

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Loleta Union Elementary

Contact Name and Title

John D Sutter

Superintendent

Email and Phone

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2017-20 Plan Summary

The Story

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

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

Loleta Elementary serves two Native American Communities, the Bear River Rancheria and the Wiyot Tribe at Table Bluff. About 39 percent of the students who attend Loleta are Native American. Another 38 percent of our student body is Hispanic, the remainder of students are Caucasian or of mixed race. Loleta School's free and reduced lunch rate is 95%. The district has had a high number of turnover in staff and administration but despite this turnover is committed to bringing positive changes to the school.

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

Positive Behavioral Supports and Interventions (PBIS),

Academic Response to Intervention

On site K-5 Special Day Class

A doubling of the number of students served with IEP's and 504 plans

A restructuring of our 6-8 grades into a "Middle School" configuration

Implementation of trauma informed practices such as restorative justice.

The district has entered into a settlement agreement with the Office of Civil Rights to make a number of changes at the school. The district's discipline policies and equity policies are under review. Loleta School has an Equity Committee which meets monthly under the direction of our newly hired School Climate Director. The Equity Committee is responsible for getting at the root causes of any inequities and then developing an action plan to address these issues.

LCAP Highlights

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

The district continues to make gains on the goals set forth in this LCAP. Although we have not met some of the goals, say in the reduction of suspensions, we did at least move in the right direction. That is, we did reduce suspensions, just not as much as we had planned. Although chronic absences are reduced, they too are not quite at our goal. This, despite what I would call a heroic effort by our office staff and regional partners. Our district based "STAR" assessment show improvement but again, not at the level we would like in all grades. We'd like to see a year's grade level equivalent in all grades that test but we are seeing slightly less. Classes who are participating in Accelerated Reader ARE documenting reading more books and words per year. Students are improving their typing skills and have greater access to technology throughout the grade levels.

I am gratified that we are moving in the right direction in most areas and that the district has systems in place to address its goals and measure movement toward the goals. It was not too many years ago when none of this existed, no computer lab, no district assessments, no Accelerated Reader or Accelerated Math, no typing programs and very little data on discipline. The district has made positive changes and it is represented here in this LCAP.

Review of Performance

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

Greatest Progress

This Local Control Accountability Plan for Loleta School is focused on improvements in student performance. Because 95 percent of our students are from poverty, the categories are applicable to all students most of the time, except for foster youth and English language Learners.

1. In the area of Academics, the teaching staff are dedicated to assessing students, monitoring their progress and providing academic interventions so these students can make academic progress. The district is also intent on improving the integration of the arts, project learning and technology into the student's learning process.
2. Because students cannot learn in a chaotic environment, or if they are absent from school, a large

portion of this LCAP is focused on improving the school climate. Hence there is an emphasis on Positive Behavior Interventions and Supports. There is a marked increase in special education spending as the district seeks to improve services for students. We also need parental support so the reader will see quite a bit about efforts to improve home/school communications.

3. Finally, there are a lot of important but unglamorous supports in this LCAP:

- Bussing, because our target groups will not arrive to school without transportation.
- Cafeteria support because food uncertainty is a real issue with our students.
- Supporting key personnel who directly contribute to these goals.

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

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

Greatest Needs

There is still a great need for continued Academic Interventions with students in Mathematics, EL supports and for a reduction in suspensions.

The suspensions reduction goal is an actual mandate by the state of California and a goal of the Office of Civil Rights settlement agreement. This reduction necessitates wraparound services for students such as social-emotional instruction, regular counseling, etc. Traditionally, such services simply have not existed in rural schools. Professional Development for teachers and creative interventions are helping but the district has had to choose between small class sizes and our Interventions Coordinator. So there is an extreme need for counselors and other support staff in schools as a fully funded support.

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

Performance Gaps

Despite a decrease in support for students with the loss of our Interventions Support employee, there have been just three percent more behavioral referrals this year. Regarding behavioral challenges, there were more "major" referrals this year than last year and not a reduction in suspensions.

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

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

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

Increased or Improved Services

Ninty-six percent of the students in the district are low income. The district will continue to provide a mid-morning snack (new this year), after care, a free-for-all school breakfast and lunch, and bus transportation. The district will continue to employ a half time EL teacher to support English Learners. The district has also provided this teacher with a real room with computers and better curriculum materials. Loleta School will continue to maintain our Eel River Valley Foster Youth Consortium partner who supports Foster Youth as well as the Saint Joseph's Community Center.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,736,999
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,439,053

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

"Central Office
 General Admin Services 49,556
 Copier 252
 Rentals/leases 2,700
 Legal Fees 4,725
 School Admin Services 1,660
 Utilities 30,754
 Audit Fees 13,000
 INS Fees 5,423
 Prop 39 147,326
 OPEB 6,600
 STRS liability 4,893
 Indirect -2,272
 Superintendent 33,329
 TOTAL 297,946

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	1,032,603

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Increased student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, Science and Technology.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Metric: 1.Maintain 100% highly qualified teaching staff.

Baseline: Eight of our Nine teachers are highly qualified, 88%

17/18: Maintain 100% highly qualified teaching staff.

Actual

The district has maintained a highly qualified teaching staff, now with 100% of the teaching staff highly qualified.

Expected

Metric: 2. Maintain 100% curriculum materials sufficiency

Baseline: The district maintains a 100% curriculum materials sufficiency

17/18: Maintain 100% curriculum materials sufficiency

Metric: 3. A 4% Increase the number of students reading at grade level by the end of 3rd grade over the previous year STAR scores

Baseline: Eighty percent of students were reading below grade level.

17/18: A 4% Increase the number of students reading at grade level as measured by the STAR reading program.

Actual

Although the district has maintained a 100 percent curriculum materials sufficiency, some of our ELA curriculum is getting quite old.

Metric 3, not met. The district had a Grade Equivalency of 0.7 growth in the third grade last year and this year we had an average growth of 0.2. (It should be noted that both of these scores are based on fewer than 9 students and are therefore, not statistically accurate.)

The school-wide grade level equivalency is also not met. Last year we had an average GE of 0.65 and this year we have an average GE of 0.51.

Expected

Metric: 4. Students will meet standards in English Language Arts as measured by CAASPP

Students will meet or exceed standards in Mathematics as measured by CAASPP

Baseline: The average distance from Level 3 (Met State Standards) was 122.1 points below the bottom of this range on the end of the year ELA CAASPP test (2015-16), an 8.1 pt decline resulting in a Red (Lowest) rating

The average distance from Level 3 (Met State Standards) was 140.2 points below the bottom of this range on the end of the year Math CAASPP test, a 38.5 decrease resulting in an Red (Lowest) rating.

17/18: The average distance from Level 3 (Met State Standards) will be 104.1 points below the bottom of this range on the end of the year ELA CAASPP test, a 18 pt increase and resulting in movement to an Orange (Low) performance level

The average distance from Level 3 (Met State Standards) will be 125 points below the bottom of this range on the end of the year Math CAASPP test, a 15.2 pt significant increase resulting in a yellow (Average) rating.

Actual

Partially Met in both ELA and Mathematics. Although the district did not reach its goal of 18 point increase in ELA, we did increase 7.7 points for a percentage increase of 9.3 percent.

In Mathematics, the district just missed its 15.2 point goal earning 11.9 points. This is an increase of 9.1%.

Expected

Metric: 5. Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 5% over the base year. The district is in the "Very Low" category.

Baseline: About 76% of students were not meeting standards on the SBAC in our baseline year

17/18: The district would strive to increase 80 points as noted on the State's Academic Indicator Grid.

Metric: 6. A 5% increase in the number of words a child has read over the previous year according to Accelerated Reader.

Baseline: In our baseline year, children read an average of 85,000 words per year.

17/18: A 5% increase in the number of words a child has read over the previous year according to Accelerated Reader.

Actual

Metric 5 was met. The district increased its number of students who proficient on the Smarter Balanced Assessment by 11% in English Language Arts, and just 5% in mathematics.

The district did not improve by 80 points on the State's Academic Indicator Grid. The district did improve by a total of 19.6 points.

Not met. Students from the first through 8th grades read an average of 31,932 words. The three students that read did pretty well, but there was a lot of non participation.

Expected

Metric: 7. A 3% increase in the number of mathematics outcomes students have mastered according to Accelerated Math

Baseline: The district is using the Grade Equivalent score from STAR math and reading. This is the average GE gain from the pre and post tests. The district has seen an average grade equivalent growth of .85 in math.

17/18: A 3% increase mathematics GE on the STAR math assessment.

Metric: 8. A 3% Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).

Baseline: Baseline of 9 words per minute

17/18: A 3% Increase the typing speed and accuracy of students as demonstrated by Moby Max or similar program

Actual

Metric 7 was not met. The district saw the average grade equivalency (GE) in mathematics decline from .85 to .47.

Metric 8 was met. The district had a 4% gain in typing speed as measured by Typing without Tears in the 4/5 grades. The average WPM is now 9.5.

Expected

Metric: 9. See a 3% improvement in EL proficiency as demonstrated by the CELDT

Add to the reclassification rate of EL Students,

Baseline: 29% improvement in EL proficiency, students who have advanced one level.

