

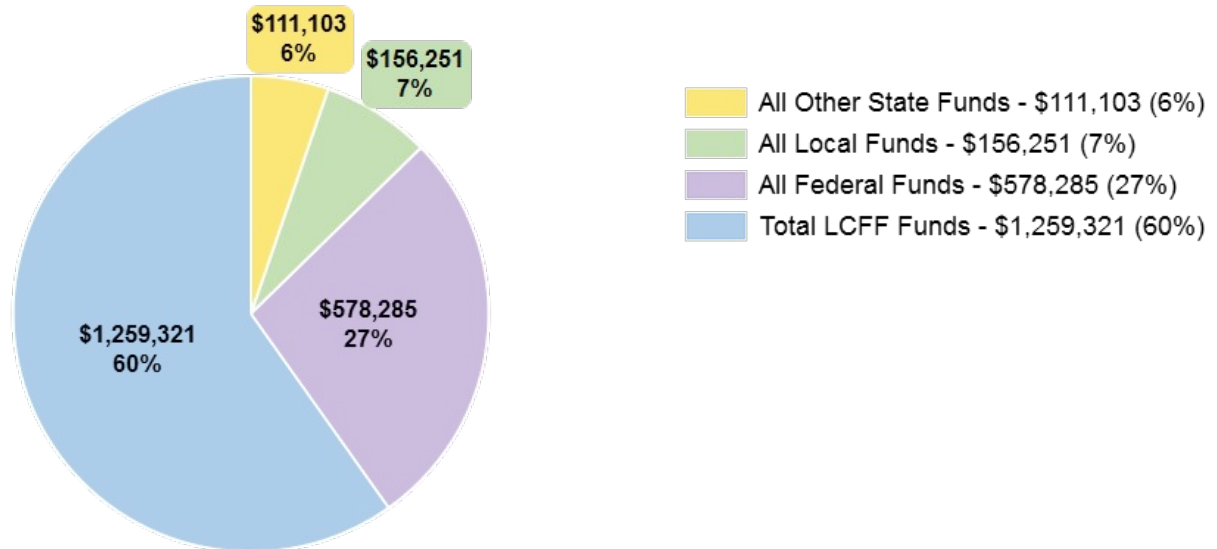
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Loleta Union Elementary  
 CDS Code: 12629270000000  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA Contact Information: Autumn L Chapman | achapman@loleta.org | 7077335705

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

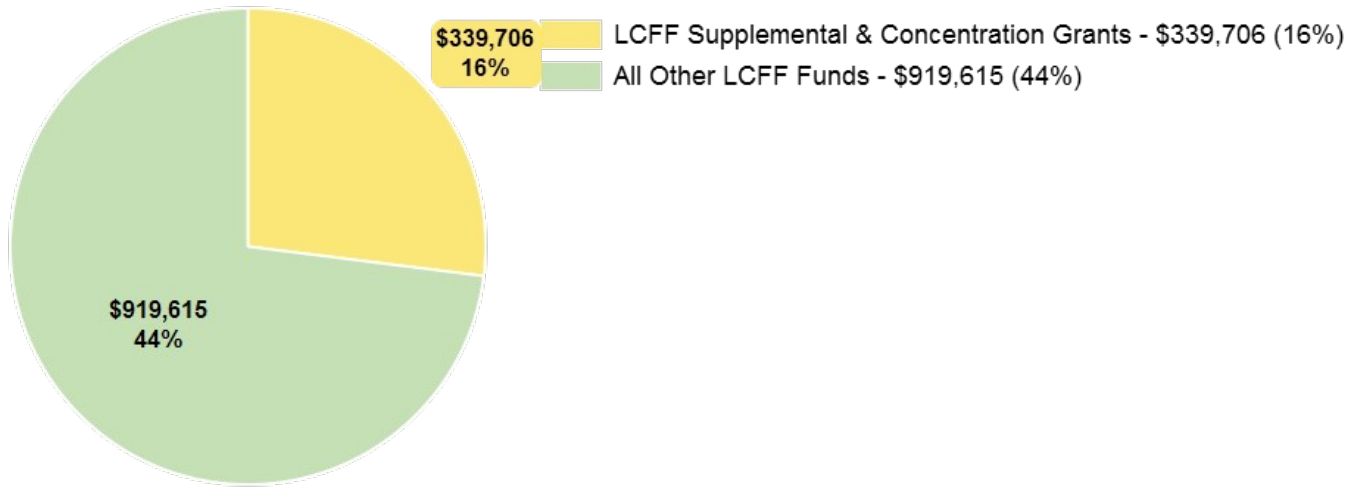
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$111,103	6%
All Local Funds	\$156,251	7%
All Federal Funds	\$578,285	27%
Total LCFF Funds	\$1,259,321	60%

