria contribution \$5,966 FU 13, OBJ 8916</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>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Development for at-risk students: \$1,200 RS 0000 OBJ 5210</p>
<p>At the staff retreat, administration will host some professional development around goals for the district. This might be on restorative practices, teacher goals, or curriculum development. The retreat is also a team building opportunity since Loleta School has a high turnover rate in our teaching staff, this is very important.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Staff Retreat : RS 0000 OBJ 5210 \$1,900</p>
<p>Supplementary Art support is needed to provide materials and expertise for Loleta School's arts program. The expertise might be in paying an outside artist to come in and do something with the children. Ideally this person would focus on multi-cultural integration.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Art Support 0000: Unrestricted Supplemental \$5,000</p>

## 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?

<b>Original Goal from prior year LCAP:</b>	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.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools: Loleta Elementary K-8 Grades: All	
	Applicable Pupil Subgroups: All	



Expected Annual Measurable Outcomes:		Actual 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</p> <p>Maintain 100% Highly Qualified Teachers</p> <p>Maintain 100% Instructional Materials Sufficiency</p> <p>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</p> <p>Increase the number of students who can read and comprehend books at their grade level as demonstrated by Accelerated Reader data.</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 See a 3% improvement in EL proficiency as demonstrated by the CELDT / Reclassification goal of 2%</p>		<p>1.1 Maintain 100% Highly Qualified Teachers (Met with one exception)</p> <p>1.2 Professional Development (Met)</p> <p>1.1 Increase the number of students reading at grade level by the end of 3rd grade by 3% over base year DIBELS scores (Not Met, DIBELS Scores went from 36% to 20% )</p> <p>1.3 Maintain 100% Instructional Materials Sufficiency (Met)</p> <p>1.4 The 2014-15 base year California Assessment of Student Performance and Progress (CAASPP) assessments indicated:</p> <ul style="list-style-type: none"> <li>• 8% of students were at or above standards in ELA</li> <li>• 8% of students were at or above standards in Math</li> </ul> <p>1.5 The average number of words a child has read as monitored by Accelerated Reader is 90,544 per child.</p> <p>1.8 The typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program) grade students in the baseline year of 2015-16 is 14 WPM</p> <p>1.9 SBAC tests are untimed and, therefore, this metric was not necessary.</p> <p>1,10 40 % of ELs advanced a proficiency level as demonstrated by the CELDT. (Met)</p> <p>1.11 40% of students were reclassified. (Met)</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
All Teachers Highly qualified in their fields		Teacher Salaries and benefits 7.0 FTE Unrestricted LCFF \$425,659 Res 0000,1100,1400,3010,4035,4203,5820 01-XXXX-0-1110 -1000-11XX 01-XXXX-0-1110-1000-3XXX	1.1 All teachers are highly qualified in their fields except for a teacher we hired on mid-year because our fourth grade teacher did not complete her contract.		Teacher \$472,982 Teacher Salaries with benefits
<b>Scope of service:</b>	Single school district Grades: All		Scope of service:	All Students Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
First through 6th grade teachers will begin taking some "Step Up to Writing" or similar professional development. Teachers will be encouraged to take professional development that integrates technology into the Common Core Curriculum. Teachers will receive some professional		Professional Development in "Step up to Writing" RS0000,OBJ	The district did not utilize "Step Up to Writing" but did engage in Redwood Writing Project. At least one teacher is signed up for RWP's summer intensive.		\$95 EL Professional Learning Community

<p>development on the new mathematics adoption for this year.</p>	<p>5210: Unrestricted Common Core \$500 Professional Development in Accelerated Reader and Math (Enterprise) for 1st through 8th grade teachers. RS0000OBJ</p>	<p>The district did have staff take numerous courses connected to Common Core Standards. Two staff members are continuing their BTSA requirements. Several teachers have taken STEM classes, or taken part in Professional Learning Communities (PLC's). One PLC was the Positive Behaviors and Interventions offered through our own County Office of Education.</p> <p>No professional development was pursued for mathematics directly related to the new math texts. There did not seem to be a need in this area since the consumable texts were relatively straight forward.</p>	<p>\$384 English Learners Professional Learning Community (HCOE)</p> <p>\$1,900 Staff Retreat Professional Development</p> <p>\$500-Redwood Writing Project? Professional Development</p> <p>\$2,000 PBIS Professional Development</p>
	<p>5210: Unrestricted Supplemental \$1000 Professional Development on how to integrate technology into Common Core supported curriculum. RS0000OBJ5 210 Common Core \$1000 New mathematics adoption professional development RS0000OBJ</p>		
	<p>5210: Unrestricted Common Core \$600</p>		