12% or three of the 24 EL students were reclassified. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction

17/18: See a 3% improvement in EL proficiency as demonstrated by the CELDT

Add another 3% to our EL reclassification rate. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction

Metric: 10. A 10 % decrease in the number of major referrals as documented by the SWISS system on PBIS.

Baseline: Baseline year of 897 "Major" referrals.

17/18: A 3 % decrease in the number of major referrals as documented by the SWISS system on PBIS.

Actual

The CELDT has now been changed to the ELPAC.

The district did meet this goal in terms of reclassification. We had one out of 19 students reclassified for a 4% improvement.

The district did meet the EL improvement rate. Our average improvement for grades k-8 was 25%.

Metric 10 was met. The district had a total of 863 major referrals this year as compared with 897 last year for a reduction of 4%. This is for the same time period of August 25th through February 28th.

Expected

Metric: 11. Implement California State Standards.

Baseline: Baseline – Teachers are fully implementing Math standards through the new Math curriculum (Go Math); ELA curriculum is still the old standards but teachers are supplementing as needed for the current state standards (web subscriptions, AR)

17/18: Teachers are fully implementing Math standards through the new Math curriculum (Go Math); ELA curriculum is still the old standards but teachers are supplementing as needed for the current state standards (Study Island, AR)

Actual

Metric 11 was met, teachers are fully implementing the Math standards through the new Math curriculum (Go Math); ELA curriculum is still the old standards but teachers are supplementing as needed for the current state standards (web subscriptions, AR)

Actions/Services

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

Action 1

Planned Actions/Services

1. Maintain 100% highly qualified teaching staff. at Loleta School
 2. Professional development in key areas including common core subject areas, Accelerated Reading, and Math, also social/emotional support for

Actual Actions/Services

1. The district did maintain highly qualified teachers.
 2. The district did provide professional development in key areas including common core subject areas, Accelerated Reading, and Math, writing and

Budgeted Expenditures

Amount
 Goal 1, 17/18
 1. 295,662
 2. A) 8,357
 B) 10,271 (BTSA)
 3. A) 18,532
 B) 5,000

Estimated Actual Expenditures

Amount
 Goal 1, 17/18
 1. 323,811
 2. A) 4,897
 B) 7000 (BTSA)
 3. A) 23,672
 B) 4,093

Planned Actions/Services

students. Maintain BTSA supports for new teachers.

3. Maintain 100% curriculum materials and supplies sufficiency

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

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

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

7. maintain services for Classroom Instruction

Actual Actions/Services

social/emotional support for students. The district also maintained BTSA supports for new teachers.

3. The district did maintain 100% curriculum materials and supplies sufficiency

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

5. The district did maintain a maximum number of aides to better serve students in multi-graded rooms.

6. The district did maintain a diverse and accessible curriculum by continuing the HCOE HERC Center services annual contract.

7. The district did maintain services for Classroom Instruction.

Budgeted Expenditures

4. A) 118,704
 B) 71,441
 C) 102
 E) 143,203
 F) 61,452
 5. 27,264 (aides)
 6. 2,200 (Lib. Contract)
 7. 4,948 (class services)

Source
 Goal 1, Action 1 17/18
 1. LCFF, Lottery, EPA, Title I, Title II, REAP (RS 0000,1100, 1400, 3010, 4035, 5820, 7690)
 2. A) LCFF (RS 0000)
 3. A) LCFF, REAP (RS 0000, 7817)
 B) Lottery, Restricted Lottery (RS 1100, 6300)
 4. A) Special Education (RS 0000, 3310, 6500, 7690)
 B) Special Education (RS 0000, 3310, 6500,
 C) Special Education (RS 0000, 3310, 6500,)
 D) Special Education (RS 0000, 3310, 6500,)
 E) Special Education (RS 0000,

Estimated Actual Expenditures

4. A) 119,088
 B) 38,359
 C) 194
 E) 166,890
 F) 51,002
 5. 64,959 (aides)
 6. 3,400 (Lib. Contract)
 7. 15,739 (class services)

Source
 Goal 1, Action 1 17/18
 1. LCFF, Lottery, EPA, Title I, Title II, REAP (RS 0000,1100, 1400, 3010, 4035, 5820, 7690)
 2. A) LCFF (RS 0000)
 3. A) LCFF, REAP (RS 0000, 5820)
 B) Lottery, Restricted Lottery (RS 1100, 6300)
 4. A) Special Education (RS 0000, 3310, 6500, 7690)
 B) Special Education (RS 0000, 3310, 6500,
 C) Special Education (RS 0000, 3310, 6500,)
 D) Special Education (RS 0000, 3310, 6500,)
 E) Special Education (RS 0000,

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

3310, 6500,)
 5. LCFF, EPA, REAP (RS 0000,
 1400, 5820)
 6. LCFF (RS 0000)
 7. LCFF, Lottery (RS 0000, 1100,
 4510, 7817)

Budget Reference
 Goal 1, Action 1, 17/18
 1. GL-FN 1110-1000 Certificated
 salary/benefits
 2. A) Obj 5210
 B) Obj 5207
 3. A)GL-FN 1110-1000 supplies
 B) obj. 4110 + 4210
 4. A) Goal 5xxx Certificated
 salary/benefits
 B) Goal 5xxx Classified
 salary/benefits
 C) Goal 5xxx supplies
 D) Goal 5xxx services
 E)Goal 5xxx Chargeback
 5. GL-FN 1110-1000 Classified
 salary/benefits
 6. Obj 5812
 7. GL-FN 1110-1000 Obj 5800 &
 5805

3310, 6500,)
 5. LCFF, EPA, REAP (RS 0000,
 1400, 5820)
 6. LCFF (RS 0000)
 7. LCFF, Lottery (RS 0000, 1100)

Budget Reference
 Goal 1, Action 1, 17/18
 1. GL-FN 1110-1000 Certificated
 salary/benefits
 2. A) Obj 5210
 B) Obj 5207
 3. A)GL-FN 1110-1000 supplies
 B) obj. 4110 + 4210
 4. A) Goal 5xxx Certificated
 salary/benefits
 B) Goal 5xxx Classified
 salary/benefits
 C) Goal 5xxx supplies
 D) Goal 5xxx services
 E)Goal 5xxx Chargeback
 5. GL-FN 1110-1000 Classified
 salary/benefits
 6. Obj 5812
 7. GL-FN 1110-1000 Obj 5800 &
 5805

Action 2

Planned Actions/Services

For English learners:

1. EL Coordinator will also attend the English Collaborative Professional Learning Community at our Humboldt County Office of Education.
2. Rosetta Stone language acquisition software for EL students.
3. A bilingual aide will be maintained to continue to provide intervention and CELDT Support
4. A stipend for the bilingual EL Coordinator
5. Bilingual materials and supplies

Actual Actions/Services

For English learners:

1. The district's EL Coordinator did also attend the English Collaborative Professional Learning Community at our Humboldt County Office of Education.
2. Rosetta Stone language acquisition software was discontinued and the district instead hired a half time EL teacher to offer more direct instruction and support for EL students.
3. A bilingual aide was maintained to continue to provide intervention and CELDT Support
4. A stipend for the bilingual EL Coordinator was no longer needed since the district hired a half time dedicated support person here.
5. A modest amount of bilingual materials and supplies were purchased.

Budgeted Expenditures

Amount

Goal 1, Action 2

1. 365 prof. dev.
2. 1,000 Rosetta Stone
3. 33,219 bi aide
4. 591 EL stipend
5. 200 supplies

Source

Goal 1, Action 2

1. Supp/Concentration
2. Supp/Concentration
3. Supp/Concentration
4. Supp/Concentration
5. Supp/Concentration

Budget Reference

Goal 1 Action 2

1. Obj 5210
2. Services
3. Classified salary/benefits
4. Classified salary/benefits
5. GI-FN 4760-1000 supplies

Estimated Actual Expenditures

Amount

Goal 1, Action 2

1. 365 prof. dev.
2. 0 Rosetta Stone
3. 31,510 bi aide
4. 0 EL stipend
5. 200 supplies

Source

Goal 1, Action 2

1. Supp/Concentration
2. Supp/Concentration
3. Supp/Concentration
4. Supp/Concentration
5. Supp/Concentration

Budget Reference

Goal 1 Action 2

1. Obj 5210
2. Services
3. Classified salary/benefits
4. Classified salary/benefits
5. GI-FN 4760-1000 supplies

Action 3**Planned Actions/Services**

Foster Youth Coordinator is maintained within the Eel River Valley collaborative. Foster youth support with the Saint Joseph's Community Resource Center Located on the school grounds. Supports needy families with food, clothing, and coordinates support with other service providers.

Actual Actions/Services

A Foster Youth Coordinator was in fact, maintained within the Eel River Valley collaborative. Foster youth support with the Saint Joseph's Community Resource Center continues to be located on the school grounds. The resource center continues to support needy families with food, clothing, and coordinates support with other service providers. The Community Resource Director has also been instrumental in supporting cultural change at the school.