## Breakdown of Total LCFF Funds



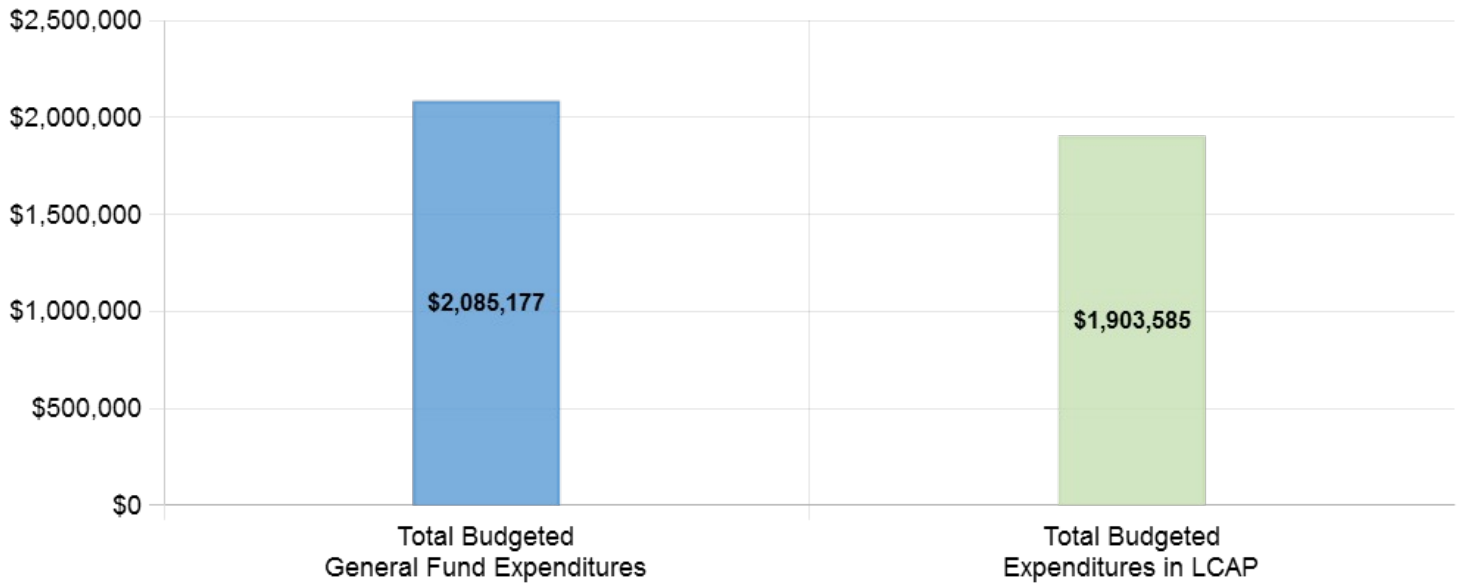
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$339,706	16%
All Other LCFF Funds	\$919,615	44%

*These charts show the total general purpose revenue Loleta Union Elementary expects to receive in the coming year from all sources.*

The total revenue projected for Loleta Union Elementary is \$2,104,960, of which \$1,259,321 is Local Control Funding Formula (LCFF), \$111,103 is other state funds, \$156,251 is local funds, and \$578,285 is federal funds. Of the \$1,259,321 in LCFF Funds, \$339,706 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$2,085,177
Total Budgeted Expenditures in LCAP	\$1,903,585

*This chart provides a quick summary of how much Loleta Union Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Loleta Union Elementary plans to spend \$2,085,177 for the 2019-20 school year. Of that amount, \$1,903,585 is tied to actions/services in the LCAP and \$181,592 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

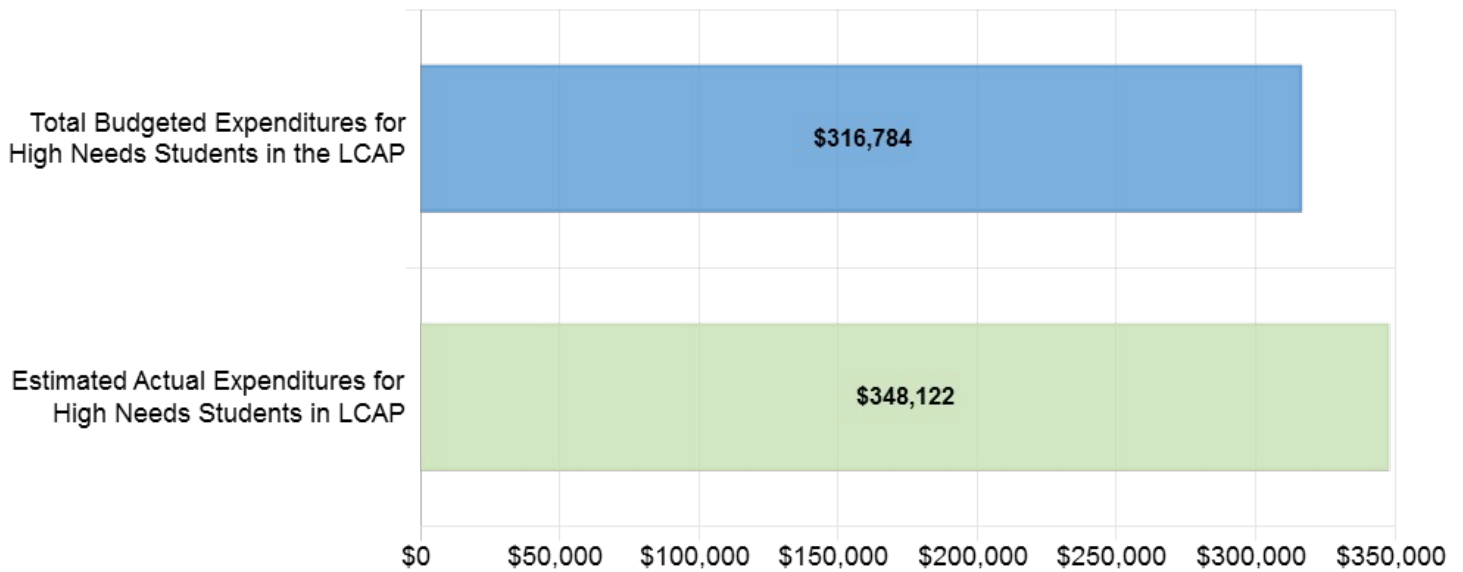
- Central Office
- General Admin Services 34096
- Copier 252
- Rentals/leases 2393
- Legal Fees 20000
- School Admin Services 24989
- Utilities 37511
- Audit Fees 15,000
- INS Fees 4511
- OPEB 6,600
- STRS liability 1162
- Superintendent 35078

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Loleta Union Elementary is projecting it will receive \$339,706 based on the enrollment of foster youth, English learner, and low-income students. Loleta Union Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Loleta Union Elementary plans to spend \$405,679 on actions to meet this requirement.