<b>Scope of service:</b>	Single school district Grades: All		<b>Scope of service:</b>	We served all students. Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Pay for a portion of Superintendent/Principal to monitor and facilitate academic improvements.</p>		<p>Pay a .1396 FTE of the Superintendent/Principal \$15,228 RS 0000, OBJ 1303</p>	<p>The district did pay a portion of the Superintendent/Principal's salary to monitor academic improvements.</p> <p>The Superintendent did implement Accelerated Reader School-wide and monitor other programs including SBAC, DIBLES, SWIS, PBIS, and EL programs.</p>	<p>Pay a .1396 FTE of Super's salary \$15,228 obj 1303</p>	
<b>Scope of service:</b>	Single school district Grades: All		<b>Scope of service:</b>	<p>School-wide scope of service. John Sutter did, to the best of his ability monitor the programs listed above and in particular did make progress getting Accelerated Reader going school-wide.</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Transportation Contribution		Transportation Contribution \$5,000 RS 0210 OBJ 1303	The district did make a contribution to our transportation budget. This is needed to help keep attendance up. It is a difficulty for some of our families to find their own ways to school. The Table Bluff Reservation is 8 miles down the road.	\$5,000 contribution
<b>Scope of service:</b>	Single school district Grades: All		Scope of service:  School-wide scope. We did make a contribution to transportation.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Monitor student progress and outcomes through standardized tests, DIBELS reading testing, Accelerated Reader and Accelerated Math assessments and progress monitoring in those programs 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. Teachers can also monitor the number of mathematics outcomes that students have mastered. Utilization of on line mathematics facts programs on the computer.</p>	<p>AR Reading and Math will provide data on student progress. RS0000OBJ 5800 Unrestricted LCFF \$3,000 Mathematics facts usage on the computer (probably no cost)</p>	<p>Students were given DIBLES two times by the writing of this document. A third testing is scheduled for May. Some of the data for the 4th grade was lost with a teacher who left mid-year. According to the data, students were 36% proficient in 2014-15 and only 20% proficient in 2015-16.</p> <p>Accelerated Math did not happen this year. We had two teachers leave who were our mentors and we also focused on implementing our new math textbooks.</p> <p>Accelerated Reader did get implemented but not until November. The program's use remains spotty especially in grades 5th through 8th. Students read an average of 90,544 words as monitored by the Accelerated Reader program.</p>	<p>\$100 DIBLES System</p>	
<p><b>Scope of service:</b></p>	<p>Single school district Grades: All</p>	<p>Scope of service:</p>	<p>The district plans on continuing and improving this service.</p> <p>Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>Technology: 0000: Unrestricted Other \$3,000 RS0228-OBJ-4341 K-8 Math 0000: Unrestricted Other \$2,000 RS0000 OBJ 4310 Costs are indicated above</p>	<p>The district did adopt a new Common Core aligned math program in all of the grades.</p> <p>The Chromebooks which were on a cart were put into the classrooms and set up with Accelerated Reader.</p> <p>The computer lab and media center is still being refined. Administration has requested the purchase of teacher monitoring and control software to better manage the computers. The filtering service is not very functional and the internet service is spotty and slow. The district is up for a grant to upgrade to fiber optic but this will not be ready this year. The district has a need for a part time technology coordinator but like most small districts this is a cost-prohibitive option so students and teachers get by the best they can.</p> <p>Typing programs are utilized in most grades in the lab. The primary grades utilize a paid on line subscription to Scholastic Magazine on line.</p> <p>The district upgraded to Accelerated Reader 360 this year which offers more magazine articles for young readers.</p>	<p>\$2,756 Technology</p>	
<p><b>Scope of service:</b></p>	<p>Single school district Grades: All</p>	<p>Scope of service:</p>	<p>School-wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</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>Hire a full time upper grade teacher. RS 0000 OBJ 1100 , 3xxx Unrestricted Supplemental \$72,683</p>	<p>The new upper-grade teacher was hired although the desired goal of reducing multi-graded classrooms was not realized. In the end, we elected to split the 7th grade and put some with the 8th grade and leave some in the 6th grade room. This decision was made because of 6/7 class proved to be too large and unruly.</p>	<p>0000 \$55,696 New Teacher</p>
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p> <p>The effects of this intervention were felt school-wide since all of the classes were reduced in size with the addition of another teacher.</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>Teacher stated above Bilingual Aide RS0000,4203,5820 OBJ 2105, 3xxx Unrestricted Base \$24,166 Rosetta Stone language software licenses (10) RS4203 OBJ 5800Unrestricted Concentration \$1,110</p>	<p>For English learners:  All Teachers Highly are qualified in their fields, and had CLAD or equivalent, with the exception of a intern who would be if hired on a permanent basis.  An additional teacher was hired to reduce student/teacher ratio.  Two bilingual aides helped implement the Rosetta Stone English Language Development program and provided EL testing.  Rosetta Stone software was purchased to support EL students in 4-8th grades.</p>		<p>0000 \$14,003 Bilingual Aide  0000 \$24,166 Bilingual Aide  0001 \$1,090 Rosetta Stone Services  0001 \$95EL Professional Learning Community 0001 \$100 DIBLES System for</p>
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p>	<p>School-wide Grades: All</p>	
<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>Teacher stated above School-wide reading progress tracking DIBELS \$100 RS4203OBJ 5800 SWIS tracking helps the district determine which students need interventions \$2000 RS0000 OBJ 5800 Drop Box is used to track student interventions. \$1,432 RS0228 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>Foster youth did benefit from a smaller class size. professional development for teachers was scattered but included Redwood Writer's workshops, STEM, Accelerated Reader, and BTSA support for two teachers.</p> <p>Foster youth did benefit from improved technology in the computer lab and better ongoing assessments (DIBELS and SWIS) Drop box is being phased out because of the expense and we are looking at Google Docs for next year. Students who are in the 7th grade did participate in the Decade of Difference program. Foster youth in the 7th and 8th grade also participated in a program called Project Alert to keep young people informed about the dangers of substance abuse. Finally, these students were given Second Step curriculum about social skills.</p>	<p>\$100 DIBLES System for EL01-0001-0-4760-1000-58001</p> <p>also see contribution to cafeteria</p>
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<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p>	<p>School-wide for Second Step, Tehnology and SWIS</p> <p>Only the 7th and 8th grades participated in Project Alert</p> <p>Only the 7th Grade participated in Decade of Difference</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>For designated fluent English proficient pupils: All Teachers Highly qualified in their fields Bilingual Instructional Aide. Continued attendance of staff to the English language Learners Professional Learning Community at HCOE DIBELS reading tracking to monitor student progress</p>	<p>Hiring another Teacher as stated above Bilingual Aide stated above DIBELS reading Cost is \$100 RS4203 OBJ 5800</p>	<p>The district has maintained it's bilingual aide and continues to train this aide in the following interventions:</p> <ul style="list-style-type: none"> <li>• DIBLES</li> <li>• English Language Learners Professional learning Community</li> <li>• CELDT Testing (She is our coordinator)</li> <li>• and new this year Rosetta Stone EL Support</li> </ul>	<p>0000 \$14,003 Bilingual Aide                  0000 \$20,156 Bilingual Aide                  0001 \$1,090 Rosetta Stone Services                  0001 \$95EL Professional Learning Community (Aide )                  0001 \$100 DIBLES System for EL</p>	
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p><b>Scope of service:</b></p> <p>The scope is school-wide although the district actually has two aides that speak Spanish, so this aide is focused on program level interventions and on helping out the 5th through 8th grade students while our other aide pulls out the younger TK-4th grade students. New this year Rosetta Stone EL Support</p> <p>Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>2015-16 was our first year using Accelerated Reader. The program did not get off the ground until November and participation has been spotty. Participation in the first through third grade has been good. Participation in the fourth through 8th grades has been more spotty. The district is looking to improve participation throughout the grades to 95% and also to introduce a metric on the number of words read.</p> <p>DIBLES continues to be useful in tracking student progress. The district needs better professional development for the tester, better uniformity in the tester and also more follow through in testing. Scores indicated only 20% of students are proficient in reading.</p> <p>Loleta School District has two new teachers who are both in the BTSA program.</p>
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<b>Original Goal from prior year LCAP:</b>	Goal 2: Create a safe and welcoming teaching environment that engages all students	Related State and/or Local Priorities: X 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> X 3 <input type="checkbox"/> 4 <input type="checkbox"/> X 5 <input type="checkbox"/> X 6 <input type="checkbox"/> X 7 <input type="checkbox"/> X 8 Local:
Goal Applies to:	Schools: Loleta Elementary Grades: All	
	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Attendance rate will increase by 1% and Chronic Absenteeism will decrease by 5%. Absent students home will be called on a daily basis</p> <p>Grades K- 2 will continue to be stand alone classes.</p> <p>A broad course of study, including English, Math, Science, Social Studies, Art and Music will be available for all students.</p> <p>The Resource Teacher will have in increase in her FTE from .90 to full time and her duties in general</p>	<p><b>Actual Annual Measurable Outcomes:</b></p> <p>2.1 Attendandance rate will increase by 1% and Chronic Absenteeism will decrease by 5%. Absent students home will be called on a daily basis</p> <p>2.2 Grades K- 2 were not quite stand alone classes. We had a 2/3 combination class, a 6/7 and a 7/8 combo classes.</p> <p>2.3 The district did offer a broad course of study, including English, Math, Science, Social Studies, Art and Music was made available for all students.</p>