Budgeted Expenditures

Amount
Goal 1, Action 3
1. 500

Source
Goal 1, Action 3
1. Supp/Conc

Budget Reference
Goal 1, Action 3
1. Obj 5819

Estimated Actual Expenditures

Amount
Goal 1, Action 3
1. 500

Source
Goal 1, Action 3
1. Supp/Conc

Budget Reference
Goal 1, Action 3
1. Obj 5819

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Loleta has implemented a good many of the goals listed in this LCAP. There have been some items that have changed, including the removal of some programs that were not working for the district such as Rosetta Stone. The district has hired a part time EL/ELPAC Coordinator rather than simply pay a stipend to our Bilingual Aide. This person was also given her own room and now the district is working to improve the capacity of this program further with additional materials and supplies.

Loleta School has made gains toward our goal of increased student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, Science and Technology. The district continues to improve access to technology for students. They typing speed of our sample group improved 4%. All third through 8th grade students have gmail accounts and the 4th through 8th graders regularly receive assignments through these accounts.

According to our own STAR assessments, there was a slight drop in the average grade equivalent gains for the year in both ELA and Math for the 2017-18 school year. According to the SBAC tests, the district has moved most students away from the Below Basic categories and more toward the basic and proficient categories. The district dashboard indicates modest point gains have been made in ELA (+7.7) and Math (+11.8) but our EL Students have not made the gains we would like to see compared with their English as a first language peers.

The district is well aware of the challenges associated with serving students with a 95% free and reduced lunch rate and other challenges. We are committed to providing a high number of aides in the classrooms and small class sizes but budget restraints are a real challenge.

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

The actions have been effective overall but we need some refinements. Technology such as Jupiter Grades which allows parents to check on the grades of 6-8th graders has been wonderful for the access it provides to parents and the motivation to students. Accelerated Reader has been a disappointment in the 6-8th grades in terms of motivating students to read, however, it has been a very good thing in providing the district with benchmark assessments. There needs to be more professional development on this program.

Although the district has improved its scope of services for at-risk students with the addition of the SDC and increased number of IEP's for students, there needs to be more in the way of mid-level interventions, for struggling students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In action one, the special education costs have risen. The district has seen more 1:1 aide time for identified students. The district has also added to the district's case load. Finally, there was a marked increase in our contracted speech services. Rosetta Stone was discontinued by the district in action two. This program was not as effective as we had hoped and also, we hired on a part time EL Coordinator. The stipend for this coordinator also was discontinued because the district changed hired this aide as an EL Coordinator and no longer simply paid her a stipend to run the program along with her other aide duties. The district feels these adjustments will strengthen the EL program.

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6, 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected

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

Baseline: The baseline was 90%

17/18: Attendance rate will increase by 1% from our current rate of 90%.

Actual

Met, the actual attendance rate for our P2 was 93.4% for a total of 3.4% greater than last year.

Expected

Metric: 2.Chronic Absenteeism will decrease by 2% from 3.our current rate of 19%. ("chronic" as 18 or more absences)

Baseline: The baseline in 2015 was 10%

17/18: Chronic Absenteeism will decrease by 2% from our current rate of 10%. To 8%("chronic" as 18 or more absences)

Metric: 4.Office staff to make a phone call about absent students 100 percent of the time.

Baseline: In 2015 this was about 100%

17/18: Office staff to make a phone call about absent students 100 percent of the time.

Actual

The district did not meet this outcome. If the district takes an average of the last two years or 15% and compares this year's rate, we are at the same rate of 15%.

Met, the office staff do make phone calls 100 percent of the time. The district secretary has been very active in the SARB process. Letters were sent out, meetings at the district level have been scheduled and we have had more attendance at the actual SARB meetings.

Expected

Metric: 5. Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum.

Baseline: In 2015 there was a narrow scope of study with no integrated technology at all and little project-based learning although we did have music for a single year.

17/18: 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.

Metric: 6. An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from our current rate of 1,121 referrals from September through February.

Baseline: Baseline of the number of Major referrals is 1149 from September through February.

17/18: An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from our current rate of 1,149 referrals from September through February or 1,057.

Actual

Met, the district added some technology-based programming such as Moby Max and continued with Accelerated Reader and Math. There was a successful completion of a school-wide "Science Night" where the district showcased group and individual science projects. The district also participated in our first ever History Day. Both Science Fair and History Day were new experiences for Loleta School students. Some students participated in the regional Spelling Bee which was hosted by Loleta School this year.

With the continuance of the district being a "Google Classroom", there have been many assignments which integrate technology into the curriculum. Many times, students are given assignments on line which require links to various websites etc. Students are increasingly turning in finished work on line.

Metric 8 was not met. The district did reduce the number of Major Referrals by 4% but not 8%. The number went from 897 last year to 863 this year.

Expected

Metric: 7. Maintain less than 2% expulsion rate. (Currently our expulsion rate is zero percent)

Baseline: Baseline was Zero percent

17/18: Maintain less than 2% expulsion rate. (Currently our expulsion rate is zero percent)

Metric: 8. Reduce suspensions by 5%

Baseline: The district had a 29% suspension rate for our baseline.

17/18: Reduce suspensions by 5% percent

Metric: 9. No students will drop out.

Baseline: The district has a zero percent drop-out rate in the baseline year.

17/18: No students will drop out.

Actual

The district has met metric 7. There have been zero expulsions.

Metric 8 was not met although the district did slightly reduce the number of suspensions. In 2016-17, for the time period August 25th to February 1st, the district had a suspension rate of 29%. In 2017-18 for the same time period, the district had a suspension rate of 27% for a decrease of 2%. (These numbers are calculated by dividing the total unduplicated suspensions by the cumulative attendance rate)

Metric 9 was met. Our k-8 school has had no drop-outs.

Expected

Metric: 10. Facilities will be maintained at a "good" or better according to the FIT scale our current rating is 98%.

Baseline: The district had a "Fair" or better rating in the baseline year at 85%.

17/18: Facilities will be maintained at a "good" or better according to the FIT scale, 98%.

Metric: 11. Parent participation will increase by 2%

Baseline: The baseline parent participation rate is 15%

17/18: Parent participation will increase by 2% to 17%

Metric: 13. At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.

Baseline: Baseline year of 20%

17/18: At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.

Actual

The district met metric 10 outcome. The district did get a 97% score on the FIT Scale for a "Good" rating.

The district met this outcome. The average attendance of all parent meetings such as the cultural meetings, PTO, LCAP and ELAC and Lunch on the Lawn are 17% but the parent conferences were attended by 85% of parents.

The district met metric 13. We had 33% of parents attend the ELAC meetings. A smaller percent attended the LCAP meeting this year.

Expected

Metric: 14. Parent participation, including those of students with disabilities, will increase by 2%.

Baseline: This baseline is 20% as per our LCAP meeting but a higher rate of about 70% for parent conferences.

17/18: Parent participation, including those of students with disabilities, will increase by 2%. To 22%.

Metric: 15. Present a survey to assess student, teacher and parent feelings of safety and connectedness.

Baseline: Initial survey to collect baseline data.

17/18: Improve feelings of safety and connectedness by 3%

Actual

The district partially met metric 14. The district's LCAP participation fell to 5% but parent conferences were up to 85% as a total, this includes students with disabilities.

The district did participate in the California Safe Schools Survey for students, parents and staff. Although this information was not available to the district at LCAP time, we hope it will shed light and direction for further goals and actions in the future.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Promote parent involvement on the importance of school

1. The district did promote parent involvement on the importance

Amount
Goal 2, Action 1

Amount
Goal 2, Action 1

Planned Actions/Services

attendance secretarial staff's salaries, also Promote attendance including phone calls home, SARB and positive post cards.

2. Positive Post Cards will continue to be made available to teachers and classified staff so they may be able to send home positive comments about students.

3. Restorative Justice professional development
The District expects to engage in restorative justice as a routine intervention with high needs students.

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

Actual Actions/Services

of school attendance. The extra secretarial staff's salaries, helps to promote attendance including phone calls home, SARB and positive post cards.

2. Another round of Positive Post Cards were purchased and made available to teachers and classified staff so they may be able to send home positive comments about students.

3. Restorative Justice professional development was not continued with entire staff although we did have a refresher course in our staff meeting.

4. Class Dojo was dumped and we just texted parents or wrote letters. Jupiter Grades was put in place for grades four through eight with great success.