## Update on Increased or Improved Services for High Needs Students in 2018-19

### Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$316,784
Estimated Actual Expenditures for High Needs Students in LCAP	\$348,122

*This chart compares what Loleta Union Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Loleta Union Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Loleta Union Elementary's LCAP budgeted \$316,784 for planned actions to increase or improve services for high needs students. Loleta Union Elementary estimates that it will actually spend \$348,122 for actions to increase or improve services for high needs students in 2018-19.

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

**LCAP Year:** 2019-20

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

Autumn L Chapman

Superintendent

## Email and Phone

achapman@loleta.org

7077335705

## 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.

Another addition to this year are our CSI funds(Comprehensive Support and Improvement). Through this funding source we are working to improve our culture, staff best practices and student support services. We have created a Student Support Coordinator position to jump start our restorative practices in the school; a new Center for sensory training and emotional centering which will be established on campus with staff trained on correct usage by a Special Education Coordinator and further professional development opportunities for all staff in Teacher/Home Visits and the program "Love and Logic."

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Our two goals are based on academic achievement of students and school climate. Using our school benchmark data from Accelerated reader, Accelerated math and IXL students are showing progress in a positive direction. Although only 50% of the students are at or above grade level this is an increase from

previous years. From our LCAP meetings with community members we are receiving comments that indicate the community feels the climate is improving with less student to student aggression and a more "peaceful and calm" feeling about the school. Members at large report that the reputation of the school is improving overall. They report they feel the school is safe. We believe this is due to our MTSS implementation and increased individualized plans for support for each student. The 95% of students who had indicating behaviors have been assessed and behavior intervention plans have been implemented for them improving their behavior in the classroom and decreasing outbursts which disrupt classroom instruction.

While there is a clear need to improve student performance in ELA and Math, progress was made in both subjects in 2017-18 over the prior year. ELA results on the Dashboard indicate they increased 14.2 Points although they are still 100.4 points below standard (Orange rating). Similarly growth is evident in Math, which increased 12.9 Points despite being 112.7 points below standard (Orange). Programs implemented are expected to continue to increase this positive trend.

We are working at communicating more with the community through a new "all-call" system. We have implemented new systems to encourage parent comment and student comment. There are more positive reward systems in place - schoolwide. A weekly assembly is held on Mondays to teach the entire school mindfulness and PBIS strategies. There are now three sports seasons and we are working towards a fourth. Our wifi now works throughout the school and we were gifted twenty new laptops which has helped us on our way to becoming a 1:1 school with electronic devices.

The majority of our personnel are returning next year which indicates a positive feeling towards the school and will bring consistency to our students.

Our work on professional development and support for teachers continued throughout the year. Coaches were very successful in supporting teachers and giving them ideas for better classroom enrichment and organization. During our professional development day built into the year, teachers went outside the school to see other successful school programs and to bring back ideas to implement in their own. This coupled with increased support, has helped teachers begin to be more innovative and creative with their programs. As an example, one teacher in 3,4 works with the local salmon projects and studies wetlands and the bay in her class. Our 5,6 teacher works on increasing technology and projects like History Day, Science Fair and GeoBee. Our 7,8 instructors were recipients of a local set of grants where an outside facilitator brought art, poetry and science to the class. The integrated all of these into a curriculum based on salmon restoration science. Our TK program has new curriculum and moved to a space with easy access to the play space. 1, 2 has begun implementation of Daily 5 and Cafe which are two program models helping students acquire greater access to reading. This teacher has also worked to incorporate a computer station in his class. Every teacher is working to create interesting, high standard, engaging curriculum.

With facilitation from our county office and the local writing project we have begun planning articulation across the school. This year the emphasis is in writing. Teachers worked on the common core standards and discussed what should be taught to transition from one grade to the next. They developed a common vocabulary that they are teaching beginning at the lowest grades and then developing as the students get older. We have also begun exploring the root cause of some of our outstanding issues as a school to address the needs and solve them. This has helped teachers become aware of how much they can do on their own, in their classes to help encourage students to come to school and feel comfortable enough

to learn.

The school is looking at community engagement strategies coupled with equity. We held a Native American Day in September in which both tribes participated. October we held our Harvest/Pumpkin festival with Community Resource Center as well as Trunk or Treat. In December we changed what had been done previously. Instead of having an evening performance in which attendance was poor, we held a Holiday Celebration during the day and invited the community. We gave out awards, sang songs and the local Volunteer Fire Department raised money to give every student a gift. Santa even came! February we held Spirit week. March we held our first Community Dinner at one of the local reservations. In May we held Cinco De Mayo with the LCRC and we had an evening performance coupled to our Open House. It was our Spring Extravaganza in which the art having been developed throughout the year was showcased as was our music programs!