<p>education reduced.</p> <p>Grades 5-8 students will be encouraged to participate in Science Fair and History Day and optional band and sports.</p> <p>Upper graders will continue to participate in the Decade of Difference offered through HCOE.</p> <p>Increase parent participation by 5% and parent participation on the website visits by 5%.</p> <p>Every IEP will be attended by a parent.</p> <p>Continue year three of PBIS. Use SWIS data to inform what times are most challenging.</p> <p>Reduce discipline charts by 10%</p> <p>Establish SWIS baseline data. This is data collected from discipline referrals entered into the SWIS program.</p> <p>Maintain less than 2% expulsion rate.</p> <p>Suspension rate will be reduced 10%</p> <p>Maintain FIT rating of at least "Good" .</p> <p>CCSS Implementation – 100% of teachers will use new math curriculum .</p> <p>EL students 4-8th 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.</p> <p>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-</p>	<p>2.4 The Resource Teacher's day was increased from .90FTE to full time. Her duties were changed from managing some whole class time with the second grade but her actual special education case load increased.</p> <p>2.5 Grades 5-8 students did some in-house projects including some Lego projects but did not compete in the county-wide Science Fair and History Day events. Many students did take up optional band and sports.</p> <p>2.6 Upper graders did continue to participate in the Decade of Difference offered through HCOE.</p> <p>2.7 Parent participation was about the same. We have but three regulars in our PTO. We had 21 participants last year for the LCAP planning meeting and 22 participants this year. The administrator built a new website in the summer of 2015. By December the viewership had reached 282 and in March we had 453 views which is a 62% increase. Our goal was only 5%. It is unknown what percent who visit our site are parents. An informal survey indicates that 80% of parents attended conferences; 17% of parents attended one or more LCAP meetings; 100% of IEP's have parental participation but not at the first scheduled IEP meeting; baseline analysis of school website traffic indicates continued growth in viewership, up 62%.</p> <p>2.8 Every IEP was attended by a parent although we continue to have many IEP's where the parents are a no-show.</p> <p>2.9 The district is continuing to implement PBIS system.</p> <p>2.10 The district did establish SWIS baseline data. There was a total of 1,641 behavior tracking forms in 2014-15. There were 1,592 tracking forms for that same period in 2015-16. which is a 3% decrease.</p> <p>2.11 The district did maintain less than 2%</p>
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		<p>expulsion rate. (There were no expulsions)</p> <p>2.12 Suspension rate was reduced by 24% percent from 2014-14 to 2015-16</p> <p>2.13 The district has maintained a FIT rating of at least "Good"</p> <p>2.14 CCSS Implementation – 100% of teachers are using new math curriculum .</p> <p>2.15 EL students 4-8th grades are participateing in Rosetta Stone.</p> <p>2.16 At-risk youth do participate in extracurricular activities such as: gardening, music, and sports.</p> <p>2.17 The middle School dropout rate at this point is greater than zero. We have one middle grade student who has dropped out of school which brings our percent up to about 5%.</p>
<b>LCAP Year: 2015-16</b>		
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>
	<b>Budgeted Expenditures</b>	
		<b>Estimated Actual Annual Expenditures</b>

