



BOARD OF TRUSTEES
Regular Meeting
October 13, 2022 5:30 pm
AGENDA

The Loleta Union Elementary School District Board of Education meetings are open to the public, except for certain subjects that are addressed in closed session in accordance with the Ralph M. Brown Act. Members of the public may attend at Loleta Elementary School in order to observe and provide public comment during the meeting.

The board meeting room will remain open during the meeting for those members of the public who wish to attend the meeting and/or make public comment. However, the Board may limit the number of individuals in the board meeting room at any one time pursuant to guidance from public health officials. If anyone wishes to attend and requires special accommodations due to a handicapping condition, as outlined in the Americans with Disabilities Act, please contact the Superintendent at least two working days prior to the meeting.

1. OPENING OF MEETING

Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22, which is distributed to all or a majority of the members of the governing body by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the district office, 700 Loleta Drive, Loleta, CA 95551

1.1 Call to Order

1.2 Roll Call

1.3 Approval of the Agenda, including the Consent Agenda

2. CONSENT AGENDA

All items listed under the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion, unless members of the Board request specific items be discussed.

2.1 Approve Board Minutes (9.08.2022)	Action Item
2.2 September Warrant Reports	Action Item
2.3 Personnel Action Report	Action Item
2.4 3rd Quarter Williams Report	Action Item
2.5 2022-2023 Consolidated Application	Action Item
2.6 November - June Meeting Dates	Action Item

3. PUBLIC COMMENT

*This is an opportunity for members of the public to address the Board on matters **not** on the agenda and within the subject matter jurisdiction of the Board. Per the Brown Act the Board does not act upon, respond to, or comment on the merits of any item presented. In the case of numerous requests to address the same subject, the Board may select representatives to speak on each item. Proper decorum is required at all times. Speakers will be required to step down for improper language or if improper topics or closed session items are discussed. In accordance with Board policy, speakers are to keep comments concise and limited to three (3) minutes per speaker and a total of twenty (20) minutes per issue.*

INFORMATION OR ACTION ITEMS

Members of the public may address the Board regarding an agenda item before the presentation has been made. There will be a time limit of three (3) minutes per person per item. There will be a total time limit of twenty (20) minutes per agenda item. The discussion of the agenda item will take place after the public comments and will be limited to the Governance Team. The Board President may move any agenda time to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

4. REPORTS

4.1 Superintendent/Principal's Report	Information Item
4.2 Employee Group/Staff Report(s) (CSEA, CTA)	Information Item

4.3 Board Report Information Item

5. BUSINESS and LOCAL CONTROL

5.1 Local Control & Accountability Plan (LCAP) Revisions Action Item
5.2 Year End Letter Information Item

6. ADMINISTRATION, POLICY and GOVERNANCE

6.1 Provisional Appointment of Trustee Action Item
6.2 Revisit AB 361 Remote Meeting Option Action Item

7. INSTRUCTION and STUDENT SERVICES

7.1 Public Hearing on Sufficiency of Instructional Materials Action Item
Open Public Hearing
Close Public Hearing
Adopt Resolution on Sufficiency of Instructional Materials

8. FACILITIES and TRANSPORTATION

8.1 Update on Annual Inspections Information Item

9. COMMUNITY and CORRESPONDENCE

10. CLOSED SESSION

10.1 Interdistrict Transfer Requests
10.2 Personnel: Discipline, Dismissal, Release, Evaluation of Performance
(Government Code Section 54957)
10.3 Liability Claims (Government Code Section 54956.95) and/or Conference
with Legal Counsel - Anticipated Litigation (Government Code Section 54956.9)
10.4 Conference with Labor Negotiator (Government Code Section 54957.6)

11. RECONVENE TO OPEN SESSION

Report out any action taken in closed session

12. FUTURE AGENDA ITEMS/TOPICS

The next regularly scheduled meeting will be held on Thursday, November 10 ,
2022 at 5:30 pm.

13.ADJOURNMENT



BOARD OF TRUSTEES
Regular Meeting
September 8, 2022 5:30 pm
AGENDA

The Loleta Union Elementary School District Board of Education meetings are open to the public, except for certain subjects that are addressed in closed session in accordance with the Ralph M. Brown Act. Members of the public may attend at Loleta Elementary School in order to observe and provide public comment during the meeting.

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1.1 Call to Order

1.2 Roll Call CP, CS, CB Absent GS

1.3 Approval of the Agenda, including the Consent Agenda

2. CONSENT AGENDA

All items listed under the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion, unless members of the Board request specific items be discussed.

2.1 Approve Board Minutes (8.11.2022) Action Item

2.2 August Warrant Reports Action Item

2.3 Personnel Action Report Action Item

[Motion to approve CS, 2nd CP](#)

3. PUBLIC COMMENT

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4. REPORTS

4.1 Superintendent/Principal's Report Information Item

4.2 Employee Group/Staff Report(s) (CSEA, CTA) Information Item

4.3 Board Report Information Item

5. BUSINESS and LOCAL CONTROL

5.1 Local Control & Accountability Plan (LCAP) Revisions Action Item

[Motion to approve CS, 2nd CP](#)

5.2 Consolidated Application (ConApp) Action Item
[Motion to approve CS, 2nd CP](#)

5.3 Approval of the 2021-2022 Unaudited Actuals Action Item
[Motion to approve CS, 2nd CP](#)

6. ADMINISTRATION, POLICY and GOVERNANCE

7. INSTRUCTION and STUDENT SERVICES

7.1 LCRC Monthly Report to the Board Information Item

8. FACILITIES and TRANSPORTATION

8.1 Update on HVAC Upgrade Information Item

9. COMMUNITY and CORRESPONDENCE

9.1 Thank you Bear River for donation to support basketball teams

9.2 Thank you to Quintal Realty Group for coffee on September 1st.

10.CLOSED SESSION 6:30pm

10.1 Interdistrict Transfer Requests

10.2 Personnel: Discipline, Dismissal, Release, Evaluation of Performance
(Government Code Section 54957)

10.3 Liability Claims (Government Code Section 54956.95) and/or Conference with
Legal Counsel - Anticipated Litigation (Government Code Section 54956.9)

10.4 Conference with Labor Negotiator (Government Code Section 54957.6)

11. RECONVENE TO OPEN SESSION

Report out any action taken in closed session

12. FUTURE AGENDA ITEMS/TOPICS

The next regularly scheduled meeting will be held on Thursday, October 13 , 2022
at 5:30 pm.

13.ADJOURNMENT



Agenda Item: 2.1

Subject: Approve Board Minutes from 9.8.2022 meeting

Background: Approval of these draft Minutes make them the formal Minutes from the September 8, 2022 meeting.

Previous Board Action: The Board approves the minutes of the previous meeting at most Board meetings.

Fiscal Implications: None

Recommendation: Approve the Board meeting minutes from September 8, 2022.



Agenda Item: 2.2

Subject: September Warrant Report

Background: The Warrant Report shows a list of payments made in the previous month. Any expenditures that are out of the ordinary are explained in the table below.

Previous Board Action: The Board reviews and approves the Warrant Report from the previous month at most Board meetings.

Fiscal Implications: Expenditures listed were paid out in the month shown on the report.

Recommendation: Approve the Warrant Report as part of the Consent Agenda.

Item Number	Vendor	Description
1	BCC Funding X LLC	Monthly copier lease
3	Evangelina Martinez	SPED mileage reimbursement
7	Lorie Lende	PowerSchool Support
8	North Coast School of Ed	Left over from last year
12	School Service Inc	printing : Tardy Slips, Bus Referrals
13	SFS of Sacramento Inc	Monthly food bill for cafeteria
14	Spurr	Natural Gas monthly bill
16	BESC	Last payment on HVAC project, grant funded
23	Redwood Appliance Center	ASES Refrigerator

Checks Dated 09/01/2022 through 09/30/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
1 3000179321	09/08/2022	BCC FUNDING X LLC	01-5623		139.80
2 3000179322	09/08/2022	COPIERS PLUS	01-5800		3,266.31
3 3000179323	09/08/2022	EVANGELINA HERRERA MARTINEZ	01-5201		784.13
4 3000179324	09/08/2022	FERNDAL TECH	01-5800		3,526.17
5 3000179325	09/08/2022	FROG PUBLICATIONS	01-4110		146.30
6 3000179326	09/08/2022	GOLD STAR FOODS	13-4710		1,021.75
7 3000179327	09/08/2022	LORIE LENDE	01-5800		625.00
8 3000179328	09/08/2022	NORTH COAST SCHOOL OF ED	01-5300		2,150.00
9 3000179329	09/08/2022	PRESENCE LEARNING INC.	01-5800		1,400.00
10 3000179330	09/08/2022	Price, Robert L	01-5861		30.00
11 3000179331	09/08/2022	SANBORN, ANGELA L	01-4310		124.09
12 3000179332	09/08/2022	SCHOOL SERVICE, INC	01-4351		67.99
13 3000179333	09/08/2022	SFS OF SACRAMENTO INC	13-4710		1,383.35
14 3000179334	09/08/2022	SPURR	01-5511		97.92
15 3000179335	09/08/2022	VERIZON WIRELESS	01-5909		2,357.32
16 3000180504	09/19/2022	BESC Inc	01-5800		23,085.00
17 3000180505	09/19/2022	COPIERS PLUS	01-4310		83.51
18 3000180506	09/19/2022	Crystal Creamery	13-4710		73.13
19 3000180507	09/19/2022	LOLETA COMMUNITY SERVICES DIST	01-5530		255.61
20 3000180508	09/19/2022	MISSION LINEN SERVICE INC	13-5550		88.43
21 3000180509	09/19/2022	QUILL	01-4310		106.39
22 3000180510	09/19/2022	RECOLOGY	01-5560		598.95
23 3000180511	09/19/2022	Redwood Appliance Center	01-4310		1,035.37
24 3000180512	09/19/2022	SCLS	01-5823		7.93
25 3000180513	09/19/2022	STUDIES WEEKLY	01-4110		677.85
26 3000180514	09/19/2022	VALLEY PACIFIC PETROLEUM	01-4365		475.62
27 3000180515	09/19/2022	WILDWOOD SAW	01-4310		7.50
Total Number of Checks			27		43,615.42

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	23	41,048.76
13	CAFETERIA FUND	4	2,566.66
Total Number of Checks		27	43,615.42
Less Unpaid Tax Liability			.00
Net (Check Amount)			43,615.42

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 1



Agenda Item: 2.3

Subject: Personnel Action Report

Background: The Personnel Action Report shows a list of actions related to staffing that were taken in the previous month. Monitoring staffing activities for the purpose of position control and budgetary oversight was a recommendation of FCMAT in their analysis of the district's fiscal practices.

Previous Board Action: Starting in August 2022, the Board will review and approve the Personnel Action Report from the previous month as needed.