Our work with stakeholders is a major focus. Working with the Loleta Community Resource Center (LCRC), we held a "Pumpkin Festival" together in the fall. The school had its festivities on a Friday evening where every classroom had a game with prizes and local first responders were able to come and be with the students and the public. The LCRC then held their family day the next day. We share the costs of growing and developing a huge pumpkin patch/cornfield which the community uses to supply themselves and their families with pumpkins for the harvest holidays. Kiwanis purchases a number of them to give away.

We are the recipients of several grants that have allowed us to purchase a tractor, tractor attachments, and a greenhouse. This has enabled us to expand our gardening program. Students take turns working in the garden and the pumpkin patch. The food grown in the garden and corn field has been integrated into our cafeteria to teach students about farm to table.

We have also created a strong resident art program. A local artist comes to the school to teach art and work on art projects with students. This program has developed an opportunity for students of high emotional need to have the expectation of a place to go to release stress and a place to learn how to work cooperatively with others. Besides the fact that beautiful art is being developed to bring color to the school through backgrounds for performances, a photobooth for field day and in the futures murals for the walls of the school.

There is a music program through volunteers that gives access to the entire school now. Previously this was limited to 2 classrooms, now the entire school gets music and can learn Ukelele .

We have the cultural group from the local reservation coming weekly to teach beading to any child interested. The art, the beading, the computers, music. athletics and Spanish classes are working to allow students access to enrichment and make school a much more rewarding experience. Our goal is to have all students able to find something that they are looking forward to in their day at school so they will choose to come and decrease our chronic absenteeism. Once we have them at school our MTSS and specialized services can support them through their emotional issues and help them settle down to learn and to grasp the potential they have in academics.

This year we holding "Bridging up" ceremony for our Tk-K students and a large eighth grade graduation the local Volunteer Fireman Pavilion.



Referring to the California School Dashboard, 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, ELA supports (both Orange on the California Dashboard) and for a reduction in the Chronic Absenteeism rate almost at the same rate as the prior year of 21.4% (Red), and the suspension rate of 28.2% (Orange). 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 California School Dashboard, 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

There are no gaps between student groups on any indicator reported on the Dashboard. Socio-economically disadvantaged students score very close to the overall school population.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Loleta Unified School District- a one school district K-8

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Superintendent met with board, community and staff to identify root cause analysis of chronic absenteeism and suspensions utilizing the support of Humboldt County Office of Education. Students

enrolled are primarily Native American and Hispanic with a high percentage of special education students. Chronic absenteeism and suspension have been areas of focus for the past year, at least

A plan was developed to hire an individual with extensive experience in special education and teaching in order to build capacity in the Wellness Center ( soon to have a new name) to provide direct support to students struggling with disregulation. This individual will also work to ensure PBIS referrals are made consistently from all staff as appropriate.

In addition, a retired and experienced administrator will be hired via contract for service at approximately 2 days a week to provide support for administrative tasks and build capacity of existing staff to facilitate these tasks in the future.

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The LEA will monitor chronic absenteeism and suspension quarterly through data presented in the SIS and SWISS data forms. A team will meet to discuss the data and then present it to staff in order to make adjustments to the systems put in place. The team will determine modifications if needed. The administrative support person will provide training for existing staff in routine reporting.

# Annual Update

## LCAP Year Reviewed:

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

Maintain 100% highly qualified teaching staff.

### Actual

100% of teachers are highly qualified.

## Expected

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.

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

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.

Increase the number of students who score proficient on the smarter balance assessments (SBAC) by 5% over the base year. The district is in the Very Low category.

## Actual

All curriculum is standards based. To address achievement at a higher standard we brought in Redwood Writing Project to coach our teachers how to write and sent our 7/8 grade teacher to learn ERWC (Expository Reading and Writing Curriculum); this is high standard writing program.

According to the STAR Accelerated reading program 64% of students are at or above grade level.

In English Language Arts we achieved the average distance from the standard as 100.4 pts below standard. This is an increase in 14.2 points from the previous year.

The average distance from the Math standard was 112.7 points. The district increased by 12.9pts.

The district is still in the Orange for both areas.

The performance on the CAASPP testing indicates that 12.5 % of Loleta Students met the standards for ELA. The performance on the CAASPP testing indicates that 3.5% of Loleta Students met the standards for Math.

## Expected

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

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

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

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

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

## Actual

This metric has changed over the past several years to become an "increase in the number of students who score proficient on the Smarter Balanced Assessments by 3% over the base year." The data from the CASSPP has already been provided. We no longer collect the number of words data.

The district has shown a 2.4% GE increase using the STAR math assessment.

We are using a new program, Typing without Tears, in the school district. Baseline data is not available at this time.

The CELDT test has been replaced by the ELPAC.

We reclassified one student in June of 2018, this added another reclassification rate of 10%. Our EL teacher incorporates and teaches the ELD standards during her pullout classes; has introduced Rosetta Stone Curriculum and pushes in during classroom instruction.

Our SWIS data indicates a 20% decrease in the number of major referrals.

**Expected**

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**

Teachers are fully implementing Math standards through the new math curriculum (Go Math); ELA curriculum is still old standards but many are using up to date lessons from online to supplement. ERWC (Expository Reading and Writing Curriculum) has been introduced to 7/8 grades. Professional development guiding the teachers to create articulation across the grades based on Common Core Standards has occurred resulting in common language and a plan for growth in ELA across the district.