Secretarial assistance promote parent involvement on the importance of school attendance. Includes mailers, flyers and social media promotions.		Flyers, Parent Night, School Events, Newsletters: \$200 RS0000 OBJ 5805	Secretarial assistants do promote parent involvement on the importance of school attendance. Includes mailers, flyers and social media promotions.	0000 \$16,803 Secretary (Reohr .3 FTE)  0000 \$200 Promote Parent Involvement-Newsletters
<b>Scope of service:</b>	Single School District Grades: All		Scope of service:	All Students  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
The district purchased an automated calling system called Call-em-all and uses it to announce events and school closures.		Call-em-all automated calling system to alert parents: \$250 RS0000 OBJ 5800	This system proved unworkable because many of our parents change cell phone numbers so often. Maintaining a current listing of numbers was quite difficult. We found it better just to call all of the parents in the event of a sudden closure. Using the program for announcements was also problematic since parents would often miss the call, not listen to the message and then call the school back, sometimes in a panic.	This program is discontinued, no expense



<b>Scope of service:</b>	Single School District Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
At meetings, including LCAP meetings, administration has been careful to provide translators.		Translation services \$500 RS4203 OBJ 5800	The district did provide translation services at the LCAP meeting. We also provide translation services at all other meetings as needed including IEP's SST's and PTO meetings.	Translator costs have been covered by Saint Joseph's Health Care through our Community Liaison	
<b>Scope of service:</b>	Single School District Grades: All		Scope of service:	Whole School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