Fiscal Implications: Staffing costs represent the single biggest expenditure of the district. Terms of employment, salary, and health and welfare benefits vary from employee to employee.

Recommendation: Approve the Personnel Action Report as part of the Consent Agenda.

Employee	Position	Action
No new hires in September		



Agenda Item: 2.4

Subject: Williams Third Quarter Report

Background: Districts are required to report on quarterly basis whether or not they have received any complaints about textbooks and instructional materials, teacher vacancies or mis-assignments or facility conditions.

Previous Board Action: The Board reviews the status of the Williams complaints quarterly.

Fiscal Implications: None

Recommendation: Approve the Williams Third Quarter Report as part of the consent agenda.



Linda Row <lrow@loleta.org>

2022 Williams 3rd Quarter Report from 7/01/22 to 9/30/22. Report Due by 10/31/2022

1 message

Google Forms <forms-receipts-noreply@google.com>
To: lrow@loleta.org

Sun, Oct 9, 2022 at 1:20 PM

Thanks for filling out 2022 Williams 3rd Quarter Report from 7/01/22 to 9/30/22. Report Due by 10/31/2022

Here's what was received.

2022 Williams 3rd Quarter Report from 7/01/22 to 9/30/22. Report Due by 10/31/2022

Email *

lrow@loleta.org

District Superintendent's Name: *

Linda Row

School District: *

Loleta SD ▼

Please Check the Box that Applies to Your School's Status during the Reporting Period: *

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Yes, complaints were filed with schools in the district during the quarter indicated above.

[Create your own Google Form](#)

[Report Abuse](#)



Agenda Item: 2.5

Subject: 2022-2023 Consolidated Application

Background: Districts use the Consolidated Application annually to apply for Federal Title funds.

Previous Board Action: The Board reviewed the ConApp in September. Subsequent to the Board's review there were two additional funding sources identified for which Loleta is eligible: Title II and Title IV. This revised report includes the application for those funds.

Fiscal Implications: Federal revenues, amounts to be determined.

Recommendation: Approve the revised 2022-2023 Application as part of the consent agenda.

2022–23 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	Yes

*****Warning*****

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2022–23 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Section 5211 of ESEA	
Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810	Yes

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2022–23 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancestoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Linda Row
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent/Principal
Authorized Representative's Signature Date	08/16/2022

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2022–23 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Linda Row
Authorized Representative's Title	Superintendent/Principal
Authorized Representative's Signature Date	08/16/2022
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2022–23 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	09/29/2021
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Linda Row
Authorized Representative's Title	Superintendent/Principal

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2022–23 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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2022–23 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

Y1: meaningful consultation occurred
Y2: timely and meaningful consultation did not occur
Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s) No

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

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2022–23 Nonprofit Private School Consultation

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School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Linda
Homeless liaison last name	Row
Homeless liaison title	Superintendent/ Principal
Homeless liaison email address (Format: abc@xyz.zyx)	lrow@loleta.org
Homeless liaison telephone number (Format: 999-999-9999)	707-733-5705
Homeless liaison telephone extension	100
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.1

Homeless Liaison Training Information

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Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	10/20/1998
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	\$55,702
2021–22 Title I, Part A direct or indirect services to homeless children reservation	\$100
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Other funds were used to support students experiencing homelessness.

*****Warning*****

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2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$6,071
Transferred-in amount	\$0
Transferred-out amount	\$5,992
2021-22 Total allocation	\$79

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$79

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$79
2021-22 Unspent funds	\$0

*****Warning*****

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2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$6,421
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$6,421

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$6,421

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$6,421
2020–21 Unspent funds	\$0

*****Warning*****

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2019–20 Title II, Part A Fiscal Year Expenditure Report, 36 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	\$7,682
Transferred-in amount	\$0
Transferred-out amount	\$0
2019–20 Total allocation	\$7,682

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
All other professional development expenditures	\$0

Recruitment, Training, and Retention Expenditures

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$0

Miscellaneous Expenditures

Class size reduction	\$7,682
Administrative and indirect costs	\$0
Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation	\$0
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$7,682
2019–20 Unspent funds	\$0

*****Warning*****

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Agenda Item: 2.6

Subject: November 2022 - June 2023 Meeting Dates

Background: The Board must approve, adopt and publish a calendar of meeting dates for the year.

Previous Board Action: The Board annually approves the regularly-scheduled meeting dates.

Fiscal Implications: None

Recommendation: Approve the proposed 2022-2023 meeting dates as part of the consent agenda.



Proposed Meeting Dates
November 2022 - June 2023
All meetings to be held at 5:30 pm

November 10, 2022

December 8, 2022

January 12, 2023

February 9, 2023

March 9, 2023

April 20, 2023 (third Thursday of the month, to accommodate Spring Break)

May 11, 2023

June 8, 2023

June 22, 2023

Two meetings are necessary in June in order to hold the public hearings and adoption for the LCAP, budget, etc.