**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 students and cultural inclusion training. Maintain BTSA supports for new teachers.

**Actual Actions/Services**

1. Maintained 100% highly qualified teaching staff at Loleta School  
 2. Professional development in key areas including common core subject areas was provided to include: Accelerated Reading, and Math, also social/emotional support for students and cultural inclusion training. Maintained

**Budgeted Expenditures**

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

**Estimated Actual Expenditures**

1. 279,577 LCFF, Title I, TII, Indian Ed, REAP, SUMS, Certif Sal/Ben  
 2. A) 3055, LCFF, Indian Ed, PD Grant, SUMS, Obj5210  
 B) 3,500 (BTSA) LCFF, Obj5207  
 3. A)22,222 LCFF, lottery, Indian Ed, SUMS,  
 B) 7000, Restricted Lottery, Obj4110

**Planned Actions/Services**

- 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 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

**Actual Actions/Services**

- BTSA supports for 1 new teacher.
- 3. Maintained 100% curriculum materials and supplies sufficiency and technology.
- 4. Maintained a diverse set of interventions in our special education program including, a qualified staff, Special Day Class (SDC) and both “push-in” and “pull-out” services for students with IEP and 504 plans.
- 5. Maintain a maximum number of aides to better serve students in multi-graded rooms.
- 6. Maintain a diverse and accessible curriculum by continuing the HCOE HERC Center services annual contract.
- 7. maintain services for Classroom Instruction

**Budgeted Expenditures**

- E) 142,576
- F) 52,943
- 5. 68,966 (aides)
- 6. 3,400 (Lib. Contract)
- 7. 29,858 (class services)

**Estimated Actual Expenditures**

- 4. A) 128,826, Spec Ed, Cerif Sal/Ben
- B) 115,050, Spec Ed, Class Sal/Ben
- C) 194, Spec Ed, Supplies
- E) 149,063, Spec Ed, Services
- F) 109,211, SPec Ed, Chargeback, indirect
- 5. 74,558 (aides) LCFF, REAP, Clas Sal/ben
- 6. 3,400 LCFF (Lib. Contract)
- 7. 39,075 LCFF, Indian Ed, SUMS GL-FN 11101133 (classroom services)

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Action 2.1. 2.2, 2.3 delivered as planned

Goal 1, Action 2

1. 365 prof. dev.
2. C Russ .4 EL/ELPAC director
3. materials 200

Goal 1, Action 2

1. 365 prof. dev. Sup/Con,Obj5210
2. 37,073 C Russ .4 EL/ELPAC director Sup/Con, Class Sal/Ben
3. materials 200, Sup/Con, OBJ4310

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



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.

Delivered as planned.

Goal 1, Action 3  
1. 500

Goal 1, Action 3  
1. 500, Sup/Con,Obj5819

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

More ELA curriculum materials were purchased than budgeted to serve classroom needs.

\$8,000

Included in Goal 1, action 1.3.

**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.

All actions were delivered as planned.

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

CAASP results reported on the Dashboard indicate increases in both ELA and Math in 2017-18. It is anticipated that new instructional materials in classrooms will continue to add to student learning and academic performance.

Behavior referrals have decreased by 20% which is evidence of the effectiveness of PBIS practices implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A1.3 a and b Books and Instructional supplies increased as actual costs for needed materials for classrooms exceeded budget.

A2, salaries and benefits for EL program personnel increased as a stipend for an additional FTE was added.

A1.4 b and f - Special Education costs increased due to unforeseen student needs and increased charge-back costs from SELPA

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

The metric/outcome #6 has changed over the past several years to become an "increase in the number of students who score proficient on the Smarter Balanced Assessments by 3% over the base year." The data from the CASSPP has already been provided. We no longer collect the number of words data.

Outcome #8 will be modified in 2019-20 using a new program. Leveled improvement using "Typing without Tears." 2018-2019 will be baseline with 2%

improvement by classes through next year.

Clarification in language is necessary. The Star Reading assessment or Renaissance Accelerated Reading and Accelerated Math are programs use to calculate reading and math grade proficiency in the coming year.

# 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

Attendance rate will increase by 1% from our current rate of 91%.

Chronic Absenteeism will decrease by 2% down to 6%.

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

## Actual

Attendance increased by less than 1% . Actual attendance is 91.78%

Again this outcome was not met. Because of state law in which we have to keep students enrolled even when they leave until they are confirmed at a new district and given we have a large transient population, the chronic absenteeism increased by 5%

Met. Consistently done.

**Expected**

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

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

Maintain a zero percent expulsion rate

Reduce suspensions by a further 2% to 8.2 percent.

No students will drop out.

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

**Actual**

Met. This has been maintained with teachers attending new adoptions for NGSS this year in preparation for adoptions next year. New integrated, grant supported curriculum has been introduced grades 3-8 developing an engaging vibrant curriculum. Art, poetry, music and science are all integrated into every classroom and the curriculum

Met. There has been a 20% decrease in the number of major referrals as documented by the SWIS system.

Met. No expulsions have occurred this year.

Met. The number of suspensions have decreased by 15%.

Met. No students have dropped out.

Met. To date we have a "good" rating according to the FIT scale.

## Expected

Parent participation will increase by 2% to 19%

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

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

## Actual

Not met. Same. Although we have increased parent participation we are not at 19% Records of attendance from subjective observation at school functions and activities show an increase by community participation but sign in sheets for attendance at meetings show the same participation. This data had no method described to track this metric. The only data collected was sign-in sheets at meetings.