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.		Post card purchase: \$100 RS0000 OBJ 4310	Administration and teaching staff use these cards to various degrees. Administration has repurchased these cards and created another version. They are used for positive contact but are not so good for cautionary notes or anything personal since these cards are open and without a jacket.  Class Dojo is being pursued as an alternative to automated calling.	0000 \$100 Post Cards - Communication 01-0000-0-1110 -2700-43102
<b>Scope of service:</b>	Single School District Grades: All		Scope of service: All Students Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment.		Secretarial work .3 FTE \$16,072 RS 0000, OBJ 2406	This continues to be true. The secretarial staff do much to provide students and families with a welcoming environemt including supporting the PBIS program with management and Check-in-Check-out (CICO) services. The secretarial staff also support teachers in sending out positive postcards, contacting parents for messages, printing up student awards, and orchestrating positive field trips in the community.	0000 \$16,803 Secretary (Reohr .3 fte) 01-0000-0-0000 -7200-24062
<b>Scope of service:</b>	Single School District Grades: All		Scope of service: All Students Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>Little or no cost since we use our Adult Education Partners</p>	<p>The district has put up the soccer goals, although the nets have taken a beating within this last year. The district has continued an exercise class on Monday evenings. The computer class was through Adult Education over the summer in 2015 but the Adult Education group could not maintain the class for lack of adult attendance. New balls were purchased this year for the playground.</p>	<p>Ball purchase from Gopher</p> <p>Order number 3732961 \$1,189.86</p>
<p><b>Scope of service:</b></p>	<p>Single School District Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>The District continues to host events such as Cinco-de-Mayo.</p>		<p>\$0</p>	<p>The District continues to host events such as Cinco-de- Mayo and also Native American Day.</p>	<p>The Native American Day \$500</p>

<b>Scope of service:</b>	Single School District Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Administration has refined its volunteer protocols to ensure quality volunteers who are given a proper orientation and instruction.		Art Projects fund : \$400 RS0000 OBJ 4310	Administration has developed a volunteer handbook which is now routinely used. The handbook gives volunteer guidelines and expectations including a short piece about PBIS. This handbook has been placed on the school's website.	no direct cost	
<b>Scope of service:</b>	Single School District Grades: All		Scope of service:	All students. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Call all households when a students is absent: reduce chronic absenteeism Households are called. Administration also makes numerous home visits.</p>		<p>Secretary's time \$1,000 RS0000 OBJ 2406, 3xxx</p>	<p>The district secretarial staff do call homes when students are absent. The Principal also makes home visits. Students are given attendance awards at the end of each trimester and at the end of the school year. These attendance awards also have "Caught Being Good" bucks on them that the students may spend in the student store. The Bear River Rancheria also gives prizes for school attendance.</p>		<p>0000 \$1,000 Secretary</p>
<p><b>Scope of service:</b></p>	<p>Single School District Grades: All</p>		<p>Scope of service:</p>	<p>All Students Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Head lice continues to be a problem that causes chronic absenteeism. Although the board policy is still a "no nit" 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>Improved head lice support for families. Purchase of more head lice eradication kits. 350 RS0000 OBJ 4392</p>	<p>Administration, office staff and our community liason continue to support head lice interventions. Absences directly tied to head lice have been considerably fewer this year.</p>		<p>0000 \$259 Head Lice Eradication</p>
<p><b>Scope of service:</b></p>	<p>Single School District Grades: All</p>		<p>Scope of service:</p>	<p>All Students Grades: All</p>	

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Participate in Eel River SARB 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.		SARB 0000: Unrestricted Concentration \$600 Eel River SARB annual fee \$650 RS0000 OBJ 4310	When parents are pulled into SARB, they feel neither safe nor welcomed. We participate in this program in an effort to keep children in school.	0000 \$500 SARB ERVA with Eel River
<b>Scope of service:</b>	Single School District Grades: All		Scope of service:	School-wide  Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
Reduce combination classes 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.		Teacher Stated in Goal 1	As previously mentioned, the district did hire on another teacher but then decided to split the 7th grade class so although we did reduce class size, we did not actually reduce the number of combination grades. Nonetheless, this action is believed to help students get more personalized attention in class.	0000 \$55,696 New Teacher

<b>Scope of service:</b>	Single School District Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Introduce Art/Music back into the General Ed classroom 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.	Music .4 FTE Teacher: \$27,000 RS0000 OBJ 1100, 3xxx		Although the district did include music this year, we do not expect to have a music program next year. It was determined that more counseling and intervention programs were a priority.		0000 \$21,015 Music Teacher
<b>Scope of service:</b>	Single School District Grades: All		Scope of service:	All Students Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Continue PBIS instruction 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>Teacher In-Service \$2,000 RS0000 OBJ 5210</p>	<p>The district is continuing with PBIS Professional Development through the Positive Behaviors and Supports Professional Learning Community at HCOE. The district has also hired a counselor who also helps with the PBIS inservices. The district has sent the counselor to a Restorative Practices workshop this year. Next year Administration hopes to hire the counselor for an additional two days to further support PBIS and other interventions.</p>		<p>0000 \$2,000 SWISS Program (PBIS) Support</p>
<p><b>Scope of service:</b></p>	<p>Single School District Grades: All</p>		<p>Scope of service:</p>	<p>Whole School  Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Use SWIS Program to interpret discipline data 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>PBIS Support \$2,000 RS0000 OBJ 5800</p>	<p>The district uses this program to interpret discipline data 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. Because we are such a small district, the data mining does not seem as important as refining the interventions in a responsive way.</p>		<p>0000 \$2,000 SWISS Program (PBIS) Discipline Data</p>
<p><b>Scope of service:</b></p>	<p>Single School District Grades: All</p>		<p>Scope of service:</p>	<p>All Students  Grades: All</p>	