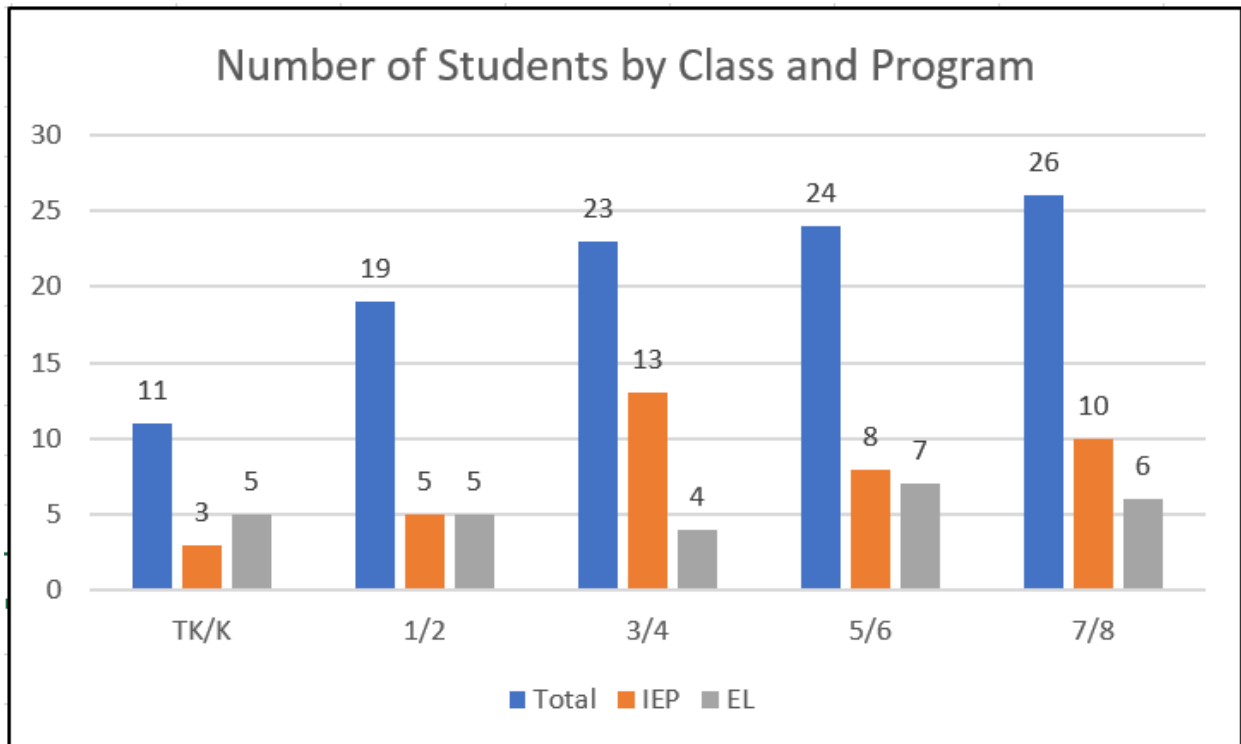


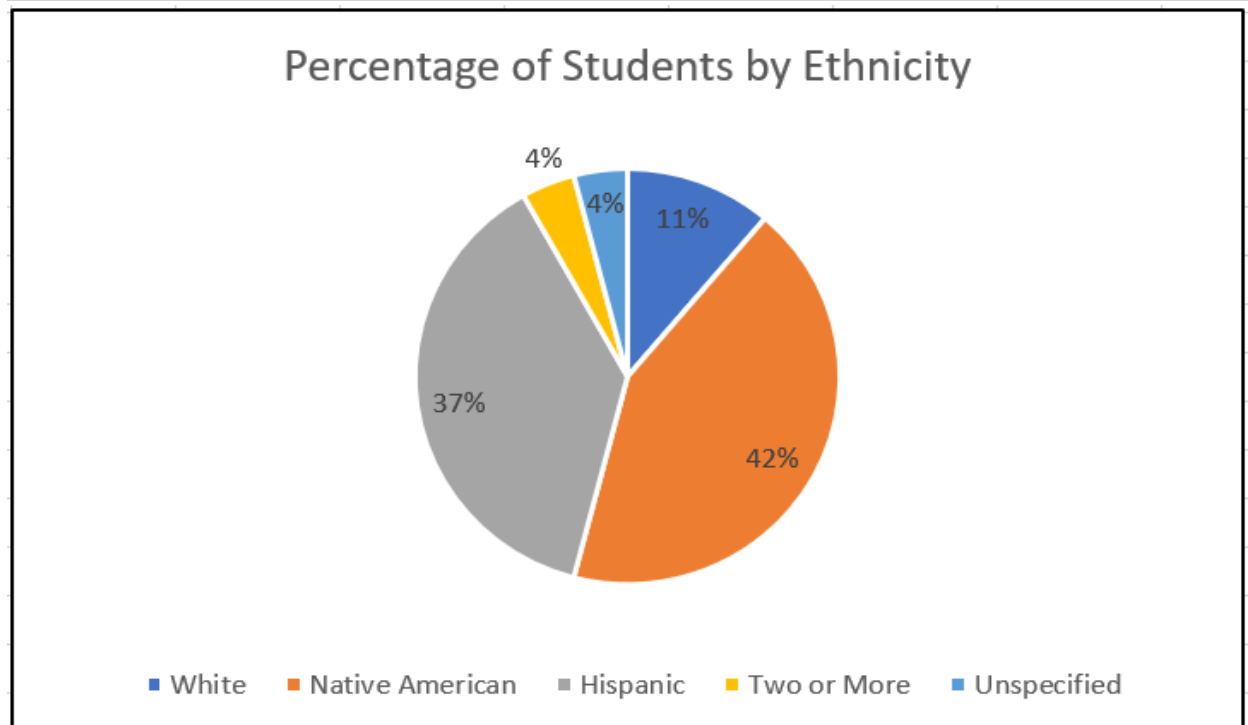
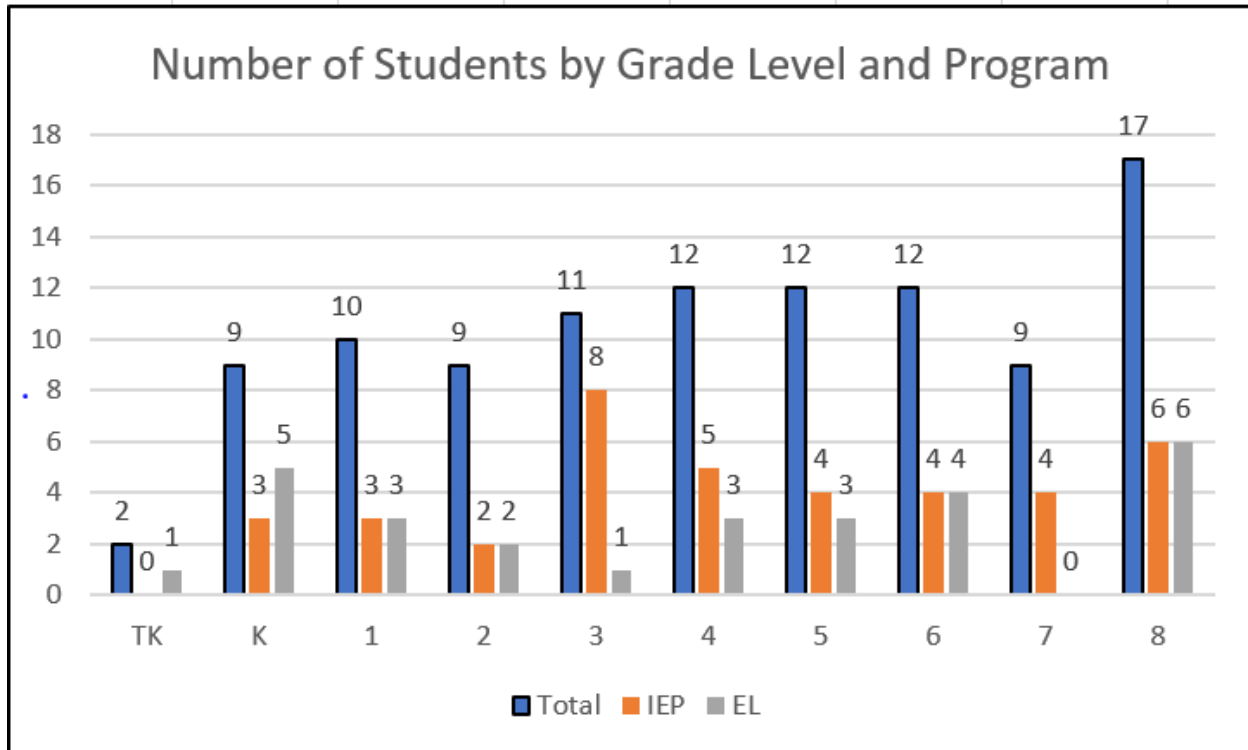
Agenda Item: 4.1

Subject: Superintendent/Principal's Report

Year to Date Enrollment and Demographics

Loleta currently has 103 students enrolled. Twenty-six percent of our students are English learners and 38% have IEPs. Forty-two percent of our students are Native American, 37% are Hispanic and 11% are White.





CA Native American Day



On Thursday, September 22 we celebrated California Native American day. Ashley made 100 pieces of fry bread for lunch – with one frying pan! Dancers from Table Bluff and Bear River shared two dances with us, both featuring performances by our students.

Harvest Festival

Our fall Harvest Festival will be held on Friday, October 14th from 3:00 - 6:00. There will be folklorico dancing, a community dinner featuring pumpkin chili and posole, community resources, and activities. We would love to see our Trustees there!

New Grants

We have been notified that Loleta will be receiving three new grants.

- The Learning Recovery Emergency Block Grant (\$224,000 in SY 22-23) is meant to be used for learning recovery initiatives that, at a minimum, support academic learning recovery, and staff and pupil social and emotional well-being. This is one time funding.
- The MTSS Grant (\$50,000 over two years) is meant to support the school in our continued implementation of MTSS.
- ESSER III Summer Grant Program has been awarded. Loleta will receive an additional \$60,000 in additional after-school supplemental funding. The purpose of the ESSER III Summer/Intersession Grant Program is for the implementation of evidence-based enrichment programs, and to ensure such programs respond to students' academic, social, and emotional needs. This is one time funding.

Because these revenues are coming in after the budget was adopted in June, they will be documented in the first interim report later this fall.

PTO attendance and volunteer campaign

The PTO has launched a contest to encourage positive attendance. The class with the highest attendance rate for each month will earn a treat, like ice cream sandwiches. In addition, the PTO will be recruiting for parent volunteers with a table at the Harvest Festival.



Agenda Item: 5.1

Subject: Final Revisions to the LCAP

Background: Each district's LCAP must be approved by their County Office of Education in order to also give final approval on the budget. Corey Weber and Janice Lourenzo worked with Tiara Zahler and Linda Row to bring the LCAP into alignment with the budget. Most of the revisions focused on documenting the use of the district's supplemental and concentration grant funds (LCFF state dollars) which are apportioned to the district based on the number of EL, low income and foster youth enrolled. Districts are required to demonstrate how they have increased and improved services for these pupils beyond the universal program by showing how the funds are used for direct services to students in these categories.

Previous Board Action: The LCAP was adopted in June 2022 and revisions have been reviewed and approved by the board prior to this final set of revisions.

Fiscal Implications: Expenditures as documented in the LCAP

Recommendation: Approve the final version of the 2022-2023 LCAP

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Loleta Union Elementary School District

CDS Code: 12629270000000

School Year: 2022-23

LEA contact information:

Linda Row

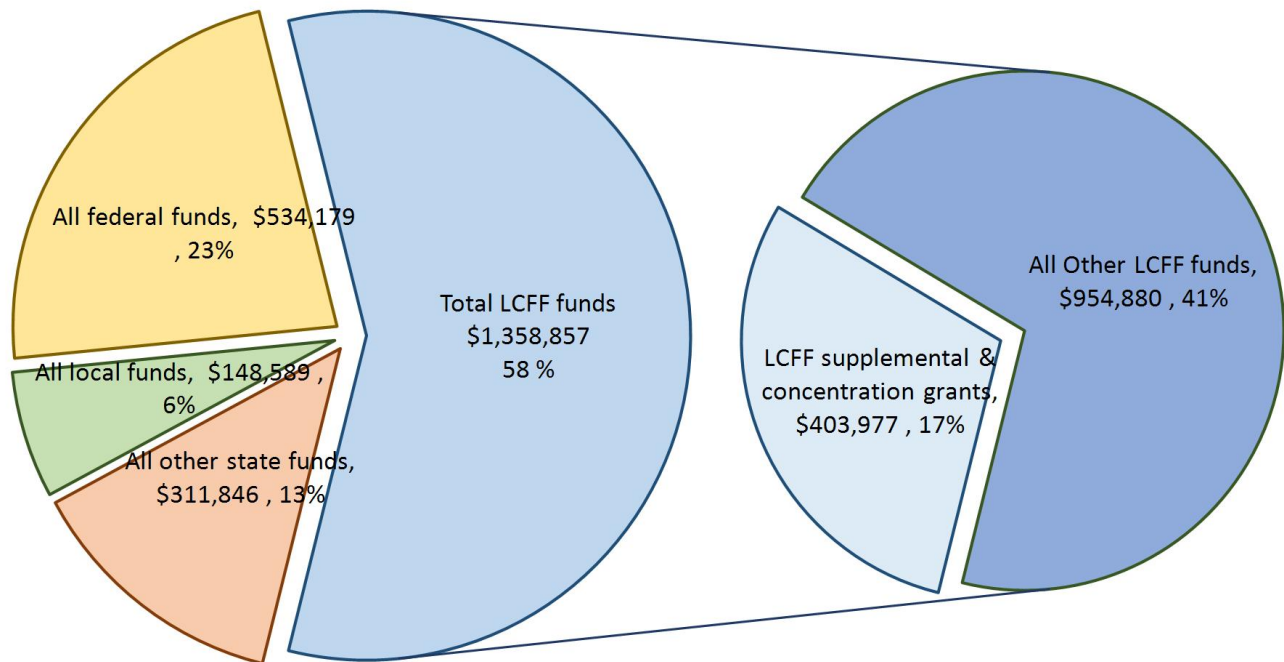
Superintendent/Principal

7077335705 X100

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 2022-23 School Year

Projected Revenue by Fund Source



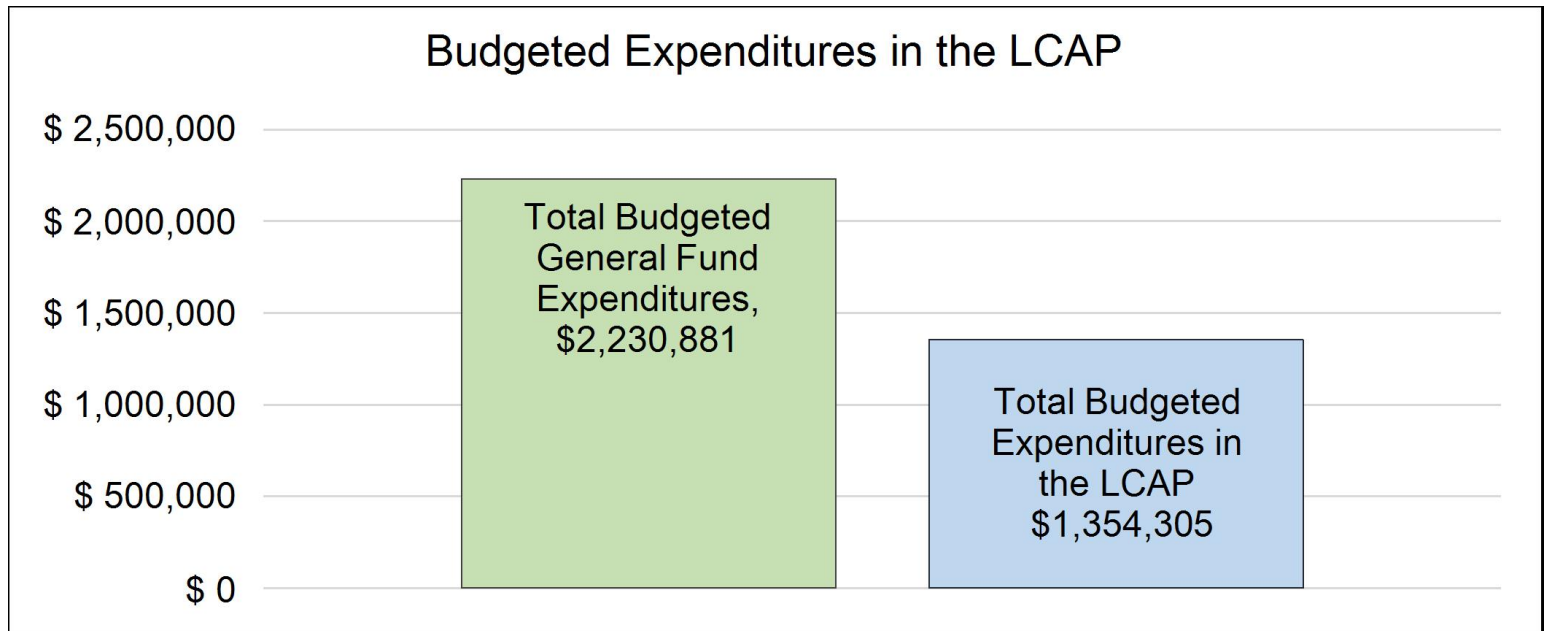
This chart shows the total general purpose revenue Loleta Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loleta Union Elementary School District is \$2,353,471, of which \$1,358,857 is Local Control Funding Formula (LCFF), \$311,846 is other

state funds, \$148,589 is local funds, and \$534,179 is federal funds. Of the \$1,358,857 in LCFF Funds, \$403,977 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Loleta Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Loleta Union Elementary School District plans to spend \$2,230,881 for the 2022-23 school year. Of that amount, \$1,354,305 is tied to actions/services in the LCAP and \$876,576 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