Not met. There was active participation by the ELAC (English Language Acquisition Committee) at both meetings held including the hispanic community and the general community meeting. However, 12% of Hispanic parents did not participate. Records of attendance from subjective observation at school functions and activities show an increase by community participation but sign in sheets for attendance at meetings show the same participation. This data had no method described to track this data. The only data collected was sign-in sheets at meetings.

Met and exceeded. We have seen a large increase in parent participation of students with disabilities tracked by successful attendance at IEP and SST meetings. We are seeing 28% participation.

**Expected**

Improve feelings of safety and connectedness by 3%

**Actual**

Met. From our local school climate survey, 85% students reported feeling there was an adult with whom they could safely connect and trust. The issues of safety with other students has improved also according to the survey, but we are waiting for CHKS administration and implementation to compare this data point more accurately which will not be until fall 2019.

**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.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

**Actual Actions/Services**

1.Promote parent involvement on the importance of school attendance including phone calls home, meetings with families, home visits, 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. School will begin a

**Budgeted Expenditures**

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

**Estimated Actual Expenditures**

Goal 2, Action 1  
1. A) 59,044 LCFF, SUMS, Class Sal/Ben  
B) 3,150, LCFF, Supplies  
C) 0  
2. See Goal 1, Action 3A  
3. See Goal 1, Action, 2A  
4. 3638(technology) LCFF, Indian Ed, Supplies  
5. This is a free service  
6. 0  
7. A) 23,743, Transport, Class

**Planned Actions/Services**

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 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

**Actual Actions/Services**

program of documentation about how many post cards are sent monthly.  
 3. Restorative practices professional development supported with a trained staff member to assist in running circles daily in the morning at the start of the day.  
 The District is working to engage in restorative justice as a routine intervention with high needs students and their families. We have begun data collection on incidents in which restorative practices are used to resolve the conflict.  
 4. Using our "All Call system", Texting parents, calling parents will continue to develop our partnership for child behavior redirection. We will social media such as Facebook and our website. 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

**Budgeted Expenditures**

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

**Estimated Actual Expenditures**

Sa/ben  
 B) 3800, Transport, Supplies  
 C) 15190 Transport, Services  
 D) -21,741 Transport, Contribution  
 8. A) 1,918, LCFF, Class Sal/Ben  
 B) 530, LCFF, Services  
 9. 79,494 (princ salary) LCFF, Indian Ed, Class Sal/Ben  
 10. 3390 (tech services) LCFF, Indian Ed, Supplies  
 11. 0 Medical Supplies  
 12. A) 42,817, ASES, Class Sal/Ben  
 B) 2,836, ASES, Supplies  
 C) 231, ASES, Services



**Planned Actions/Services**

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

**Actual Actions/Services**

to use 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. Also, we have developed a personal student ride support system for some students, who being homeless may begin to live outside the district temporarily. We are helping them get to our school during this time to improve trust, and consistency in the student's life.

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

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

- 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. Working towards becoming 1:1 with chromebooks through donations.
- 11. Support medical supplies for students.
- 12. Support the after school program.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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, SWIS support, student store management and

- 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) 126,495, LCFF, Rout Main, Class Sal/Ben  
B) 12,301, LCFF, Deferred Main, supplies  
C) 8,232, LCFF, Deferred Main, services

**Planned Actions/Services**

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).

**Actual Actions/Services**

PBIS/Behavior Tracking Forms forms management. Paraprofessionals are assigned to target extra support to unduplicated students and are being given extra professional development on how to work with our 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****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 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 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

**Actual Actions/Services**

1.A contribution to the Cafeteria program to help eliminate food uncertainty for these low income students which represent 91% 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.

Walking field trips and bus transported to better investigate the area and utilize the resources that are so close.

3 Support a .5 FTE contribution to the secretarial staff in order to better support these student in attendance, and behavior support. This focus is most often aimed at our unduplicated students who have experienced childhood trauma.

4 Extra support to classroom teachers to reduce class size and promote better individual

**Budgeted Expenditures**

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

**Estimated Actual Expenditures**

Goal 2, Action 3

1. 27,903, Sup/Con, Obj5819
2. 21,741, Transport, Class Sal/Ben
- 3.62,427 Sup/Con, Class Sal/Ben
4. 137,242, Sup/Con, Cert Sal/Ben
5. 11,783 Sup/Con, Cert Sal/Ben
6. A) 6,852, Sup/Con, Class Sal/Ben  
B) 33,902 (Radic-climate director) < Sup/Con, Obj5819
7. 2,822, Sup/Con, Obj7616
8. 4424, Sup/Con, Obj5800
9. 888, Sup/Con,Obj5801

**Planned Actions/Services**

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.

**Actual Actions/Services**

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

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

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**

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.

**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.

All actions were delivered as planned.

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

Of the thirteen measures, ten show improvement. The three that do not are attendance (stayed the same); parent participation (stayed the same); ELAC parent participation (got better but did not meet the goal).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

On Goal 2 Action 1: 4. Technology shows an increase from 2200 to 3638. This is due to the need to fix our already existing wifi system; to make it work throughout the entire school.

6B. Our school climate director went up to being on campus four days a week. She provides services of implementation that are crucial for us to move forward on increasing climate. This service was directly with students teaching them strategies to focus better in class and decrease class disruption as well as acting as a coach for teachers as needed. This is a temporary expense and will decrease next year now that the groundwork has been laid.