<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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</p>		<p>Teacher stated in Goal 1</p>	<p>Most all teachers are "Highly Qualified" and will remain so. The district did add a teacher and it did reduce class size although it did not reduce grade spans.</p>	<p>RS 0000, 1100,1400, \$55,696 One teacher with benefits</p>
<p><b>Scope of service:</b></p>	<p>School- wide Grades: All</p>		<p>Scope of service:</p> <p>All Students</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>For English learners: All Teachers Highly qualified in their fields. Hire additional teacher to lower another double grade span. 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>Teacher stated in Goal 1 Bilingual Aide stated in Goal 1</p>	<p>The district continues to provide a bilingual aide in this area. We maintain a robust EL program now including Rosetta Stone which is targeted more towards the older children. This is a computer based language support program. We also maintain a coordinator for all EL testing and management. Translation services are handled in house and we do sometimes use our good friend Google Translator.</p>	<p>see goal one</p>
<p><b>Scope of service:</b></p>	<p>School- wide Grades: All</p>		<p>Scope of service:</p> <p>Mostly Hispanic Students</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Foster Youth 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. Foster youth status will be indicated on the child's Drop Box file and Interventions Narrative. Foster Youth will be supported by the .5 counselor and Interventions coordinator.</p>		<p>Teacher stated above, is important to reduce class size and offer a more individualized experience for at risk youth Drop Box used as a school-wide interventions management system. Cost listed in goal 1 .5 Counselor/Interventions Coordinator \$29,735 RS0000 OBJ 1205 , 3xxx</p>	<p>The district did retain a counselor for two days a week and our foster youth have benefited by this.</p> <p>Foster Youth Foster youth continue to benefit by all of the interventions set forth in this document. Further, Foster youth are 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>0000 \$32,554 Counseling Services .5 FTE</p>
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p> <p>All Students</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>For designated fluent English proficient pupils: All Teachers Highly qualified in their fields Bilingual Instructional Aide 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>Teacher stated in A Staff attend the EL Professional Learning Community offered at HCOE \$200 RS4203 OBJ 5210 Bilingual Aide stated above</p>	<p>The district continues to sustain a robust program for EL students. One of our aides is going to retire and it remains to be seen if the district can afford to replace her full time position. As noted earlier, the district has invested in the Rosetta Stone program and an aide to run the program.</p>		<p>0000 \$14,003 Bilingual Aide 0000 \$20,156 Bilingual Aide 0001 \$1,090 Rosetta Stone Services 0001 \$95 EL Professional Learning Community 0001 \$100 DIBLES System for EL</p>
<p><b>Scope of service:</b></p>	<p>School- wide Grades: All</p>		<p>Scope of service:</p>	<p>School-wide Grades: All</p>	
<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Facilities Inspection Tool 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>Facilities Inspection Tool (no cost)</p>	<p>The district has indeed used the FIT to inspect its facilities. This tool was administered on 4-5-2016 and the school received a 98% or a "Good" rating.</p> <p>In the summer of 2015 the district put in quite a lot of work on the preschool room roof, structure and siding. There was a leak that had caused a lot of water damage. The district plans on continuing with water damage maintenance over several summers.</p> <p>The playground is also needing some repair on the rubberized surface which is the drop zone under our play structure. The district has set aside funds for this.</p>	<p>\$5,500 Grandfield Construction</p>
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p> <p>School-wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>School/Community Garden The District's board member, SPECIFIC NAMES and our 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>School/Community Garden continuing Improvements \$1,000 RS0015 OBJ 4310</p>	<p>School/Community Garden The District's board member, Joel Geckmoller and our Saint Joe's Community Services Coordinator, Marina Cortez-Hash have coordinated efforts to develop a wonderful organic garden for the school and have developed a pumpkin patch again this year. Joel also volunteers his time to make improvements by cultivating the school's flowers and shrubs. This is at little cost to the district. Students are brought into the project weekly.</p>	<p>\$1,200</p>