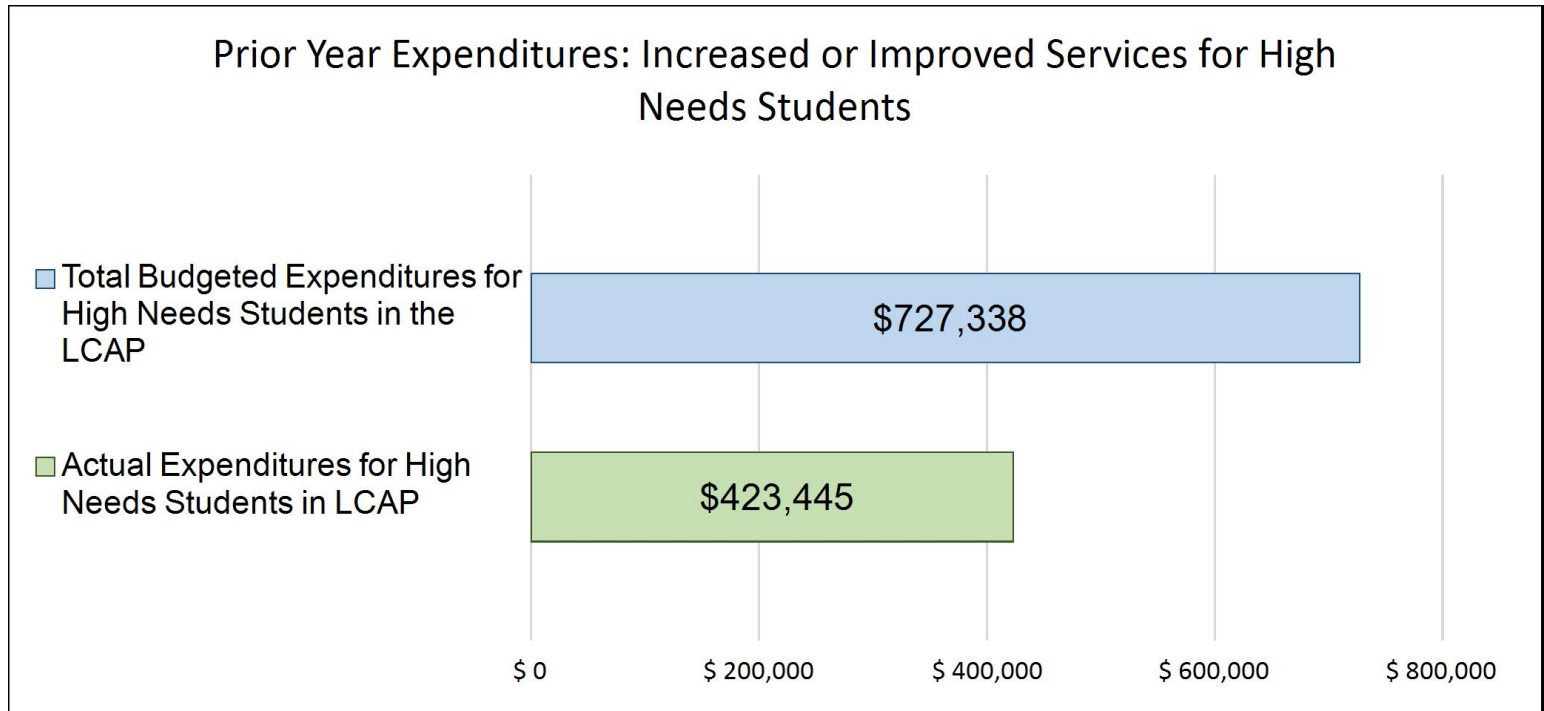
Utility payments, facility projects, substitutes, leases, some contracted services, legal fees, and other central office operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Loleta Union Elementary School District is projecting it will receive \$403,977 based on the enrollment of foster youth, English learner, and low-income students. Loleta Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Loleta Union Elementary School District plans to spend \$406,350.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Loleta Union Elementary School District's LCAP budgeted \$727,338 for planned actions to increase or improve services for high needs students. Loleta Union Elementary School District actually spent \$423,445 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Loleta Union Elementary School District	Linda Row Superintendent/Principal	lrow@loleta.org 7077335705

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The LEA has used all of its funding given through the budget act of 2021 so there are no funds that were not included in the local control and accountability plan. Those funds were used to staff the school to its capacity in order to address learning loss mitigation. And will be used up by the end of the year. Stakeholder groups that were engaged to develop the LCAP include the Native American advisory council, the Educational Advisory council and the ELAC advisory council in addition to staff.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The LEA used the concentration grant add on funding it received to increase the number of staff who provided direct services to students specifically our low income English learners and our foster youth because we have greater than 55%. In compliance with the California education code section 42238. The school separated two combination classes which increased teaching staff to have a separate first grade and second grade. We increased the staff to have a seventh grade and eighth grade, also separated. It also increased the staff to have a reading specialist on campus to specifically address RTI implementation using Fountas and Pinnell and provide direct instruction to our unduplicated students. The school also increased custodial staff by a full 1.0 FTE. This was necessary to maintain high sanitation standards during COVID-19. The school has a 93% unduplicated student count, therefore our unduplicated students were directly addressed in the separation of grades 1/2 and 7/8 and were provided to support to focus on using the reading specialist to address the gap in ELA scores.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA engaged educational partners which are made up of the staff, union representation, the community, advisory committees and the board beginning with when the funding began coming in during the spring of 2020. At that time a plan was developed. Meetings were held consistently through the academic year of 2020 and then moved into a re-opening group that met during the summer of 2020. These groups created a plan that included spending of the one time funding from the federal government for the school during the distance-learning time and moving into the hybrid model which the school adopted in October 2020. The community had this plan shared with them through our three outreach groups to include the Loleta advisory group composed of leaders from the two tribes that we are affiliated with along with tribal members and community members who are interested in finding out what is going on in the school. This community outreach group met monthly. The second group is the ELAC group which is made up of our Hispanic speaking members. Hispanics represent 18% of our school demographics. The Plans were translated and shared with them as well during our monthly meetings. And finally, the Indian education advisory group which meets quarterly was also provided this information. The reopening plan, as well as our spending plan, was placed on our website to let families and community members know and peruse our decision making process. A lot of feedback was given specifically around our technology. We only had enough money to purchase technology for one computer at home per family using the funds, as well as community donations, by the end of May 2020 along with hotspots. However, with the new funding that came in we were able to move to one chrome book per student at home and at school in order to mitigate learning loss and to continue the educational day as the teachers assigned more work through Google classroom. The board had consistent reports on the spending of the money as the plans were needed and reported and put up on the website.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The ESSR three funds were specifically spent on increased staff for direct instruction to allow students to have more access to adults in order to mitigate learning loss. The school offered summer school for two weeks prior to the 2021 year starting which was very successful in getting 30% of the students a jump started on getting used to being in school and gradually increasing the amount of time that they would spend at school so they would be ready for a full day. We also maintained for the safety of students and staff by following the high sanitation requirements. Everyone was trained on how to clean surfaces appropriately, to include deep cleaning as necessary. In addition, we had our flooring replaced to allow us to be able to clean our floors better versus attempting to clean the very old carpet that was in place; which was also through state funding. Again we emphasize that we increased our classified staff to provide support in the classroom as well as

increased our teaching staff. We also increased the number of hours that each classified staff member had from .75 to .85 FTE and increased some to a full 1.0 FTE. We increased our custodial staff from .5 to a 1.5 to assist with keeping up with school sanitation for deep cleaning. We purchased cleaning backpacks to be able to spray down areas throughout the school to include the bus that perhaps got contaminated when COVID-19 made it into the school. We increased our secretary from .5 to a full 1.0 FTE to be able to address attendance concerns when students were on distance-learning as well as to assist in sharing information with the community about changes that were occurring regarding COVID-19, almost hourly. Our total staff increased from approximately 24 to 40 this year presently. We were able to see in our assessments that our students were catching up with what was lost over the time that they were doing distance-learning. Our challenge is that we have staff reductions that we are required to do because of our FISCAL situation so we will be moving forward with staffing at approximately 24 people again during the 2022-2023 school year.. In other words, we're back at pre-Covid levels. However, we hope that the systems that we have put into place and the self-regulation that we have trained our students in will persevere and allow for continued growth in lost learning and social emotional regulation. We also look forward to increasing the extended school day so we will go to nine hours a day providing care in the morning and academics in the morning as well in the afternoon plus summer school at the end of the school year 2021 to 2022 and at the beginning of the next school year 2022 to 2023. Money is anticipated to be spent on ELA materials as well as assessment materials for our Spanish-speaking students. We are also anticipating more professional development for our teachers with regards to social emotional learning in their daily work that they do. We also are looking at the emotional safety of our students as we increased our behaviorist this year for a while to a full three days a week but we had to pull back on that down to one day again however we did hire a full-time social worker/counselor who will be remaining with us and continue the work into the coming years.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Loleta Union Elementary District strictly adheres to the established guidelines and expenditure timelines provided by the state and federal government that describe how the additional fiscal resources can be expended. Previously established and board approved expenditures outlined in the district's 2021-22 LCAP are continuing to be used just as they were originally intended to be spent for the benefit of the district's students. LUESD has continued to follow the established guidelines and spending plans in its Safe Return to In-Person Instruction, Continuity of Services, and ESSER III Expenditure Plans as well.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary*

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Loleta Union Elementary School District	Linda Row Superintendent/Principal	lrow@loleta.org 7077335705 X100

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Loleta Union Elementary School District is a single school district hosting grades TK - 8. The school averages around 100 students and is located on a bluff with an amazing view of the Pacific Ocean in the quaint town of Loleta in picturesque Humboldt County. The area is pastoral with rolling farm land and sweeping views of the Eel River Valley. The community supports farming and ranching, a sizable “bedroom community” for parents who work in Fortuna, to the south or the city of Eureka to the north and a large workforce for Bear River Casino. It is a small town with a strong, growing community.