5 The district is continuing to use google drive and docs. This suite of programs, especially Google calendar has been a wonderful unifying force for organization at the district. The entire school, (3 through 8th graders) have a

Budgeted Expenditures

1. A) 53,118
B) 3,950
C) 650

2. See Goal 1, Action 3A

3. See Goal 1, Action, 2A

4. 1,582 (technology)

5. This is a free service

6. \$500

7. A) 11,410
B) 3,000
C) 6,582

8. A) 1,818
B) 200
C) 700

9. 76,319 (princ sal)

10. 1,300 (tech services)

11. 150 Medical Supplies

12. A) 30,627 (ASES)
B) 6,790
C) 500
D) 1,916

Source
Goal 2, Action 1
A) LCFF (RS0000)
B) LCFF (RS0000)
C) LCFF (RS0000)

2. See Goal 1, Action 3A

Estimated Actual Expenditures

1. A) 55,125
B) 3,150
C) 650

2. See Goal 1, Action 3A

3. See Goal 1, Action, 2A

4. 580 (technology)

5. This is a free service

6. A) 0
7. A) 2,469
B) 5,000
C) 13,523

8. A) 1,254
B) 0
C) 700

9. 77,678 (princ sal)

10. 2,200 (tech services)

11. 50 Medical Supplies

12. A) 31,883 (ASES)
B) 8,213
C) 1,435
D) 2,092

Source
Goal 2, Action 1
A) LCFF (RS0000)
B) LCFF (RS0000)
C) LCFF (RS0000)

2. See Goal 1, Action 3A (18,532)

Planned Actions/Services

- 5 The district seeks to continue to use Google Docs. Besides being a free service, this software suit also shares calendars etc. We would like the entire school, including the 5th through 8th graders to have a Google docs account.
6. Continued support of the arts at Loleta School and make such art powerful and relevant. Introduce artistic motifs and flourishes to the facilities that better represent the mufti-ethnic makeup of the community.
7. The transportation program's bus service helps the district ensure good attendance from our more distant families.
8. Continued support of the athletic program to motivate students to attend, improve social emotional wellbeing and also parent participation.
9. Maintain the Principal's salary for support of discipline, alternative discipline interventions, attendance support and increased

Actual Actions/Services

- Google account.
6. The arts have not been as prioritized as we might have liked. There were no new motifs and flourishes to the facilities, but we did hold a number of cultural meetings and the Cinco-de Mayo celebration was the best ever.
7. The transportation program's bus service continues as the district attempts to ensure good attendance from our more distant families.
8. The district did continue to support of the athletic program. We offered a co-ed volleyball team and a girls and boys basketball teams.
9. A portion of the Principal's salary was maintained for support of discipline, alternative discipline interventions, attendance support and increased parent participation.
10. Technology was supported although it has been a struggle just maintaining our current level

Budgeted Expenditures

- (18,532)
3. See Goal 1, Action 2A (8,357)
4. LCFF (RS 0000)
5. This is a free service
6. RS 0000 obj 4310
7. A) Transportation (RS 0210)
B) Transportation (RS 0210)
C) Transportation (RS 0210)
8. A) LCFF (RS 0000)
B) LCFF (RS 0000)
C) LCFF (RS 0000)
9. LCFF (RS 0000, 7690)
10. LCFF (RS 0000)
11. LCFF (RS 0000)
12. A) LCFF, Afterschool (RS 0000, 6010)
B) LCFF, Afterschool (RS 0000, 6010)
C) LCFF, Afterschool (RS 0000, 6010)
D) LCFF, Afterschool (RS 0000) 6010
- Budget Reference
Goal 2, Action 1
1. A) GL-FN 1110-2700 + 0000-7200 Classified Services
B) GL-FN 1110-2700 + 0000-

Estimated Actual Expenditures

3. See Goal 1, Action 2A (8,357)
4. LCFF (RS 0000)
5. This is a free service
6. RS 0000 obj 4310
7. A) Transportation (RS 0210)
B) Transportation (RS 0210)
C) Transportation (RS 0210)
8. A) LCFF (RS 0000)
B) LCFF (RS 0000)
C) LCFF (RS 0000)
9. LCFF (RS 0000, 7690)
10. LCFF (RS 0000)
11. LCFF (RS 0000)
12. A) LCFF, Afterschool (RS 0000, 6010)
B) LCFF, Afterschool (RS 0000, 6010)
C) LCFF, Afterschool (RS 0000, 6010)
D) LCFF, Afterschool (RS 0000) 6010
- Budget Reference
Goal 2, Action 1
1. A) GL-FN 1110-2700 + 0000-7200 Classified Services
B) GL-FN 1110-2700 + 0000-7200 Supplies

Planned Actions/Services

parent participation.
 10. Support technology supplies and services.
 11. Support medical supplies for students.
 12. Support the after school program

Actual Actions/Services

of technology supplies and service.
 11. The district has continued to support medical supplies for students including some head lice kits.
 12. The after school program is mostly grant supported, however some support is matched here.

Budgeted Expenditures

7200 Supplies
 C) GL-FN 1110-3130
 2. See Goal 1, Action 2A
 3. See Goal 1, Action 1, 3
 4. GL-FN 1133-1000 supplies
 5. This is a free service
 6. RS1000 obj 4310
 7. A) GL-FN 1194-3600 Classified salary/benefits
 Page 44 of Error! Bookmark not defined.
 B) GL-FN 1194-3600 supplies
 C) GL-FN 1194-3600 services
 8. A) GL-FN1300-4200 Classified salaries/benefits
 B) GL-FN1300-4200 supplies
 C) GL-FN1300-4200 services
 9. GL-FN1110-2700 cert. salaries benefits
 10. GL-FN1133-1000 services
 11. Obj 4392
 12. A) classified salaries/benefits
 B) supplies
 C) services
 D) indirect

Estimated Actual Expenditures

C) GL-FN 1110-3130
 2. See Goal 1, Action 2A
 3. See Goal 1, Action 1, 3
 4. GL-FN 1133-1000 supplies
 5. This is a free service
 6. RS1000 obj 4310
 7. A) GL-FN 1194-3600 Classified salary/benefits
 Page 44 of Error! Bookmark not defined.
 B) GL-FN 1194-3600 supplies
 C) GL-FN 1194-3600 services
 8. A) GL-FN1300-4200 Classified salaries/benefits
 B) GL-FN1300-4200 supplies
 C) GL-FN1300-4200 services
 9. GL-FN1110-2700 cert. salaries benefits
 10. GL-FN1133-1000 services
 11. Obj 4392
 12. A) classified salaries/benefits
 B) supplies
 C) services
 D) indirect

Action 2

Planned Actions/Services

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

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

3.Facilities will be maintained in "Good" or better condition according to the Facilities Inspection Tool (FIT). Follow the repair schedule developed in year

Actual Actions/Services

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

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

3.Facilities have been maintained in "Good" or better condition according to the Facilities Inspection Tool (FIT).

Budgeted Expenditures

Amount

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

Source

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

Budget Reference

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

Estimated Actual Expenditures

Amount

1. See Goal 2, Action 1
2. See goal 2, Action one
3. A) 121,099
B) 28,010
C) 7,794

Source

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

Budget Reference

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

Planned Actions/Services

one. Also, the district will strive to remain compliant with the American's with Disabilities Act (ADA).

Actual Actions/Services

Follow the repair schedule developed in year one. Also, the district has remained compliant with the American's with Disabilities Act (ADA).

Budgeted Expenditures

Estimated Actual Expenditures

Action 3

Planned Actions/Services

1A contribution to the Cafeteria program to help eliminate food uncertainty for these low income students which represent 98% of Loleta School's student population.
 2 Continued contribution to transportation to better support outlying students who may have a difficult time getting to and from school and field trips to better motivate at risk youth
 3 Support a .5 FTE contribution to the secretarial staff in order to better support these student in attendance, and behavior support. This focus is most often aimed at our unduplicated students who

Actual Actions/Services

1 The district continues a sizable contribution to the Cafeteria program to help eliminate food uncertainty.
 2 The district continues a contribution to transportation to better support outlying students who may have a difficult time getting to and from school and field trips.
 3 The district continues to support a .5 FTE contribution to the secretarial staff in order to better support these student in attendance, and behavior support. This focus is most often aimed at our unduplicated students who have experienced

Budgeted Expenditures

Amount
 Goal 2, Action 3
 1. 9,181
 2. 23,249
 3. 59,168
 4. 130,214
 5. 11,532
 A. 7,526
 B. 4,006
 6. 6053
 7. 2,750
 8. 3,200
 9. 1,600

 Source
 Goal 2, Action 3
 1. Supp/Concentration
 2. Supp/Concentration

Estimated Actual Expenditures

Amount
 Goal 2, Action 3
 1. 7,448
 2. 20,510
 3. 58,794
 4. 130,169
 5. 11,528
 A. 7,526
 B. 4,006
 6. 5988
 7. 2,750
 8. 3,200
 9. 2,600

 Source
 Goal 2, Action 3
 1. Supp/Concentration
 2. Supp/Concentration

Planned Actions/Services

have experienced childhood trauma.

4 Extra support of classroom teachers to reduce class size and promote better individual support for students, especially for students with low SES and high rates of childhood trauma.

5 .Support of administration salary of 10% The Superintendent/Principal supports our unduplicated students by seeking and applying for grants that support these students. Also, overseeing the coordination of interventions such as restorative practices and Student Success Team meetings. Finally, these students often require more “hand holding” and management in the school day such as redirecting, phone calls home etc. Additional qualified adults are important for this subgroup of students.

6.Continue PBIS program continuance and supplies. This also includes professional development including Trauma

Actual Actions/Services

childhood trauma.

4 The district continues to support classroom teachers to reduce class size and promote better individual support for students, especially for students with low SES and high rates of childhood trauma.

5 The district continues to support the administrator's salary of 10% The Superintendent/Principal supports our unduplicated students.