<b>Scope of service:</b>	School-wide Grades: All		<b>Scope of service:</b> School-wide. This garden is still going strong. The district has given a portion of our Custodian's day to work in the garden and keep it going. Planting for an even larger pumpkin patch is underway. Students are regularly engaged in helping out "Mr. Dan" with the garden.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
<b>What changes in actions, services, and expenditures</b>	The district is implementing Class Dojo as part of its toolkit to keep parents better informed.  The district is adding a Special Day Class as a way of providing a better continuum of services for children. It is hoped that this will help children with more severe behaviors be successful while taking them out of the general education setting, thus allowing for a more stable learning environment in the classroom.  The district is adding another two days of counseling services per week in an effort to help children who have experienced childhood trauma develop better skills for functioning in the classroom setting.  With a 90% participation rate, encouraging at-risk youth to take part in extra-curricular activities is no longer a necessary goal.			

<b>Original Goal from prior year LCAP:</b>	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 X 5 X 6 _7 _8 Local:	
Goal Applies to:	Schools:	Single School District Grades: All		
	Applicable Pupil Subgroups:	All		
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.	Actual Annual Measurable Outcomes:	<p>The district expects to see a reduction in suspensions for our top 10% of students with problematic behaviors.</p> <p>The district expects to see an increase in interventions for these students including an increase in support plans such as IEP's 504's and SST or even supports in PBIS such as Check in Check out (CICO).</p>	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	
All Teachers Highly qualified in their fields. Additional Teacher is hired to lower class sizes and provide for a more nurturing classroom environment		Highly qualified teachers Employ a full time teacher : \$72,683 RS 0000 OBJ 1100, 3xxx	Most of our teachers are Highly qualified in their fields except for one which was hired mid-year. An Additional teacher was hired to lower class sizes and provide for a more nurturing classroom environment. This additional teacher will be cut next year as planned.  0000, \$55,696 Teacher with benefits	
<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	All Students  Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>PBIS professional development \$2,000 RS 0000 OBJ 5210</p>	<p>The Loleta School Staff did receive professional development through the Humboldt County Office of Education's Professional Learning Community (PLC). District administration, a teacher and the school counselor attended these monthly PLC events. Information is brought back to the entire staff at our bi-monthly staff meetings. Also, our counselor and behaviorist have provided inservices on PBIS related interventions. Finally, HCOE has provided direct support on PBIS by sight visits with some of their behaviorists.</p>	<p>This is the HCOE PLC about positive supports</p>
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p>	<p>School-wide Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	



Mindfulness Training Most teachers are receiving professional development in mindfulness training for the classroom or other PD for at risk children.		Mindfulness professional development \$500 RS 0000 OBJ 5210	The district did train three teachers in Mindfulness. One of those teachers has left the district. Administration will be re-assessing this intervention to ascertain whether it should be offered in the coming years.		0000 \$550 Mindful Professional Development
<b>Scope of service:</b>	School-wide Grades: All		<b>Scope of service:</b>	All students, although the teachers that trained in mindfulness were 2,3,4th.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Counselor/Interventions Coordinator (.5 FTE) Besides counseling, this person would also help with		Counselor, a .5 FTE \$29,735 RS 0000 OBJ 1215	The district hired a .5 counselor. She has been instrumental in realizing some of our goals in regard to interventions and supports for Loleta School students. She has standardized the SST process and services, helped to develop our student store for incentives, worked on PBIS interventions including CICO and brought the staff up to speed on many issues such as student trauma.		0000 \$32,554 Counseling Services .5 FTE
<b>Scope of service:</b>	School-wide Grades: All		<b>Scope of service:</b>	All students but especially at-risk students.  Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Music Teacher to provide a positive, creative activity with students</p>		<p>4 F.T.E. Music Teacher 0000: Unrestricted Supplemental \$27.000</p>	<p>The district did hire a half time music teacher and offered a band program for the older children with in class, whole group music for the younger children.</p>	<p>0000 \$21,015 Music Teacher</p>
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p> <p>All Students</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>Restorative Justice little or no cost</p>	<p>The district did send our counselor to Austin Texas for Restorative Justice professional development. We have had two inservices at our staff meeting about restorative practices. Restorative circles are written on our revised student behavior tracking forms as one of the district's interventions. Administration does use the circle justice model to help resolve differences and/or restore students to their standing in the community.</p>	<p>\$250</p>

<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>Drop Box cost is reflected in Goal 1.</p>	<p>Although administration and the office staff use Drop Box, we are seeking to change over to another provider such as our existing Power Schools or possibly Google Docs. The commercial version of Drop Box is about \$1,400 per year and administration feels we can get the same service with some existing or free options. So this program is in transition.</p>		<p>no cost, discontinued service</p>
<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