Loleta Elementary serves two Native American Communities, the Bear River Rancheria and the Wiyot Tribe at Table Bluff. About 80 percent of the students who attend Loleta are Native American. There are many bi-racial families which also allows 38 percent of our student body to be Hispanic. We have approximately 9% of our population designated Caucasian. Loleta School’s free and reduced lunch rate is 95%. Our staff reflects our community closely in its diversity! We have Native American, Hispanic and Caucasian staff members. Loleta has had a student support team composed of 3 full-time staff members which has included a 75% time psychologist/counselor and another full time counselor/social worker in addition to a classified member that worked to facilitate the Zen Den; our room for students to support them to regulate if needed. During the 2022-2023 school year, we will continue to employ the full time social worker, and facilitate support in the Zen Den from a variety of staff and contract. We will continue to offer every student an individualized education and support to bring them from wherever they are to where they have the potential to go! We also work in partnership with our on-site Loleta Community Resource Center bringing further support to our families and the community.

The district has been growing over the past few years and is anticipating an even better future. Some of the initiatives that are in place and reaching maturity are:

Positive Behavioral Supports and Interventions (PBIS), along with our Multi-tier systems and supports (MTSS) improvements
Academic Response to Intervention (RTi)

Initiatives to assess students in the primary grades and implement support plans for continuous academic achievement and success; whether that be through 504 plans, Student study teams (SST's) or eventually Individualized Education Plans (IEP's)
Continued Implementation of trauma informed practices and increased teacher training in this work.
Continued focus on restorative circles in class rooms and Belong circles with True North across all grade levels.

We have purchased and implemented the high standard Fountas and Pinnell system for ELA as a supplemental program response to intervention program. The math adopted curriculum is Go Math and teachers and teacher continue to be coached on how to further implement its online aspects. We will be purchasing CORE ELA curriculum called WONDERS for grades TK-4 to focus on enhanced development of reading, writing, and reading comprehension. We continue to use McDougall Littell for grades 7-8 and Houghton-Mifflin for grades 5-6 in ELA

Loleta School has 3 outreach committees for input from our educational partners. We have a Stakeholder Advisory Committee (Equity Committee) which will meet monthly under the direction of our School Climate Director. The Equity Committee is responsible for getting at the root causes of any inequities and then developing action plans to address these issues as well as to review our new policies and offer advice on how to make them more equitable. We have our English Acquisition Committee (ELAC) which embraces our large Hispanic community and works to hear the needs of the community and work on community events that are culturally relevant. Another committee is the Indian Education Advisory committee. This committee is also critical to ensuring our students and school are culturally appropriate and relevant and assist greatly in events and supporting financially with academic tutors and financial support as well. All committees contribute greatly to our Loleta school to ensure we are meeting the needs of our student population in an equitable way.

We are hopeful to continue to utilize a music teacher in collaboration with other districts. Loleta believes enrichment going hand in hand with academics, as seen in research, is the best way to go with our community. In addition, we are now providing 1:1 chromebooks to students at home and in classrooms. During the 2022-2023 school year will attempt to continue class rotation opportunities potentially in the following areas: nutrition, gardening, dance, coding, art, Spanish language and Native American studies. We will continue to have a strong afterschool program (ASES) for family support which will be open from 7:30am until 6:00 pm daily. Our dedicated, caring staff are here for our children, we are united in our love and support of all our children. We intend to work diligently to work to offer enrichment opportunities for our students throughout the year across the areas that could include sports, arts, music, and overall fun

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Covid has been a struggle for all institutions and Loleta was not an exception. We do have many areas in which we have made progress. The school can report advancements in technology for the entire district. In the last year and a half we have advanced to 1:1 chrome books to students at home and at school and every family has access to the Internet. Every classroom has been upgraded with a new computer and Elmo and LCD projectors for better engagement. Teachers have undertaken training to help propel them forward to learn better ways for online teaching and learning. We have replaced flooring throughout the entire school and updated the kindergarten playground; although we

have more repairs needed that will occur after July 1, 2022. We have also increased the number of adults in the classroom during the 2021-2022 school year in order to improve tutorial support and increased attention for our students. The ASES (after school program) has improved astronomically and we have been able to improve our programs in music, art, gardening, dance, access to native american curriculum, nutrition, sports and our newest program food preservation. We also were able to provide a van to help with family and student support getting supplies to families and at times rides for students to and from school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to minimal dashboard data, but looking at local data and SARC data, Math continues to be a struggle as does ELA and there is still a great need for increased support and remediation. During the 21-22 year we hired more teachers to decrease our class sizes in 1/2 and in 7/8; however with some staff leaving for various reasons class sizes became larger. We will work at dividing combo classes as we move forward but need more students for greater financial support. Our local school wide assessment tool (IXL) shows that most 2 - 8 graders are not at grade level in ELA and Math and are typically 2 grade levels below where they should be. We are using a new intervention English Language Arts program, Fountas and Pinnell, which is a supplemental program and has a very simple, easy to use ELA assessment that assists teachers in identifying grade level equivalency of students. Most students from the first pass of its use are appearing to be below grade level which we believe is a direct result of COVID, lack of consistent curriculum in grades TK-4 and consistency of staff over time; however we are making progress in this area. We are excited to be purchasing a new curriculum called WONDERS to be primarily utilized with TK-4 to focus on reading, writing, comprehension and literature for next year thanks to grant funding through the American Indian Education Act. Considering we will be enrolling 4 year old's next year, this will give them a head start on language acquisition which is very promising.

In terms of suspensions and discipline there were six in house suspensions as of P2 and as a result of the same period of time we have had 394 behavior tracking referrals. All have been dealt with in a restorative manner.

As of P2 we have two students with chronic absenteeism. To reduce our chronic absenteeism, we improved our wraparound services for students by creating the Zen Den/Sensory room to teach self regulation, increasing interesting classes at school, creating monthly school wide themes, having a 3 person student support team made up of a male, a female Hispanic and a female Native American. We also did home visits as needed, and permitted by parents, for students with IEP's. We continue to employ a full time counselor/social worker. We are implementing curriculum that integrates social-/emotional instruction, and have offered weekly zoom meetings to all classrooms to teach and reteach expectations. All of these interventions plus increased regular counselling, we believe, will continue the trend towards a peaceful, academically driven campus. Our work with our students with disabilities has been a central focus. 30 of our 110 students currently have IEPs. We have focused on Child find and providing supports in all classrooms to ensure equal access to our curriculum, music and rotations. We review their IEP behavior plans regularly in accordance with state and federal law.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The district continues to make gains on the goals set forth in this LCAP. We have met some of the goals, as in reduction of suspensions, and continue to move in the right direction. We have reduced suspensions, and replaced it with restorative work using our Student Support Team, our full time Counselor, and our Behaviorist even due to financial reductions throughout the school year. Training of office staff and working to have them implement restorative techniques at first visit by students has been working. . Our district based "IXL", which is a local based academic indicator, has shown us where we are at baseline and progress over the past year and will be used to move the school forward along with the RTi work the district is gradually implementing utilizing our RTI program of Fountas and Pinnell along with other supplemental programs.

We are moving in the right direction in most areas and 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 school wide assessments, and very little data on discipline. The district has made positive changes and it is represented here in this LCAP. As many would note, change takes time.

Another addition continued this year are our CSI funds(Comprehensive Support and Improvement). Through this funding source in the past we have worked to improve our culture, staff best practices and student support services. We created a Student Support Team trained in restorative justice who are using this philosophy daily to teach students and staff resolution of conflict and are in the position to attend to students directly in the moment and we hope to prevent conflicts; continue our Center for student sensory training and emotional centering established on campus with staff trained on correct usage and we will continue to provide services and staff to support students utilizing these funds to best support students

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Loleta Elementary School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

During the 2021-2022 school year the previous superintendent met with board, community and staff to identify root cause analysis of chronic absenteeism and suspensions, with 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 three years. It is the intention to continue using in person and computer surveys to gain feedback from the community regarding how to address these important issues. We set up three community groups to help with communication. If a family feels unable to communicate directly with the school they can communicate with the group which can inform the Superintendent/Principal about issues that can be problem solved. These groups are the Loleta Elementary School Advisory Group, English Language Acquisition Committee, and the Native American Advisory Committee. All members of the public are also welcome to attend and participate in the Board meetings.

LES approaches the chronic absenteeism from two prongs: a prong of support at school with outreach to home and the development of classes to make school more engaging, interesting and appealing. During the first year of CSI eligibility, a plan was developed to hire an individual with extensive experience in special education and teaching in order to build capacity in the the Zen Den to provide direct support to students struggling with dis-regulation. This individual worked with the entire staff and all students to teach strategies based on self regulation and mindfulness. A "sensory room" was also developed where students could go to be guided through to self regulation exercises and use tools to help. The Zen Den provides students a with a safe place to separate themselves, a low stimulating environment to self regulate and regain focus after emotional surges.

Even with significant changes in staffing, funding and leadership in the 2022-223 school year, the school is committed to maintaining and staffing the Zen Den and sensory room, to provide other means of correction as an alternative to suspension as required by Education Code. In addition the district will contract to provide enrichment activities to better engage students and encourage positive attendance.