6.The district continues to support the PBIS program continuance and supplies. This also includes professional development including Trauma Informed Schools' practices.

7.The district continues to support the Co-Op contract: This contract helps support our low income students by supporting the HCOE cooperative that helps districts secure funding for low income students.

Budgeted Expenditures

3. Supp/Concentration
 4. Supp/Concentration
 5. a, lcff base
 b. supplemental/concent
 6. Supp/Concentration
 7. Supp/Concentration
 8. Supp/Concentration
 9. Supp/Concentration

Budget Reference
 Goal 2, Action 3

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

Estimated Actual Expenditures

3. Supp/Concentration
 4. Supp/Concentration
 5. a, lcff base
 b. supplemental/concent
 6. Supp/Concentration
 7. Supp/Concentration
 8. Supp/Concentration
 9. Supp/Concentration

Budget Reference
 Goal 2, Action 3

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

Planned Actions/Services

Informed Schools' practices.
7.Co-Op contract: This contract helps support our low income students by supporting the HCOE cooperative that helps districts secure funding for low income students.
8.Technology for Curriculum: These funds support technology access for low income students who may not have access to technology or the internet at home.
9.Field Trips: This money supports field trips for low income students who may not otherwise get to go places in the community. Exposure to a wide range of caring adults and experiences is curtail to expanding the world view of unduplicated students so they may dream large.

Actual Actions/Services

8.The district continues to support technology for curriculum, such supports have included web based computer programs, Ipads, web based curriculum and assessment modules and service for all of the aforementioned items.
9.The district continues to support field trips for low income students who may not otherwise get to go places in the community. Exposure to a wide range of caring adults and experiences is curtail to expanding the world view of unduplicated students so they may dream large.

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The Loleta School District has met or partially met 77% of the goals listed above. Although the district wisely hired an Interventions Coordinator the previous year, that position could not be maintained without increasing class size so the position was let go. Although suspensions were reduced, major referrals (behavior tracking forms) did go up. This tells me that in fact severe behaviors have stayed about the same or risen. The way the district deals with the behaviors is not really represented in the data. We only know there were slightly fewer suspensions. In fact there were a lot more in-house suspensions which are not really valued and totaled by CALPADS. There were more instances of community service and other restorative practices but these are not being measured, perhaps they should be. The district does have a need to build it's capacity back up to deal with the intense behaviors.

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

I feel that the district has been as effective as possible under the circumstances. The district has made a goal of "no expulsions" however, in my belief that there could do with a couple of expulsions and in our small school this would reduce overall referrals and suspensions. Although the district has been more proactive than ever in dealing with chronic absenteeism, our numbers actually went up. Small districts are up against a numbers game on this one. Just a few students can really skew percentages for us. Parents have been very active in the ELAC, Cultural and Equity meetings. Parents have also attended the parent conferences at a high rate of 85%. We get good participation on some other events and meetings and then, very poor attendance on other meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district had two heating units fail in the portables this year and this added to our operations and maintenance budget. The bus continued to need maintenance, including a new set of tires. This added to the transportation costs.

The field trip budget appears to have gone up significantly, but the district has turned in reimbursement requests which are still outstanding and should bring down this cost.

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

Because the district is so small, a couple of students can really skew our percentages. This has certainly been the case with chronic absenteeism. I believe the district has been more proactive than ever with chronic absenteeism and yet it appears that we have done worse, nothing could be further from the truth.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

This LCAP was informed by stakeholders in a number of ways. First we had an annual LCAP meeting on March 7th. This meeting was well advertised and as usual we offered free pizza. Two other meetings three other meeting groups also provided data for the LCAP including the monthly Cultural Committee meetings, ELAC meetings and also the Equity Committee Meetings. For input, meeting notes were examined and commonalities of the meetings were established as priorities.

Another way in which the LCAP was informed was through surveys. This year, the district also included results from the California Safe Schools Survey for students, staff and parents. This survey and some of the improvements in the school's discipline and inclusion policies were also part of an Office of Civil Rights settlement agreement.

Stakeholders included parents, students, CSEA and CTA bargaining units, community members, and board members.

Impact on LCAP and Annual Update

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

The minutes from these meetings and the various surveys did impact the LCAP. There is more emphasis on cultural inclusion, improved school/home communication, improved discipline policies and practices were also included in the LCAP and part of the Office of Civil Rights Settlement Agreement. These meetings do inform the LCAP but the actual funds available in the LCAP are minimal. While schools in California are now "fully funded" as to their Local Control Funding Formula, that really only means funded at 2009 levels. Districts meanwhile have had to shoulder the burden of increased healthcare costs and increased contributions to retirement. Most of the funds in this LCAP go to paying for "basic" services such as contributions to the cafeteria, busing etc.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

Increased student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, Science and Technology.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities: N/A

Identified Need:

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

1.1 Improve functional writing skills of all students.

1.2 Scientific process, vocabulary are needing improvement.

1.3 Students continue to test very low in mathematical calculation and thinking. Increase the number of mathematics outcomes students have

mastered.

1.4 Increase the number of students who are reading at grade level by the end of the third grade.

1.5 Increase number and 25% of EL who are proficient and are re-designated as EP. Using CELDT data and other local measures.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.Maintain 100% highly qualified teaching staff.	Eight of our Nine teachers are highly qualified, 88%	Maintain 100% highly qualified teaching staff.	Maintain 100% highly qualified teaching staff.	Maintain 100% highly qualified teaching staff.
2.Maintain 100% curriculum materials sufficiency	The district maintains a 100% curriculum materials sufficiency	Maintain 100% curriculum materials sufficiency	Maintain 100% curriculum materials sufficiency Although the district has maintained a 100 percent curriculum materials sufficiency, some of our ELA curriculum is getting quite old, having been adopted in 2002.	Maintain 100% curriculum materials sufficiency

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

3. A 4% Increase the number of students reading at grade level by the end of 3rd grade over the previous year STAR scores

Eighty percent of students were reading below grade level.

A 4% Increase the number of students reading at grade level as measured by the STAR reading program.

A 4% Increase the number of students reading at grade level as measured by the STAR reading program.

A 4% Increase the number of students reading at grade level as measured by the STAR reading program.

Metrics/Indicators

4.Students will meet standards in English Language Arts as measured by CAASPP

Students will meet or exceed standards in Mathematics as measured by CAASPP

Baseline

The average distance from Level 3 (Met State Standards) was 122.1 points below the bottom of this range on the end of the year ELA CAASPP test (2015-16), an 8.1 pt decline resulting in a Red (Lowest) rating

The average distance from Level 3 (Met State Standards) was 140.2 points below the bottom of this range on the end of the year Math CAASPP test, a 38.5 decrease resulting in an Red (Lowest) rating.

2017-18

The average distance from Level 3 (Met State Standards) will be 104.1 points below the bottom of this range on the end of the year ELA CAASPP test, a 18 pt increase and resulting in movement to an Orange (Low) performance level

The average distance from Level 3 (Met State Standards) will be 125 points below the bottom of this range on the end of the year Math CAASPP test, a 15.2 pt significant increase resulting in a yellow (Average) rating.

2018-19

The average distance from Level 3 (Met State Standards) will be 86.1 points below the bottom of this range on the end of the year ELA CAASPP test, an 18 pt increase but still resulting in a Orange (Low) rating.

The average distance from Level 3 (Met State Standards) will be 110 points below the bottom of this range on the end of the year Math CAASPP test, a 15 pt significant increase resulting in a yellow (Average) rating.

2019-20

The average distance from Level 3 (Met State Standards) will be 70 points below the bottom of this range on the end of the year ELA CAASPP test, a 16.1 pt increase but still resulting in a Yellow (Average) rating.

The average distance from Level 3 (Met State Standards) will be 95 points below the bottom of this range on the end of the year Math CAASPP test, a 15 pt significant increase resulting in a yellow (average) rating.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

5. Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 5% over the base year. The district is in the "Very Low" category.

About 76% of students were not meeting standards on the SBAC in our baseline year

The district would strive to increase 80 points as noted on the State's Academic Indicator Grid.

The district would strive to increase 80 points as noted on the State's Academic Indicator Grid.

The district would strive to increase 50 points as noted on the State's Academic Indicator Grid.

6. A 5% increase in the number of words a child has read over the previous year according to Accelerated Reader.

In our baseline year, children read an average of 85,000 words per year.

A 5% increase in the number of words a child has read over the previous year according to Accelerated Reader.

Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 3% over the base year.

Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 3% over the base year.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

7.A 3% increase in the number of mathematics outcomes students have mastered according to Accelerated Math

The district is using the Grade Equivalent score from STAR math and reading. This is the average GE gain from the pre and post tests. The district has seen an average grade equivalent growth of .85 in math.

A 3% increase mathematics GE on the STAR math assessment.

A 3% increase mathematics GE on the STAR math assessment.

A 2% increase mathematics GE on the STAR math assessment.

8.A 3% Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).

Baseline of 9 words per minute

A 3% Increase the typing speed and accuracy of students as demonstrated by Moby Max or similar program

A 2% Increase the typing speed and accuracy of students as demonstrated by Moby Max or similar program

A 2% Increase the typing speed and accuracy of students as demonstrated by Moby Max or similar program

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

9. See a 3% improvement in EL proficiency as demonstrated by the CELDT

Add to the reclassification rate of EL Students,

29% improvement in EL proficiency, students who have advanced one level.