A Staff Retreat to summarize the year's learning's and plan for the next year.		Staff Retreat \$1,900 RS 0000 OBJ 5210	The district did hold a staff retreat in June of 2015. The objectives were to do some team building, work on some Common Core objectives and also refine some of our PBIS goals. We did all of these things but unfortunately, we lost half of the staff as they sought employment elsewhere so much of our good work was lost. Administration will try retreat idea again this year.		0000 \$1,900 Staff Retreat Professional Development
<b>Scope of service:</b>	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>For English learners: All Teachers Highly qualified in their fields. All staff have CLAD credentials and/or SADIE training to support ELL. Hire an additional teacher to lower another double grade span Maintain a bilingual aide for EL support Continue to send staff members to EL, Professional Learning Communities (PLC) continue to provide an interpreter for IEP meetings where parents are Hispanic. English Learners will be monitored with the DIBELS system to ascertain whether they need additional reading intervention.</p>		<p>Teacher stated above Bilingual Aide as referenced in Goal 1 EL PLC at HCOE \$200 RS 0000 OBJ 5210 DIBELS system to monitor reading levels of students: \$110 RS 1100 OBJ 5800</p>	<p>All Teachers will remain highly qualified in their fields. All staff have CLAD credentials and/or SADIE training to support ELL. An additional teacher was hired to lower class size. The district continues to maintain a bilingual aide for EL support Continue to send staff members to EL, Professional Learning Communities (PLC). The district continues to provide an interpreter for IEP meetings where parents are Hispanic. English Learners continue to be monitored with the DIBELS system to ascertain whether they need additional reading intervention. In addition 5th through 8th grade students are given the opportunity to use the Rosetta Stone program.</p>	<p>0000 \$14,003 Bilingual Aide 0000 \$20,156 Bilingual Aide ( 0001 \$1,090 Rosetta Stone Services 0001 \$95EL Professional Learning Community 0001 \$100 DIBLES System for EL</p>	
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p>	<p>School-wide Grades: All</p>	
<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Foster Youth Additional teacher hired will help foster youth to create a smaller, more nurturing class size. Foster youth will be monitored with our Drop Box system for interventions support. Counselor/Interventions Coordinator will help to monitor any interventions that may be needed for foster youth. Promotion of healthy food for students at school through a contribution to the cafeteria.</p>		<p>Teacher stated above Drop Box cost is reflected in Goal 1. .5 FTE Counselor as noted above Cafeteria contribution \$7,000 FU 13, OBJ 8988</p>	<p>The district's Foster Youth Coordinator (John Sutter) attends foster youth meetings at HCOE. He is also coordinating with the Eel River Valley Administrators (ERVA) to put together a Foster Youth Liaison for our region.</p> <p>The school counselor was hired and her hours are to be doubled in the 2016-17 school year. Part of her duties are to look after at-risk youth including children who are in foster care.</p>	<p>\$7,860 youth services per cent age claimed for administrative YSC.</p>
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p>	<p>School-wide Grades: All</p>
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>For designated fluent English proficient pupils: All Teachers Highly qualified in their fields Maintain a bilingual aide for EL support continue to send home school notes in English and in Spanish continue to provide an interpreter for IEP meetings where parents are Hispanic.</p>		<p>Teacher stated above Bilingual Aide stated above No cost due to partnership with St. Joseph's</p>	<p>All teachers are highly qualified except the aforementioned fourth grade teacher who was hired mid year. Steps are being taken to bring this teacher up to highly qualified status. Although many notes were sent home in English and Spanish, we noted an request for more at one of the LCAP input meetings. Interpreters were brought in on an as needed basis for meetings.</p>	<p>No cost for interpreters but please see costs for EL program.</p>
<p><b>Scope of service:</b></p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p>	<p>School-wide Grades: All</p>

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<b>What changes in actions, services, and expenditures</b>	<p>The district will continue adding supports for at-risk students and monitoring those supports. We we are seeking to add another two days per week to the Interventions Coordinator (Counselor).</p> <p>The district seeks to add a Special Day Class for K-5 in an effort to better support students with special needs.</p> <p>The district should see better engagement and therefor better attendance.</p> <p>The district will further implement restorative justice as a tool to improve behavior and community.</p> <p>The district will discontinue Drop Box and utilize a free service such as Google Apps.</p> <p>PBIS professional development will continue.</p>
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**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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	243780
<p>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.</p> <p>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.</p> <p>The additional teachers are 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.</p> <p>Continuing professional development will support our students At every level and finally, Google Docs 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.</p>	

- 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.

31.33	%
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The services provided in this LCAP plan support low income, foster youth and English learners in a number of ways. The district has doubled the counseling services over the 2015-16 school year. 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).

Retaining a high teacher to student ratio supports smaller class sizes for all of the grades and a more individualized and nurturing environment. The Bilingual aide is a specific support for our English Learners.

Finally, Google Docs and the PBIS program work together to track student behaviors and monitor interventions we are providing for these targeted students.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

- (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).