Specific actions funding from CSI dollars include:

3.2 Enrichment education/student mental health education

3.3 Behavioral support services will be provided

3.6/3.7 Social worker support to provide wraparound services (DISCONTINUED)

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Loleta is a single school district with one administrator, so the process for monitoring and evaluating the CSI plan is internal. The new Superintendent/Principal will monitor chronic absenteeism and suspension data using the PowerSchool student information system. The processes and practices used in documenting attendance and discipline entries will be evaluated and monitored by the new Superintendent/Principal, with support from the Office for Civil Rights (as part of the Loleta Advisory Committee). A team will meet to discuss the data and then present it to staff and school board in order to make adjustments to the systems put in place. The team will determine modifications if needed. The California Healthy Kids Survey (CHKS) will administered to students, staff and parents in the Spring of 2023 to provide the district with valid and statistically accurate data to support and enhance locally collected data.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

COVID has had a highly negative impact on holding in person meetings which have historically been very powerful. With that being said, our meetings were held with various groups by zoom. The Interim Superintendent and Interim Principal interacted with the Stakeholders Advisory group, as well as the ELAC committee and The Indian Education Advisory group, the school board, bargaining units, SELPA and staff to review drafts of the LCAP. The drafts were walked through at a board meeting in May and again in June. Staff input was gathered from sharing and discussions during staff meetings throughout the year from the prior Superintendent which contributed to a lot of the direction that was taken toward continuing with the goals already established in the current LCAP. We also reviewed outcomes with staff of the current LCAP in a staff meeting. Staff includes teachers and classified. Parents contribute through our 3 monthly outreach groups: ELAC, Indian Education Advisory Group and the Stakeholders Advisory Group. We also provide a survey to staff asking for information from teachers regarding curriculum sufficiency, a survey from parents on communication effectiveness and a survey to students on feelings of safety and connectedness to school.

A summary of the feedback provided by specific educational partners.

Our Table Bluff Wiyot group were very concerned about the need for more tutorial support at their youth club before all students were given the chance to come to school. They were able to re-institute a three day a week Indian Education tutor to work with Wiyot youth specifically on academic skills which began in May, 2022. In addition, Bear River provided a tutor to support youth on academics twice a week for three hours a day beginning in January. Both of these supports have been tremendous help. ELAC expressed the desire for music, more sports and for Spanish translations of core work. The Board/teachers asked for higher standard curriculum. Last year, the Indian Education Advisory committee wished to see better science curriculum but after seeing that academic levels in ELA were at a minimum two or more grade levels below where they should be, decided to support the purchase of the Wonders Curriculum- a comprehensive ELA program focusing on reading, writing, comprehension, phonics and fluency. This program will be purchased in July of 2022 and implemented in grades TK-4. All native american groups wished to see more native american curriculum which we are hoping to use next years curriculum funding to purchase and implement. Equity and support were requests from across the community. The stakeholder groups expressed an understanding for combination classes but wished to see classes open up to specific individual grades. Currently, due to restricted funding this continues to be a challenge

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

This year, knowing there will be a reduction in instructional support staff, administration reached out to both Bear River and Wiyot tribes and were able to secure two instructional tutors starting in the spring of 2022 which will continue for the 2022-2023 school year. In addition, LES is hopeful a grant will be secured that will provided a full time employee to provide full time tutoring and mentoring to LES students for the 2022-2023 school year and beyond; potentially 5 years. We are also hopeful to continue the collaboration with other smaller Eel River Valley school districts to continue the provision of a music teacher. Although funding will not permit us to have formal sports teams due to cost, we are hopeful to reach out to the local high schools to provide sports based enrichment activities on campus in the areas of volleyball, soccer, football and basketball starting in summer of 2022 collaborating with high school students in order to support them in getting their volunteer

hours in to graduate while also providing LES students opportunities to be exposed to high school athletes, sports drills and activities. LES also will continue to implement Fontes and Pinnel across grade levels for struggling readers and the system is starting to take off. Students are starting to take home books to read over the weekends to have more practice. The school has researched other ELA curriculum and has decided upon the Wonders curriculum for grades TK-4 that will be implemented in 2022-2023 with the support of the Indian Education Advisory Council. The Wonders Curriculum is a program that will be utilized for grades TK-4 and will focus on phonics, reading, writing, comprehension. Considering we are adding Preschool to LES in 2022, we are very hopeful that students will be getting a head start on their language skill acquisition which will narrow the skills gap our students are currently facing.

Goals and Actions

Goal

Goal #	Description
1	Increased student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, Science and Technology. To facilitate the academic learning the school works to maintain support and respect for families and students diversity by recruiting diverse personnel and teaching inclusive practices and honoring student special circumstances, local cultural activities and traditions.

An explanation of why the LEA has developed this goal.

We have developed this goal because our students are needing support for their academic achievement based on past CAASPP scores. Related to this we have a high unduplicated rate. 90% of our students are socioeconomically disadvantaged. We have 22% English Language Learners and have seen increased need in this population. Parents are less involved with the school. Our school has a 30% Special Education Population so our work to increase and improve services to support all these populations has become of paramount importance. Through increasing classified staff, we have decreased the adult to student ratio to 1:3 allowing for more intensive tutoring, and support services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.CAASPP ELA Scores	2019 reporting: 116.5 pts below standard.	6.56% are reported as met or exceeded per data quest.			Improve to 60 pts below standard
2.CAASPP Math Scores	2019 reporting: 132.6 pts below standard	0% met or exceeded in Math per dataquest.			Improve to 100 pts below standard
3.Maintain 100% appropriately assigned and fully credentialed staff while expanding to decrease combination classes.	100% of teachers are appropriately assigned.	100% of teachers are appropriately assigned.			Maintain appropriately assigned and fully credentialed teachers in the subject areas and for the pupils they are teaching while increasing the faculty.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Local Assessment ELA Scores (IXL)	Beginning of the year 2021: 7th and 8th grade students average 2.5 grade levels below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.5 Below 4th ~ 2.8 Below 5th ~ 2.72 Below 6th ~ 2.98 Below 7th ~ 3.71 Below 8th ~ 5.28 Below			By end of year 2024, students in the 7th and 8th grade will be 1 grade level below their grade as measured by IXL.
5. Local Assessment in Math (IXL)	Beginning of the year 2021: 7th and 8th grade students average 2.7 grades below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.9 Below 4th ~ 2.93 Below 5th ~ 3.26 Below 6th ~ 3.45 Below 7th ~ 3.08 Below 8th ~ 5.28 Below			By end of year 2024, students in the 7th and 8th grade will be 1 grade level below their grade as measured by IXL.
6. Maintain 100% curriculum materials sufficiency	The district maintains a 100% curriculum materials sufficiency	The district maintained 100% curriculum materials sufficiency			Maintain 100% curriculum materials sufficiency to standards-aligned instructional materials.
7. Increase the number of students who score proficient on the Smarter Balanced State Assessments (SBAC) and CA Science Test.	The district is in the NOT MET category for all 5th grade for the CA Science Test and there are no results for 8th grade.	NO SBAC CAST due to COVID			Improve to 50% of 5th grade to Met category for SBAC and Science.
8. A 3% Increase the typing speed and	Baseline of 9 words per minute	The typing program was canceled due to a			Increase to a baseline of 25 words per

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).		funding freeze at the start of the school year; however students had access to many more online curriculum which likely improved their typing skills			minute for 8th graders.
9. See a 5% improvement in EL proficiency as demonstrated by the ELPAC.	UPDATED: 2019 Dashboard English Learner Progression Indicator ELPI 55.6%	No ELPI dashboard data available 2020-2021 Dataquest 27.78% moderately developed 60% somewhat developed 22.22% minimally developed			Increase to 60% progression.
10. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction.	Teachers indicate a 3 or beginning implementation of ELD.	Teachers continue to indicate a 3 or beginning implementation of ELD.			Teachers indicate a 4 or full implementation of ELD.
11. A 10 % decrease in the number of major referrals as documented by the SWIS system on PBIS.	2019 reports 346 Major referrals.	Loleta Elementary School's school 20-21 climate director provides opportunities for staff to increased their knowledge of restorative practices and PBIS tier 1 and 2 interventions through professional development and			Decrease by 100 Major referrals as reported by the SWIS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>collaboration. Teachers and staff implement restorative circles and conversations in addition to PBIS strategies in their classroom to address minor behaviors. Loleta Elementary School has significantly reduced suspensions over the last few years through PBIS socio-emotional and behavioral interventions. Loleta Elementary School has a total of 85 Major referrals throughout the months of August through April and 313 Minor referrals throughout the months of August through April during the 2021-2022 school year. All referrals were addressed with students and major referrals were addressed with parents.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12.Implementation of the academic content and performance standards adopted by the State Board.Teachers working on common core standards implementation.	The majority of teachers indicate the district is at a 3-Initial implementation for providing professional learning for teaching academic standards. The majority of teachers indicate the district is at a 3-Initial implementation for the rate in making instructional materials that are aligned to adopted academic standards and curriculum frameworks. The majority of teachers indicate the district is at a 2-beginning development for providing where they can improve in delivering instruction aligned to the new common core.A majority of Teachers indicate on our survey regarding curriculum and implementation a 4 rating or full implementation of standards.	Due to COVID, The majority of teachers indicate the district continues to be at a 3-Initial implementation for providing professional learning for teaching academic standards. The majority of teachers indicate the district is at a 3-Initial implementation for the rate in making instructional materials that are aligned to adopted academic standards and curriculum frameworks. The majority of teachers indicate the district is at a 2-beginning development for providing where they can improve in delivering instruction aligned to the new common core. A majority of Teachers indicate on our survey that they are struggling with a lack of a complete ELA			Move all indicators as reflected by survey to a 4 or Full implementation.On our survey a majority of teachers indicate a 5 or full implementation with sustainability.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		curriculum and the math curriculum is in dire need; meaning we need to purchase more for use. Overall, teachers report a lack of sufficient materials in math, foreign language and health in the core curriculum areas; although supplemental curriculum materials are bountiful			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13. Suspension Rate	23.7% suspension rate 2019	Based on SIS- Power School 4.9% of students were suspended In House for the 20-21 school year			Decrease to a 10% suspension rate.
14. Efforts will be made to maintain a broad course of study including math, English, Spanish, science, social studies, physical education, technology, PE and VAPA, Health and World Language standards for all students within the context of a relevant vibrant curriculum.	At present LES broad course of study includes math, English, Spanish (voluntary program in 7th and 8th), science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom),	At present LES broad course of study includes math, English, Spanish (voluntary program in 7th and 8th), science, social studies, physical education, technology, PE and VAPA (music class and art integrated into the classroom), In addition we have a teacher being trained through the art initiative program, which is a 4 year program, to provide arts across the curriculum			Expand current levels to all students taking a second language, implementation of standards for art in every class and maintain all other courses of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
15. Provide increased academic support staff to increase accessibility to programs and services for our unduplicated and individuals with exceptional needs. Increase the number of aides to having an aide in every classroom for tutoring intervention to ensure access to a broad course of study.	Currently have a ratio of 1:3 adults per students in the school to focus on unduplicated.	Ratio of 1:3 continues among adults to students focusing on unduplicated youth during the 20-21 school year			Maintain a ratio of 1:3 adults to pupil to facilitate interventions for our unduplicated students and special needs populations.
16. Reclassification of EL.	Baseline: 55.6% progress rate and 5% reclassification rate in 2018-19.	May 5, 2022 Dataquest 2021-2022 showed 3.7% RFEP, see metric 9 for progression			Desired outcome : Increase to 60% progression rate and all Level 4 students are reclassified.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Personnel	1.1 Maintain 100% correctly credentialed, diverse teachers at Loleta School (PARTIALLY DISCONTINUED)-Maintain a maximum number of aides to better serve students in all rooms. services annual contract. Maintain services for Classroom Instruction . Contract services directly supporting students.	\$285,205.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	1.2 English Learners Support/Foster Youth	<p>For English learners:</p> <p>1.EL/ELPAC Coordinator will attend the English Collaborative Professional Learning Community at our Humboldt County Office of Education.</p> <p>2.A bilingual aide will be maintained to continue to provide intervention and ELPAC Support.</p> <p>3.A part time (.4) EL/ELPAC coordinator will be maintained by the district</p> <p>4. Bilingual materials and supplies will be improved</p> <p>5. 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. See Goal 3.2</p>	\$51,439.00	Yes
1.3	1.3 Technology	<p>1.3 Maintain and upgrade Internet systems and repair technology, as needed, to provide adequate services for all classrooms.</p> <p>Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework.</p> <p>Provide funding for repair and replacement of technology tools as needed to implement school programs.</p>	\$24,320.00	No
1.4	1.4 Curriculum	Maintain 100% curriculum materials and supplies sufficiency. The district will have adopted new curriculum materials in English Language Arts, Science and then look to other areas such as social studies for the next adoption. Use curriculum culturally relevant.	\$28,208.00	No