12% or three of the 24 EL students were reclassified. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction

See a 3% improvement in EL proficiency as demonstrated by the CELDT

Add another 3% to our EL reclassification rate. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction

See a 3% improvement in EL proficiency as demonstrated by the CELDT

Add another 3% to our EL reclassification rate Teachers, including the EL teacher, incorporate ELD standards into classroom instruction

See a 3% improvement in EL proficiency as demonstrated by the CELDT

Add another 3% to our EL reclassification rate Teachers, including the EL teacher, incorporate ELD standards into classroom instruction

10.A 10 % decrease in the number of major referrals as documented by the SWISS system on PBIS.

Baseline year of 897 “Major” referrals.

A 3 % decrease in the number of major referrals as documented by the SWISS system on PBIS.

A 3 % decrease in the number of major referrals as documented by the SWISS system on PBIS.

A 2% decrease in the number of major referrals as documented by the SWISS system on PBIS.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

11. Implement California State Standards.

Baseline – Teachers are fully implementing Math standards through the new Math curriculum (Go Math); ELA curriculum is still the old standards but teachers are supplementing as needed for the current state standards (web subscriptions, AR)

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

Teachers are fully implementing Math standards through the new Math curriculum (Go Math); ELA curriculum is still the old standards but teachers are supplementing as needed for the current state standards (Study Island, AR)

Year 3 - Teachers are fully implementing Math standards through the new Math curriculum (Go Math) and ELA curriculum (Fountas & Pinnell).

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.Maintain 100% highly qualified teaching staff. at Loleta School
 2. Professional development in key areas including common core subject areas, Accelerated Reading, and Math, also social/emotional support for students. Maintain BTSA supports for new teachers.
 3.Maintain 100% curriculum materials and supplies sufficiency
 4.Strive to maintain a diverse set of interventions in our special education program including, a qualified staff, Special Day Class (SDC) and both “push-in” and “pull-out” services for students with IEP and 504 plans.

1.Maintain 100% highly qualified teaching staff. at Loleta School
 2. Professional development in key areas including common core subject areas, Accelerated Reading, and Math, also social/emotional support for students and cultural inclusion training. Maintain BTSA supports for new teachers.
 3.Maintain 100% curriculum materials and supplies sufficiency and technology.
 4.Strive to maintain a diverse set of interventions in our special education program including, a qualified staff, Special Day Class (SDC) and both “push-in” and “pull-out” services for students with IEP and

N/A

- 5. Maintain a maximum number of aides to better serve students in multi-graded rooms.
- 6. Maintain a diverse and accessible curriculum by continuing the HCOE HERC Center services annual contract.
- 7. maintain services for Classroom Instruction

- 504 plans.
- 5. Maintain a maximum number of aides to better serve students in multi-graded rooms.
 - 6. Maintain a diverse and accessible curriculum by continuing the HCOE HERC Center services annual contract.
 - 7. maintain services for Classroom Instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Goal 1, 17/18 1. 295,662 2. A) 8,357 B) 10,271 (BTSA) 3. A)18,532 B) 5,000 4. A) 118,704 B) 71,441 C) 102 E) 143,203 F) 61,452 5. 27,264 (aides) 6. 2,200 (Lib. Contract) 7. 4,948 (class services)	Goal 1, 1. 251,363 2. A) 4,472 B) 2,500 (BTSA) 3. A)17,559 B) 4,093 4. A) 123,328 B) 52,156 C) 194 E) 142,576 F) 52,943 5. 68,966 (aides) 6. 3,400 (Lib. Contract) 7. 29,858 (class services)	

Year**2017-18****2018-19****2019-20****Source**

Goal 1, Action 1 17/18

1. LCFF, Lottery, EPA, Title I, Title II, REAP (RS 0000,1100, 1400, 3010, 4035, 5820, 7690)

2. A) LCFF (RS 0000)

3. A) LCFF, REAP (RS 0000, 5820)

B) Lottery, Restricted Lottery (RS 1100, 6300)

4. A) Special Education (RS 0000, 3310, 6500, 7690)

B) Special Education (RS 0000, 3310, 6500,

C)Special Education (RS 0000, 3310, 6500,)

D) Special Education (RS 0000, 3310, 6500,)

E) Special Education (RS 0000, 3310, 6500,)

5. LCFF, EPA, REAP (RS 0000, 1400, 5820)

6. LCFF (RS 0000)

7. LCFF, Lottery (RS 0000, 1100)

Goal 1,

1. LCFF, Lottery, EPA, Title I, Title 11, REAP, SUMS GL-FN 1110-1000

Certificated salary/benefits 0000, 1100, 1400, 3010, 4035, 5820, 7690,7817

2. A) LCFF 0000, obj 5210

B) LCFF Obj5207 0000

3. A) LCFF,SUMS GL-FN 1110-1000 supplies 0000, 7817

B) Lottery, Restricted Lottery Obj 4110 1100, 6300

4. A) Special Ed, Goal 5xxx Certificated salary/benefits

B) Special Ed, Goal 5xxx Certificated salary/benefits

C) Special Ed, Goal 5xxx Supplies

E) Special Ed, Goal 5xxx Services

F) Special Ed, Chargeback plus indirect

5. 68,966 (aides)LCFF, REAP, SUMS GL-FN 1110-1000 Classified

salary/benefits0000, 5520,7517, 7690

6. 3,400 (Lib. Contract) LCFFObj 5812 0000

7. 29,858 (class services) LCFF, Lottery, SUMS, INDIAN ED GL-FN 1110-1000

Obj 5201, 5623, 5637, 5715, 5800, 5801, 5805, 5809, 5819 & 5884 RS

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

For English learners:

1. EL/ELPAC Coordinator will also attend the English Collaborative Professional Learning Community at our Humboldt County Office of Education.
2. A bilingual aide will be maintained to continue to provide intervention and CELDT Support.
3. A part time (.4) EL/ELPAC coordinator will be maintained by the district
4. Bilingual materials and supplies will be improved

For English learners:

1. EL/ELPAC Coordinator will also attend the English Collaborative Professional Learning Community at our Humboldt County Office of Education.
2. A bilingual aide will be maintained to continue to provide intervention and CELDT Support.
3. A part time (.4) EL/ELPAC coordinator will be maintained by the district
4. Bilingual materials and supplies will be improved

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Goal 1, Action 2
 1. 365 prof. dev.
 2. 32,842 C Russ .4 EL/ELPAC director
 3. materials 200

Goal 1, Action 2
 1. 365 prof. dev.
 2. 32,842 C Russ .4 EL/ELPAC director
 3. materials 200

Source

Goal 1, Action 2
 1. Supp/Concentration
 2. Supp/Concentration
 3. Supp/Concentration

Goal 1, Action 2
 1. Supp/Concentration
 2. Supp/Concentration
 3. Supp/Concentration

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Foster Youth Coordinator is maintained within the Eel River Valley collaborative. Foster youth support with the Saint Joseph's Community Resource Center Located on the school grounds. Supports needy families with food, clothing, and coordinates support with other service providers.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Goal 1, Action 3 1. 500		
Source	Goal 1, Action 3 1. Supp/Conc		
Budget Reference	Goal 1, Action 3 1. Obj 5819		

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

New

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

Unchanged

2017-18 Actions/Services

The district will purchase and/or upgrade its ELA curriculum materials.

2018-19 Actions/Services

The district will purchase and/or upgrade its ELA curriculum materials.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$0	\$8,000	8,000
Source	N/A	TitleVI Indian Education Funds Obj 5210 SUMS MTSS Grant GL-FN 1110-1000 Obj 5800 & 5805 Lottery, Restricted Lottery Obj 4110 & 4210	TitleVI Indian Education Funds Obj 5210 SUMS MTSS Grant GL-FN 1110-1000 Obj 5800 & 5805 Lottery, Restricted Lottery Obj 4110 & 4210
Budget Reference	N/A	TitleVI Indian Education Funds Obj 5210 SUMS MTSS Grant GL-FN 1110-1000 Obj 5800 & 5805 Lottery, Restricted Lottery Obj 4110 & 4210	TitleVI Indian Education Funds Obj 5210 SUMS MTSS Grant GL-FN 1110-1000 Obj 5800 & 5805 Lottery, Restricted Lottery Obj 4110 & 4210

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

Modified

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6, 7

Local Priorities: N/A

Identified Need:

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

- 2.1 Reduce the number of days missed by students identified as having chronic absenteeism
- 2.2 Reduce the number of combination classrooms
- 2.3 PBIS: Positive Behavioral Instructional Strategies SWIS data (District does not administer CHKS)
- 2.4 Facilities inspection tool (FIT) will be used annually to identify repairs needed.
- 2.5 Art work should be visible around the school and representative of the school's multicultural composition
- 2.6 Far too many students are getting discipline referrals and there is a need to reduce this number.
- 2.7 Efforts will be made to teach students social skills that promote a positive learning environment.
- 2.8 Parent participation, including those of students with disabilities, will increase by 2%.
- 2.9 Assess student, teacher and parent feelings of school safety and connectedness.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.Attendance rate will increase by 1% from our current rate of 90%.	The baseline was 90%	Attendance rate will increase by 1% from our current rate of 90%.	Attendance rate will increase by 1% from our current rate of 91%.	Attendance rate will increase by 1% from our current rate of 92%.
2.Chronic Absenteeism will decrease by 2% from 3.our current rate of 19%. ("chronic" as 18 or more absences)	The baseline in 2015 was 10%	Chronic Absenteeism will decrease by 2% from our current rate of 10%. To 8% ("chronic" as 18 or more absences)	Chronic Absenteeism will decrease by 2% down to 6%.	Chronic Absenteeism will decrease by 2% down to 4%.
4.Office staff to make a phone call about absent students 100 percent of the time.	In 2015 this was about 100%	Office staff to make a phone call about absent students 100 percent of the time.	Office staff to make a phone call about absent students 100 percent of the time.	Office staff to make a phone call about absent students 100 percent of the time.