9. Principal/Superintendent's salary decreased as another funding source was used.

12. ASES saw an increase in salaries from 36,910 to 42,817. This occurred because more personal was needed as our numbers of students grew in the 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.

We continue our emphasis to bring parents back into an active role with the school. Our public activities have increased and although we are not seeing large numbers of parents participating in committees,( these have remained consistent), we have seen our numbers of families and parents coming to our activities. We had a record number of 85 people our first community dinner and at Cinco De Mayo we had standing room only. This is our transitional year as we have a new Superintendent/Principal. The attendees at our meetings are telling us that the community is noticing the changes and the word is spreading that we are improving in a lot of ways. We brought back the Steak Dinner fundraiser for 8th graders and local non-parent community members participated.



---

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

LEA consulted with the two separate tribes, by attending a Bear River Tribal Council Meeting to share the LCAP and its process. We then followed up with a Community Event at Bear River in which we asked participants to fill out surveys about the issues in our LCAP and invited all to attend the Community at large meetings. At the meetings we unpacked what our goals were and what they meant to these stakeholders while describing how it looked on the LCAP. We repeated this process with the Wiyot Table Bluff Tribal Council and the Wiyot Community. We met with the ELAC (English Language Acquisition Committee) group, with translators and repeated this process. Our LEA's Stakeholder's group composed of leaders from both tribes plus classified and certificated staff were also, led through this process. Two staff meetings with all staff have been held to walk through the LCAP and gather our data for the year. Our final large community event was held in which the LCAP was reviewed one last time. At this meeting board members attended and gave input. Students and parents were given surveys and student interviews were conducted to give a formal opportunity for students to give their voice.

## Impact on LCAP and Annual Update

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

The impact of these consultations was twofold. It allowed our stakeholders and constituents to feel valued and to feel that they were heard. As an example, the issue of teacher professional development being needed to understand the diversity of our children's background was a common theme throughout the discussions for all our cultures in the school. We are planning an extension and continuation of this theme for our professional development in the coming year. Giving this validation to our stakeholders is then assisting us in current relationships building as well. It also provided the opportunity for discussions to occur about the direction these groups would like to head into and prioritize. Recognizing commonalities to overcome

diversity is extremely important in our community. It also gave us positive feedback about what the community perceives is working. We had a great discussion about the general feeling of better safety at the school during our ELAC meeting. Goal 1 Outcome 6 and 8 metrics have changed over the past several years to become an "increase in the number of students who score proficient on the Smarter Balanced Assessments by 3% over the base year." The data from the CASSPP has already been provided. We no longer collect the number of words data. In addition for Outcome/metric 8- we have determined to use XXXXXXXXXXXXXXXXXXXXXXX based on stakeholder feedback.

# 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. The staff is 100% highly qualified.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

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.

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 Typing without Tears 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

Modified

**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

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.

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

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
<b>Amount</b>	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)	Goal 1, 1. 334,274 2. A) 16,129 B) 3,500 (BTSA) 3. A) 21,940 B) 3,000 4. A) 130,219 B) 140,511 C) 1,895 E) 145,385 F) 94,900 5. 83,679 (aides) 6. 3,400 (Lib. Contract) 7. 137,864 (class services)

**Year****Source****2017-18**

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)

**2018-19**

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

**2019-20**

Goal 1,

1. LCFF, Lottery, EPA, Title I, Title 11, REAP, SUMS, CSI, INDIAN ED
2. A) LCFF 0000, CSI 3182, Indian Ed  
4510  
B) LCFF 0000
3. A) LCFF, SUMS, Lottery. Indian Ed  
0000, 7817  
B) Restricted Lottery 6300
4. A) Special Ed, Goal 5xxx Certificated  
salary/benefits  
B) Special Ed, Goal 5xxx Classified  
salary/benefits  
C) Special Ed, Goal 5xxx Supplies  
E) Special Ed, Goal 5xxx Services  
F) Special Ed, Chargeback plus indirect
5. LCFF, REAP
6. (Lib. Contract) LCFF 0000
7. (class services) LCFF, Lottery, SUMS,  
INDIAN Ed, CSI RS 0000, 1100, 7817,  
4510, 3182

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

0000, 1100, 7817, 4510

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

Goal 1,  
 1. GL-FN 1110-1000 Certificated salary/benefits  
 2. A) obj 5210 and 5207  
 B) Obj 5207  
 3. A) GL-FN 1110-1000 supplies  
 B) Obj 4110  
 4. A) Special Ed, Goal 5xxx Certificated salary/benefits  
 B) Special Ed, Goal 5xxxClassified salary/benefits  
 C) Special Ed, Goal 5xxx Supplies  
 E) Special Ed, Goal 5xxx Services  
 F) Special Ed, Chargeback plus indirect  
 5. GL-FN 1110-1000 Classified salary/benefits  
 6. (Lib. Contract) Obj 5812  
 7. (class services) GL-FN 1110-1000 Obj 5xxx

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

Obj 5201, 5623, 5637, 5715, 5800,  
5801, 5805, 5809, 5819 & 5884 RS  
0000, 1100, 7817, 4510

## Action #2

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**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

## 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

Modified

**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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	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	1. 365 2.a 34,281 2.b. 1,284 3. 200
<b>Source</b>	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	Goal 1, Action 2 1. Supp/Concentration 2.a & b Supp/Concentration 3. Supp/Concentration

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	Goal 1 Action 2 1. Obj 52 2. Classified salary/benefits 3. GI-FN 4760-1000 supplies	Goal 1 Action 2 1. Obj 5210 2. Classified salary/benefits 3. GI-FN 4760-1000 supplies	Goal 1 Action 2 1. Obj 5210 2. a Classified salary/benefits 2. b Certificated Sal/Ben 3. 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**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

### 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



Unchanged

Unchanged

Modified

**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.

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.