Action #	Title	Description	Total Funds	Contributing
		Maintain a diverse and accessible curriculum by continuing the contract with HCOE HERC Center. Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and planning differentiated instruction strategies.		
1.5	1.5 Professional Development	1.5 Professional development in key areas including common core subject areas, IXL and Go Math, also social/emotional support for students. Maintain BTSA supports for new teachers. Provide professional development for English Language strategies. Provide release of time and substitute teacher funding for professional growth opportunities.	\$0.00	No
1.6	1.6 Curriculum and Professional Development	1.6 With Indian Education grant funds we will be working through adoption procedures to purchase a high standard ELA and writing curriculum. (REVISED)	\$2,991.00	No
1.7	1.7 Special Education Program	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. Strive to maintain a diverse set of interventions in our special education program including, a qualified staff, and both “push -in” and “pull-out” services for students with IEP and 504 plans. (DISCONTINUED) Maintain SDC class	\$334,676.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	1.8 Professional Development	REVISED: The district will pay for 2 additional mandatory professional development days for teachers, up to 14 hours per person at \$50 per hour	\$3,978.00	Yes
1.9	1.9 Transportation	<p>1.9 Continue to provide transportation for our unduplicated populations and special needs students. Providing individualized transportation for our most at risk rural student populations which attend our school has become a goal. We provide transportation to two Native American Reservations, a number of McKinney Vento students and a small dairy community some mileage away from the school.</p> <p>Additional funds (transportation add on) were used for transportation not reported here</p>	\$35,065.00	Yes
1.10	1.10 Certificated Staff	1.10 (DISCONTINUED)Using ESSER funds, Loleta will increase their certificated staff by two additional teachers and have single grade levels in 1/2 and 7/8.		No
1.11	1.11 Classroom Aides	(DISCONTINUED)The school has increased its classified staff and FTE of support staff to fully support our unduplicated populations throughout the school and provide intensive tutoring services.Social emotional and academic supports.		

Action #	Title	Description	Total Funds	Contributing
1.12	1.12 Textbooks and Instructional Materials	NEW ACTION The district will purchase textbooks and instructional materials that are specifically designed to address the learning gaps caused by the COVID pandemic. This action will be principally directed towards the EL, foster and low income student population who have been most affected by school closures, distance learning, and school attendance disruptions due to isolation and/or quarantine.	\$43,000.00	Yes
1.13	1.13 Certificated Staff	Existing teacher (.5 FTE certificated staff) allows for maintaining no more than two grade levels in combo classes	\$49,939.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We attempted to increase student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, and technology. We were unable to focus specifically on science due to a funding freeze. To facilitate the academic learning the school worked to maintain support and respect for families and students diversity by recruiting diverse personnel and teaching inclusive practices and honoring student special circumstances, local cultural activities and traditions. We developed this goal because our students needed support for their academic achievement based on past CAASPP scores; specifically adult support related to behaviors and IEP's. Related to this we had and currently still have a high unduplicated rate. A minimum of 89-90% of our students are socioeconomically disadvantaged. We had 22% English Language Learners and currently have 18% ELL. Our school has approximately 30% Special Education Population so our work to increase and improve services to support all these populations continues to be a huge focus. Through increasing classified staff, we decreased the adult to student ratio to 1:3 during the 2021-2022 school year allowing for more intensive tutoring, and support services. Our Behavior tracking referrals demonstrated clearly a reduction in behaviors and we are hopeful to see an increase in academic scores when CAASPP scores are released in the Fall of 2022. Most of the inability to implement any actions noted above were due to budget constraints.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1 Personnel was over budget due to an increase in both classified and certificated staff.
1.3 A bill to Ferndale Tech for \$13,018 will be paid by the end of the school year bringing the amount Estimated Actual Expenditures to \$35,145.00.

- 1.4 Curriculum purchases were put on hold due to the spending freeze the district has been on since November 2021.
- 1.5 Professional Development was put on hold due to the spending freeze the district has been on since November 2021.
- 1.6 Curriculum and Professional Development through ELO and Indian Education funds were put on hold due to the spending freeze the district has been on since November 2021.
- 1.8 Professional Development was put on hold due to the spending freeze the district has been on since November 2021.
- 1.7 Due to additional staffing needs the Special Education Program was over budget.
- 1.10 More money was spent on staffing than was budgeted.
- 1.11 Although this action was identified as contributing to increased and improved services for unduplicated pupils, supplemental and concentration grant funds were not used in support of this action in the 21-22 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

Our original goal was to have students in classrooms where we had greater control of outcomes of data collection and work production. Luckily we were able to have students back in classrooms this year, full time. Although there were many absences, due to Covid, students had access to full time school and chromebooks at home if they happened to have to be at home due to Covid situations with their families or themselves. Having more staff on hand drastically reduced the number of behavioral incidences on campus both in major and minor incidences; along with suspensions. Having the additional student support team to work with students on self regulation also helped tremendously. Providing additional transportation to students that needed rides due to homeless situations or simply missing the bus was also helpful. Having instructional aides in each classroom was a huge help and we will be drastically impacted next year when we are unable to provide this support to students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

ACTION 1.1 The number of instructional aides was reduced for 22-23, due to budget cuts.

1.2 A bilingual aide will be maintained to continue to provide intervention and CELDT Support.

1.2.3.A part time (.4) EL/ELPAC coordinator will be maintained by the district if funding is available.

1.2 Bilingual materials and supplies will be improved

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. See Goal 3.2

1.4 Maintain 100% curriculum materials and supplies sufficiency is the continued goal. The district will adopt new curriculum materials in English Language Arts for grades TK-4, and then look to other areas such as social studies, science and math for future curriculum adoptions. We hope to maintain a diverse and accessible curriculum by continuing the contract with HCOE through the HERC Center and

renew subscriptions for some supplemental programs to assist staff in analyzing student achievement and planning differentiated instruction strategies. After consultation with teachers in grades TK-4 and Community groups and the board it was decided upon to purchase the WONDERS curriculum to implement for grades TK-4 for 2022-2023 to provide consistency and a solid foundation for the younger grade levels while continuing to utilize Fountas and Pinnell as a supplemental RTi program for all students

1.5 There were no funds allocated to this action in the adopted 22-23 budget.

1.6 Due to funding constraints, curriculum was not purchased during the 2021-2022 school year. The plan is to purchase the Wonders Curriculum which will cost the amount identified in the 2022-2023 LCAP, potentially expanding into the next calendar year. The action was revised to remove reference to Expanded Learning Opportunities fund since no money from that fund was budgeted for this action in the 22-23 adopted budget.

1.7 Students needing additional special education services will be served through outsourced services through HCOE/SELPA. The action was revised because the school's SDC class was closed by Board action in June 2022.

1.8 Revised action. Removed reference to 3 on-calendar PD days (included in salary schedule) and removed reference to ESSER funds. Revised action language to reflect CBA.

1.9 Revised action to remove reference to van transportation. The van was rented from a neighboring district and has been returned.

1.10 Discontinued as we do not have additional funding to support these expenditures

1.11- Discontinued classroom aides other than- the district is only employing 1:1 Instructional Aides as required by IEP's and for our Student Support team. For 2022-2023, the classified staff FTEs have been reduced to reflect budget cuts.

1.12 NEW ACTION - added to document the planned expenditures in textbooks and instructional materials to support unduplicated pupil recovery from learning loss due to the pandemic.

1.13 NEW ACTION - added to document the use of supplemental and concentration funds for Tk/K classroom to maintain 2 grades despite low student enrollment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide in person instruction as a primary mode of education and support continuing education through Independent Study as needed (e.g. natural disasters which may prevent on campus participation).

An explanation of why the LEA has developed this goal.

In person instruction is critical to ongoing development of academic skills and socio-emotional development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Maintain attendance data for IS vs in person learning.	1 student is signed up for IS- 99% in person.	3 students signed up for ISP during the 21-22 school year			Move to 100% in person learning.
2. Math - IXL comparison	Beginning of the year 2021: 7th and 8th grade students average 2.5 grade levels below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.9 Below 4th ~ 2.93 Below 5th ~ 3.26 Below 6th ~ 3.45 Below 7th ~ 3.08 Below 8th ~ 5.28 Below			Improve to only 1 grade level below.
3. ELA - IXL comparison	Beginning of the year 2021: 7th and 8th grade students average 2.7 grades below	TK / K ~ 0.5 Below 1st ~ 1 Below 2nd ~ 2.0 Below 3rd ~ 2.5 Below 4th ~ 2.8 Below 5th ~ 2.72 Below 6th ~ 2.98 Below			Improve to only 1 grade level below.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		7th ~ 3.71 Below 8th ~ 5.28 Below			
4.Attendance rate will increase by 2%	Current rate of 93%.	Current Attendance percentage rate for 21-22 as of P2 was 99%			Maintain an average attendance of 95%
5.Chronic Absenteeism .	Current rate of 26%. ("chronic" as 18 or more absences) 3 % per year.	Two students were chronically absent throughout the school year			Decrease chronic absenteeism to 17%
6..Office staff or student support team 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 made phone calls to parents of absent students 100% of the time			Maintain 100% call rate of absence students.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Paraprofessionals	2.1 (REVISED) Provide summer school in accordance with ELO-P program requirements.	\$82,201.00	No
2.6	2.2 Cleaning and Safety	ACTION DISCONTINUED 2.2 Loleta will pay for custodial, cleaning and PPE supplies. See Goal 3 Action 5		No
2.7	2.3 Technology	ACTION REVISED Loleta will maintain a technology services contract with a local service provider to ensure that all students, including	\$20,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated students, have access to digital curriculum and internet-based resources at school, as well access to a chromebook and hot spot to use at home if necessary.		
2.8	2.4 Support of Unduplicated populations.	2.4 Principal and secretarial support works to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline.	\$54,136.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

One student did take advantage of the IS option due to COVID concerns. In addition, more students and grade levels utilized IXL in ELA and Math

Principal and secretarial supports works with social worker and climate director to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. Principal transports unduplicated students to and from school for a consistent education works with them providing mentorship and modelling of behavior conducive to success in educational environments. This action is intended to be implemented in the future.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 Paraprofessionals were over budget due to an increase in classified staff, a new salary schedule being put in place, and an increase in FTE.