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

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

In 2015 there was a narrow scope of study with no integrated technology at all and little project-based learning although we did have music for a single year.

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

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

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

6. An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from our current rate of 1,121 referrals from September through February.

Baseline of the number of Major referrals is 1149 from September through February.

An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from our current rate of 1,149 referrals from September through February or 1,057.

An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from September through February, down to 972.

A further reduction of 8% down to 894 major referrals using the PBIS SWIS system. These referrals are often garnered by a small percentage of students and in a small district, numbers can vary wildly.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

Baseline was Zero percent

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

Maintain a zero percent expulsion rate

Maintain a zero percent expulsion rate

8.Reduce suspensions by 5%

The district had a 15.2% suspension rate for our baseline.

Reduce suspensions by 5% down to 10.2 percent

Reduce suspensions by a further 2% to 8.2 percent.

Reduce suspensions by 2% down to 6.2 percent.

9.No students will drop out.

The district has a zero percent drop-out rate in the baseline year.

No students will drop out.

No students will drop out.

No students will drop out.

10.Facilities will be maintained at a "good" or better according to the FIT scale our current rating is 98%.

The district had a "Fair" or better rating in the baseline year at 85%.

Facilities will be maintained at a "good" or better according to the FIT scale, 98%.

Facilities will be maintained at a "good" or better according to the FIT scale, 98%.

Facilities will be maintained at a "good" or better according to the FIT scale, 98%.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

11. Parent participation will increase by 2%

The baseline parent participation rate is 15%

Parent participation will increase by 2% to 17%

Parent participation will increase by 2% to 19%

Parent participation will increase by 2% to 21%

13. At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.

Baseline year of 20%

At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.

At least 12% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.

At least 15% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.

14. Parent participation, including those of students with disabilities, will increase by 2%.

This baseline is 20% as per our LCAP meeting but a higher rate of about 70% four parent conferences.

Parent participation, including those of students with disabilities, will increase by 2%. To 22%.

Parent participation, including those of students with disabilities, will increase by 2%. To 24%.

Parent participation, including those of students with disabilities, will increase by 2%. To 25%.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

15. Present a survey to assess student, teacher and parent feelings of safety and connectedness.

Initial survey to collect baseline data.

Improve feelings of safety and connectedness by 3%

Improve feelings of safety and connectedness by 3%

Improve feelings of safety and connectedness by 3%

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

- 1.Promote parent involvement on the importance of school attendance secretarial staff's salaries, also Promote attendance including phone calls home, SARB and positive post cards.
- 2.Positive Post Cards will continue to be made available to teachers and classified staff so they may be able to send home positive comments about students.
- 3.Restorative Justice professional development
The District expects to engage in restorative justice as a routine intervention with high needs students.
- 4.Class Dojo was not as user friendly as we imagined. Texting parents is proving to be a better alternative along with phone calls and post cards. The district may need to implement an internal texting system among staff to limit duplicate texts to parents. Jupiter Grades will be utilized so parents can have

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

Modified

2018-19 Actions/Services

- 1.Promote parent involvement on the importance of school attendance secretarial staff's salaries, also Promote attendance including phone calls home, SARB and positive post cards.
- 2.Positive Post Cards will continue to be made available to teachers and classified staff so they may be able to send home positive comments about students.
- 3.Restorative Justice professional development
The District expects to engage in restorative justice as a routine intervention with high needs students.
- 4.Texting parents will continue as will social media such as Facebook. to be a better alternative along with phone calls and post cards. Jupiter Grades will continue to be utilized so parents can have instant on-line access to their child's progress.
- 5 The district seeks to continue to use

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

Unchanged

2019-20 Actions/Services

N/A

instant on-line access to their child's progress.

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

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

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

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

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

10. Support technology supplies and services.

11. Support medical supplies for students.

12. Support the after school program

Google Docs. Besides being a free service, this software suit also shares calendars etc. Continue with Google Docs 3rd through 8th grade.

6. This goal is unfunded at this time.

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

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

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

10. Support technology supplies and services.

11. Support medical supplies for students.

12. Support the after school program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Goal 2, Action 1 1. A) 53,118 B) 3,950 C) 650 2. See Goal 1, Action 3A 3. See Goal 1, Action, 2A 4. 1,582 (technology) 5. This is a free service 6. \$500 7. A) 11,410 B) 3,000 C) 6,582 8. A) 1,818 B) 200 C) 700 9. 76,319 (princ sal) 10. 1,300 (tech services) 11. 150 Medical Supplies 12. A) 30,627 (ASES) B) 6,790 C) 500 D) 1,916	Goal 2, Action 1 1. A) 55,760 B) 3,150 C) 0 2. See Goal 1, Action 3A 3. See Goal 1, Action, 2A 4. 2,200 (technology) 5. This is a free service 6. 0 7. A) 23,410 B) 3,500 C) 14,123 D) 19,041 8. A) 1,920 B) 730 9. 81,246 (princ salary) 10. 8,230 (tech services) 11. 50 Medical Supplies 12. A) 36,910 (ASES) B) 3,170 C) 1,435	
Source	Goal 2, Action 1 A) LCFF (RS0000)	Goal 2, Action 1 1. A) LCFF, SUMS GI-FN 0000-7200 &	

Year	2017-18	2018-19	2019-20
	<p>B) LCFF(RS0000) C) LCFF (RS0000) 2. See Goal 1, Action 3A (17,559) 3. See Goal 1, Action 2A (4,472) 4. LCFF (RS 0000) 5. This is a free service 6. RS 0000 obj 4310 7. A) Transportation (RS 0210) B) Transportation (RS 0210) C)Transportation (RS 0210) 8. A) LCFF (RS 0000) B) LCFF (RS 0000) C) LCFF (RS 0000) 9. LCFF (RS 0000, 7690) 10. LCFF (RS 0000) 11. LCFF (RS 0000) 12. A) LCFF, Afterschool (RS 0000, 6010) B) LCFF, Afterschool (RS 0000, 6010) C) LCFF, Afterschool (RS 0000, 6010) D) LCFF, Afterschool (RS 0000) 6010</p>	<p>1110-2700 Classified salary/benefits 0000, 7817 B) supplies GL-FN 0000-7200,1110- 2700 2. See Goal 1, Action 3A 3. See Goal 1, Action, 2A 4. (technology) Title IV GL-FN 1133-1000 supplies ,4127 5. This is a free service 6. 0 7. A) GL•FN 1194-3600 Classified salary/benefits 0210 B) supplies C) services D) Contribution 8. A) Athletics LCFF GL•FN 1300-4200 Classified salary/benefits 0000 B) services 9.(principal salary) LCFF GL-FN 1110- 2700 Certificated salary/benefits 0000, 7690 10. (tech services) LCFF, Title IV GL-FN 1133-1000 0000,4127 Services 11. (medical supplies) LCFF Obj 4392 0000 12. (ASES A) Salaries GL-FN 8500-5000 Classified</p>	

Year	2017-18	2018-19	2019-20
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		salary/benefits 6010 B) Supplies C) Services	
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Year

2017-18

2018-19

2019-20

Budget
Reference

Goal 2, Action 1

1. A) GL-FN 1110-2700 + 0000-7200
Classified Services
- B) GL-FN 1110-2700 + 0000-7200
Supplies
- C) GL-FN 1110-3130
2. See Goal 1, Action 2A
3. See Goal 1, Action 1, 3
4. GL-FN 1133-1000 supplies
5. This is a free service
6. RS1000 obj 4310
7. A) GL-FN 1194-3600 Classified
salary/benefits
- B) GL-FN 1194-3600 supplies
- C) GL-FN 1194-3600 services
8. A) GL-FN1300-4200 Classified
salaries/benefits
- B) GL-FN1300-4200 supplies
- C) GL-FN1300-4200 services
9. GL-FN1110-2700 cert. salaries benefits
10. GL-FN1133-1000 services
11. Obj 4392
12. A) classified salaries/benefits
- B) supplies
- C) services
- D) indirect

Goal 2, Action 1

1. A) GL-FN 1110-2700 + 0000-7200
Classified Services
- B) GL-FN 1110-2700 + 0000-7200
Supplies
- C) GL-FN 1110-3130
2. See Goal 1, Action 2A
3. See Goal 1, Action 1, 3
4. GL-FN 1133-1000 supplies
5. This is a free service
6. RS1000 obj 4310
7. A) GL-FN 1194-3600 Classified
salary/benefits
- B) GL-FN 1194-3600 supplies
- C) GL-FN 1194-3600 services
8. A) GL-FN1300-4200 Classified
salaries/benefits
- B) GL-FN1300-4200 supplies
- C) GL-FN1300-4200 services
9. GL-FN1110-2700 cert. salaries
benefits
10. GL-FN1133-1000 services
11. Obj 4392
12. A) classified salaries/benefits
- B) supplies
- C) services

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

1.Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment. This includes the use of our secretarial staff for PBIS supports including: Check-in-Check-Out, SWISS

2018-19 Actions/Services

1.Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment. This includes the use of our secretarial staff for PBIS supports including: Check-in-Check-Out, SWISS

2019-20 Actions/Services

1.Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment. This includes the use of our secretarial staff for PBIS supports including: Check-in-Check-Out, SWISS

support, student store management and PBIS student tracking forms management. Paraprofessionals can also be assigned to target extra support to unduplicated students.