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

**Budgeted Expenditures**

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

**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**

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

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

New

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

The district will have adopted new curriculum materials in English Language Arts and then look to other areas such as social studies and science for the next adoption.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$8,000	0 (Included in Goal1, Action 1.3.
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	NA
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	NA

## Action #5

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

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

All staff will provide incentives for all students to participate in CAASPP testing for ELA and Math

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

N/A

\$207.00 SUMS

**Source**

N/A

N/A

N/A

**Budget Reference**

N/A

N/A

N/A

## Action #6

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

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

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

New

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

N/A

**2019-20 Actions/Services**

Loleta Elementary will temporarily employ an individual to design, implement and train, best practices for a stimulus room/Wellness Center.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	Included in G1 A.1
Source	N/A	N/A	Included in G1 A1.1
Budget Reference	N/A	N/A	Included in G1 A1.1

## Action #7

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

### Students to be Served

Students with Disabilities

### 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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

School psychologist and school administrator will review the percentage of students outside of the general ed environment twice yearly to determine the percentage of students in least restrictive environment.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	0\$
Source	N/A	N/A	0\$
Budget Reference	N/A	N/A	N/A

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

Unchanged

## Goal 2

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

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

**State 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 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 Acquisition 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% for 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

Modified

### 2019-20 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

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

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. NA

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
<b>Amount</b>	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	Goal 2, Action 1 1. A) 63,059 B) 3,150 2. See Goal 1, Action 3A 3. See Goal 1, Action, 2A 4. 3,390 (technology) 5. This is a free service 6. 0 7. A) 29,315 B) 3,800 C) 13,490 D) -27,313 8. A) 9,145 B) 530 9. 81,333 (princ salary) 10. 3,688 (tech services) 11. 0 Medical Supplies 12. A) 39,740 (ASES) B) 3,916 C) 105
<b>Source</b>	Goal 2, Action 1 A) LCFF (RS0000)	Goal 2, Action 1 1. A) LCFF, SUMS GI-FN 0000-7200 &	Goal 2, Action 1 1. A) LCFF, SUMS



## Year

## 2017-18

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

## 2018-19

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

## 2019-20

B) LCFF  
 2. See Goal 1, Action 3A  
 3. See Goal 1, Action, 2A  
 4. LCFF 0000, INDIAN ED 4510  
 5. This is a free service  
 6. NA  
 7. A) Transportation 0210  
 B) Transportation 0210  
 C) Transportation 0210, LCFF 0000  
 D) Transportation 0210  
 8. A) LCFF 0000  
 B) LCFF 0000  
 9.(principal salary) LCFF 0000, INDIAN  
 ED 4510  
 10. (tech services) LCFF, Indian Ed  
 11. (medical supplies) LCFF Obj 4392  
 0000  
 12. ASES RS0000, 6010  
 A) ASES RS0000, 6010  
 B) ASES RS0000, 6010  
 C) ASES RS0000, 6010

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

		salary/benefits 6010 B) Supplies C) Services	
--	--	--	--

## 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

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) 129,464 B) 13,466 C) 10,932

Year	2017-18	2018-19	2019-20
<b>Source</b>	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) B) C) LCFF, Maintenance, Deferred Maintenance
<b>Budget Reference</b>	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 C) Services

### Action #3

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Low Income

LEA-Wide

All Schools

**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

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 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

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

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

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

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.

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
<b>Amount</b>	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	Goal 2, Action 3 1. 69,144 2. 27,313 3. 66,674 4. 145,323 5. 12,082 6. A) 6,477 B) 33,902 (Radic-climate director) 7. 2,822 8. 4,424 9. 888

**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

Goal 2, Action 3  
 1. LCFF 0000  
 2. LCFF, 0210  
 3. Supp/Concentration  
 4. Supp/Concentration  
 5. Supp/Concentration  
 6.A and B 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

Goal 2, Action 3  
 1. Obj. 7616  
 2. Obj. 8980  
 3. Classified Salaries/benefits  
 4. Certificated Salaries/benefits  
 5. Certificated Salaries/benefits  
 6.A Classified Salaries/benefits  
 6.B Obj5819 mgmt 0030  
 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.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$339,706

37.80%

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

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

- \*Maintaining transportation to two runs per day and extending to some at risk students specialized transportation trips to decrease their waiting time for the bus at the end of the day.
- \*Keeping class sizes low.
- \*Maintaining instructional aids 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
- \*Securing a service to assist us in translating materials into Spanish.
- \*Providing for additional administrative costs for supports for our unduplicated students.

\*Continuing with Positive Behaviors and Supports (PBIS) implementation and supporting our School Climate Director.

\*Supporting unduplicated students with increased secretarial staff services: personal calls home for reminders, attendance, support for parents, behavior and positive interventions.

\*Increasing and maintaining technical access for our unduplicated students.

\*Maintaining field trips that connect these at-risk students with their community.

Without the additional Supplemental/Concentration Grant this additional assistance would not be possible. Total amount budgeted in the LCAP is