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

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

support, student store management and PBIS student tracking forms management. Paraprofessionals can also be assigned to target extra support to unduplicated students.

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

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

support, student store management and PBIS student tracking forms management. Paraprofessionals can also be assigned to target extra support to unduplicated students.

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

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

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

1. See Goal 2, Action 1
2. See goal 2, Action one
3. A) 123,063
B) 19,610
C) 9,395

1. See Goal 2, Action 1
2. See goal 2, Action one
3. A) 62,223
B) 10,610

Year	2017-18	2018-19	2019-20
Source	1. See Goal 2, Action 1 2. See Goal 2, Action one 3. A) LCFF Maint. Deferred maint. RS 0000, 8150, 0230 B) LCFF Maint. Deferred maint. RS 0000, 8150, 0230 C) LCFF Maint. Deferred maint. RS 0000, 8150, 0230	1. See Goal 2, Action 1 2. See goal 2, Action one 3. A) LCFF, Maintenance, Deferred Maintenance GL-FN 1193-8xxx Classified salary/ben 0000,8150, 0230 B) Supplies C) Services	1. See Goal 2, Action 1 2. See goal 2, Action one 3. A) LCFF, Maintenance, Deferred Maintenance GL-FN 1193-8xxx Classified salary/ben 0000,8150, 0230 B) Supplies
Budget Reference	Goal 2, Action 2 1. See Goal 2, Action 1 2. See Goal 2, Action one 3. A) GL-FN 1193-8XXX Classified Salaries and benefits B) GL-FN 1193-8XXX supplies C) GL-FN 1193-8XXX services	Goal 2, Action 2 1. See Goal 2, Action 1 2. See Goal 2, Action one 3. A) GL-FN 1193-8XXX Classified Salaries and benefits B) GL-FN 1193-8XXX supplies C) GL-FN 1193-8XXX services	Goal 2, Action 2 1. See Goal 2, Action 1 2. See Goal 2, Action one 3. A) GL-FN 1193-8XXX Classified Salaries and benefits B) GL-FN 1193-8XXX supplies

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

1 A contribution to the Cafeteria program to help eliminate food uncertainty for these low income students which represent 98% of Loleta School's student population.
 2 Continued contribution to transportation to better support outlying students who may have a difficult time getting to and from school and field trips to better motivate at risk youth
 3 Support a .5 FTE contribution to the secretarial staff in order to better support these student in attendance, and behavior support. This focus is most often aimed at our unduplicated students who have

2018-19 Actions/Services

1A contribution to the Cafeteria program to help eliminate food uncertainty for these low income students which represent 96% of Loleta School's student population.
 2 Continued contribution to transportation to better support outlying students who may have a difficult time getting to and from school and field trips to better motivate at risk youth
 3 Support a .5 FTE contribution to the secretarial staff in order to better support these student in attendance, and behavior support. This focus is most often aimed at our unduplicated students who have

2019-20 Actions/Services

N/A

experienced childhood trauma.

4 Extra support of classroom teachers to reduce class size and promote better individual support for students, especially for students with low SES and high rates of childhood trauma.

5 .Support of administration salary of 10%
The Superintendent/Principal supports our unduplicated students by seeking and applying for grants that support these students. Also, overseeing the coordination of interventions such as restorative practices and Student Success Team meetings.

Finally, these students often require more “hand holding” and management in the school day such as redirecting, phone calls home etc. Additional qualified adults are important for this subgroup of students.

6.Continue PBIS program continuance and supplies. This also includes professional development including Trauma Informed Schools' practices.

7.Co-Op contract: This contract helps support our low income students by supporting the HCOE cooperative that helps districts secure funding for low income students.

8.Technology for Curriculum: These funds support technology access for low income students who may not have access to

experienced childhood trauma.

4 Extra support of classroom teachers to reduce class size and promote better individual support for students, especially for students with low SES and high rates of childhood trauma.

5 Support of administration salary of 10%
The Superintendent/Principal supports our unduplicated students by seeking and applying for grants that support these students. Also, overseeing the coordination of interventions such as restorative practices and Student Success Team meetings.

Finally, these students often require more “hand holding” and management in the school day such as redirecting, phone calls home etc. Additional qualified adults are important for this subgroup of students.

6.Continue PBIS program continuance and supplies. This also includes professional development including Trauma Informed Schools' practices. Pay for a portion of the School Climate Director's position.

7.Co-Op contract: This contract helps support our low income students by supporting the HCOE cooperative that helps districts secure funding for low income students.

8.Technology for Curriculum: These funds support technology access for low income

technology or the internet at home.
 9.Field Trips: This money supports field trips for low income students who may not otherwise get to go places in the community. Exposure to a wide range of caring adults and experiences is curtail to expanding the world view of unduplicated students so they may dream large.

students who may not have access to technology or the internet at home.
 9.Field Trips: This money supports field trips for low income students who may not otherwise get to go places in the community. Exposure to a wide range of caring adults and experiences is curtail to expanding the world view of unduplicated students so they may dream large.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Goal 2, Action 3 1. 9,181 2. 23,249 3. 59,168 4. 130,214 5. 11,532 A. 7,526 B. 4,006 6. 6053 7. 2,750 8. 3,200 9. 1,600	Goal 2, Action 3 1. 29,622 2. 19,041 3. 60,269 4. 134,395 5. 12,166 6. A) 5,962 B) 14,600 (Radic-climate director) 7. 2,822 8. 3,200 9. 800	

Source

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

- Goal 2, Action 3
1. Supp/Concentration
 2. Supp/Concentration
 3. Supp/Concentration
 4. Supp/Concentration
 5. Supp/Concentration
 6. Supp/Concentration
 7. Supp/Concentration
 8. Supp/Concentration
 9. Supp/Concentration

Budget Reference

- Goal 2, Action 3
1. Obj. 7616
 2. Obj. 8980, RS0210
 3. Classified Salaries/benefits
 4. Certificated Salaries/benefits
 5. Certificated Salaries/benefits
 6. Classified Salaries/benefits =a bb. obj. 5819, management 0030
 7. Service Obj. 5811
 8. Obj 5800
 9. Obj 5801

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 274,496

Percentage to Increase or Improve Services

37.94 %

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

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

- Maintaining transportation to at risk students with two runs a day.
- Keeping class size low.
- Maintaining instructional aides in the classroom
- Reducing food uncertainty
- Supporting Foster youth with a number of services including a regional liaison.
- Providing a bilingual aide and EL coordinator for our EL students.
- Providing for additional administration costs while this supports unduplicated students

- Continuing with Positive Behavior Interventions and Supports (PBIS) with check-in-Check-Out .
- Supporting unduplicated students with increased office secretarial support for attendance, behavior and positive interventions.
- Increasing the school’s technology capacity for these students.
- Maintaining field trips that connect these at-risk students to their communities.

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

278,331

37.96%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Based on the proportionality calculator, the District is required to show increased or improved services valued at 37.96% (funding has reached 2009 levels) This is smallish increase in support for services that are principally directed toward unduplicated pupils and are proven, based on experience and research, to be effective for those students:

- Maintaining transportation to at risk students with two runs a day.
- Keeping class size low.
- Maintaining instructional aides in the classroom
- Reducing food uncertainty
- Supporting Foster youth with a number of services including a regional liaison.
- Continuing to provide a bilingual aide and EL coordinator for our EL students.
- Providing for additional administration costs while this supports unduplicated students

- Continuing with Positive Behavior Interventions and Supports (PBIS) with a School Climate Director.
- Supporting unduplicated students with increased office secretarial support for attendance, behavior and positive interventions.
- Increasing or maintaining the school's technology capacity for these students.
- Maintaining field trips that connect these at-risk students to their communities.

Without the additional funding from the Supplemental and Concentration Grant this additional assistance would not be possible. Total amount of Supplemental and Concentration budgeted in the LCAP is \$316,784.