2.11 Payroll accounts changed due to fiscal changes last year

An explanation of how effective the specific actions were in making progress toward the goal.

Principal and secretarial support will continue to work with social worker and climate director to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. Principal transports unduplicated students to and from school for a consistent education works with them providing mentorship and modelling of behavior conducive to success in educational environments. IEP meetings have been scheduled consistently to attempt to ensure compliance.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Independent Study options will continue to diminish as an option; however will continue to be an option should COVID concerns continue or increase in our area.

2.1- REVISED-- Text removed from Action: With Expanded Learning and ESSER funds, Loleta will provide direct instruction to students for mitigated learning loss. (Additional expenses included in G1 Action1.) Summer school will be provided. Special needs students are specifically targeted to increase minutes and services.

2.6 (numbering mistake by DTS. Should be 2.2) ACTION DISCONTINUED - There were no funds budgeted for this action in the adopted 22-23 budget.

2.7. (numbering mistake by DTS. Should be 2.3) ACTION REVISED - Revised to reflect technology service contract with local provider to ensure access to digital resources, functional chromebooks and internet access.

2.8 (numbering mistake by DTS. Should be 2.4) REVISED -- Text removed from Action: Principal transports unduplicated students to and from school for a consistent education works with them providing mentorship and modelling of behavior conducive to success in educational environments.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Create a safe and welcoming environment, where nutrition and good choices are supported, using positive interventions, restorative practices and engaging, flexible curriculum so every child can be successful.

An explanation of why the LEA has developed this goal.

Loleta is an older facility with its last modernization occurring over a dozen years ago. It is rich in its resources of land, location, cultural heritage and talented staff. We feel that a welcoming school is a safe, comforting school that provides exciting enriching and culturally appropriate curriculum within properly maintained facilities. We work to help students become educated about healthy choices in their daily lives through modelling the habits at the school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Cafeteria menus include culturally relevant meals. Survey results from students regarding food changes	See cafeteria food menu from 8/19- 2/20 and compare each year..	Cafeteria did provide culturally relevant meals monthly in addition to focusing on school events, holidays and cultures as compared to baseline			Include an average of 1 culturally relevant meal per month.
2. Cafeteria increases the amount of locally grown produce from our Loleta gardens and local areas by 5 percent each year.	Using the menu from 2/20 record how much food is local produce and measure average increases.	Cafeteria staff report that a minimum of 40% of produce provided was locally grown from the Loleta garden.			Increase the amount of produce from fresh garden sources by on average 10%.
3. Students rotate through the gardening, nutrition	New to the school. Surveys at the end of each month to	Informal surveys of students indicated that over 50% of students			30% of students report satisfaction with rotations.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and preserving class one month a year.	measure student participation and satisfaction.	reported that gardening was one of their favorite rotations.			
4. Students rotate through 10 different months of enrichment classes per year.	New to the school. Surveys at the end of each month to measure student participation and satisfaction.	<p>When students were in person, classes rotated to the garden and learned about the growing cycle, climates and harvesting procedures. Preserving of food lessons occurred with some of the student grade levels. Informal surveys of students by staff indicated their favorite was PE, gardening, coding and music. Other rotations were not able to occur due to COVID.</p> <p>87% Positive Feedback as reported by teachers.</p>			30% of students report satisfaction with rotations.
5. After School Program attendance	Taking attendance from enrolled students	Due to COVID there were a lot of absences			78% attendance as proposed for grant.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
is steady throughout the year with good survey results.	in August and compare to average daily attendance in the program through the year. Currently a 54% attendance is recorded.	this year over 5 day periods of time for many students. As a result, in addition to fear of families exposing their children to longer days at school, they often picked them up earlier. Also, many parents were displaced from work due to COVID and did not need after school care. Attendance for the ASES program this year averaged at around 50% as of P2. All students were offered the opportunity throughout the year to register for ASES and this will continue for the following year. In addition, 4 year old's will be registering and attending school in the 20222-2023 school year which will likely increase numbers and also give children a head start on academics.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6.Chronic Absenteeism decreases by 3 percent each year.	26 % in 2018 - 2019. We are looking for a 3 % decrease per year for the next 3 years.	Two students were chronically absent during the school year			Decrease chronic absenteeism to 17%
7.FIT reports remain "good" each year.	We currently have a "good" report expect for a "fair" in our roofs. Continue this with the expectation that when are roofs are fixed it will move to a "good" overall. Roofs are planned to be fixed summer of 2022.	This year we again have an overall score of "Good" at 90% rating. The roof continues to give us a rating of "fair" at 85%. There is a plan to fix the roof in the summer of 2022. After roof repairs our rating will move to "Good".			"Good" report on all aspects of the physical maintenance of the school.
8.On school surveys, community report feeling welcomed and safe.	Increase CHKS participation by 10% per year for students, staff and parents.	CHKS will be administered in spring of 2023; however, local surveys were administered and majority of responses demonstrated that parents felt relationships between			Get 50 % of parents and 80% of students and 95% of staff to complete the surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		staff and families was respectful, the school supported a welcoming environment. However it was noted that one staff member in particular appeared to preferred to suspend versus create a trauma informed environment and used intimidation as a strategy for behavior management versus relationship building. In addition, parents communicated that not all teachers communicate with families on a regular basis.			
9..Expulsion rate.	2019-2020 expulsion rate is 0 percent	2021-2022 Expulsion rate is 0 percent			Maintain a zero percent expulsion rate.
10.No students will drop out.	2019-2020 drop out rate is 0 percent.	2021-2022 Drop out rate is 0 Percent			Maintain a zero percent drop out rate.
11. Parent participation will increase by 2% in our 3 outreach groups: Stakeholders Advisory, ELAC (English Language	2019 - 2020 25% combined participation rate in our outreach groups. Reaching out personally to families to encourage participation in these	It is difficult to determine percentage increase for participation as participation changes dependent upon			Develop participation from 40% of families in community and group activities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advisory Committee), and Indian Education Advisory Committee. Back to School night and community dinners.	important feedback groups will be practiced. Notices in banner form on the website, phone calls inviting people and more posters for better communication.	<p>meeting days and focus.</p> <p>Parents commented that although the meetings are available, parents are hesitant to "reach out of their comfort zone" to attend meetings.</p> <p>Back to school nights and Community Dinners did not occur during the 21-22 school year, but are planned for 22-23 school year</p>			
12. English Language Advisory Committee (ELAC)	2020-2021 5% participate	2021-2022 Based on meetings held 5% continue to participate on average but are continuing to improve in attendance			Through more personal outreach with bilingual translators, maintaining online meetings in Spanish and sending home minutes in Spanish about what was done in the meetings, we will encourage more family involvement increase involvement to 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13.Parent participation, including those of students with disabilities	100% of parents attend IEPs and SSTs	100% of parents attend IEPs and SSTs			Maintain 100 percent participation in IEP's and SSTs.
14.Encourage student voice directly by holding student focus groups mediated by HCOE regarding climate issues.	35% of students gave feedback during student focus groups being held at the school reflecting students 100% felt they had a safe adult to talk with and 3% reported bullying.	<p>Focus groups did not happen this year; however our school psychologist did create a survey and the results demonstrated that students did not take it very seriously due to their responses.</p> <p>There were 14 responses total and most want snacks and treats Some students that gave feedback shared that they were not sure what they would like from staff; but they were able to express they wanted better school food. Regarding bullying, mostly junior high responses, they did not feel bullied.</p> <p>42% said they "maybe" had a staff member they could talk to. 21% said they</p>			Increase the participation of student voice in the student focus groups up to 50%. Maintain 100% felt they had a safe adult to talk with and 1% report bullying.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>did not and the remaining said yes, they did</p> <p>The majority of student responses indicated friends were the best part of school.</p> <p>Students felt that adults in the school treated them with respect.</p> <p>Over 90% if students (primarily 7/8th grade) indicate that fight/agure a lot</p> <p>96% of students indicated they treat each other well</p> <p>Almost 100% indicated that there is an adult to reach out to if they have a need.</p> <p>66% indicated they felt safe at school</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
15.100% of discipline issues handled with restorative practices.	75% of issues that arise are handled with a restorative practice. Professional development for new staff members and student support team around this will be held.	Loleta Elementary School's school climate director provides opportunities for staff to increase their knowledge of restorative practices and PBIS tier 1 and 2 interventions through professional development and collaboration. Teachers and staff implement restorative circles and conversations in addition to PBIS strategies in their classroom to address minor behaviors. Loleta Elementary School has significantly reduced suspensions over the last few years through PBIS socio-emotional and behavioral interventions. Loleta Elementary School has a total of 4 suspensions for the 2021-2022 school year as of P2			90% of issues that arise are handled with a restorative practice. Professional development for new staff members and student support team around this will be held.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
16.Enrichment academic classes being offered to increase interest in school and decrease absenteeism.	School wide participation in rotations for 10 months.	School wide participation in rotations did occur during in person learning. Rotations did not happen during distance learning due to COVID.			Confirm schoolwide participation in rotations.
17.Increased communication between school/families and teachers/families through surveys, by phone, online and sent home.	Surveys asking for best contact with parents using multiple medias in first day packet. Communicating through social media such as Facebook. to be a better alternative along with phone calls and post cards. Professional development in PowerSchool school wide will be completed. Classes taught to parents who wish to learn the SIS. Google classroom being utilized in all classes to support parent understanding of class activities.Surveys asking about success of outreach.	Loleta Elementary School teachers attempt to increase parent and community communication through emails and classroom newsletters. An all call system through texts and email seeks to inform families of special events, covid updates, and schoolwide news. The LES Facebook site provides updates and announcements of events, photos, and student and staff shutouts. A monthly packet is sent home with announcements and information to families about school news. Information is shared during monthly Advisory Committee			80 percent of parents report they feel the school and teachers are communicating well with them.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		meetings with representatives from the Wiyot Tribe, Bear River Rancheria, and Northern Indian Development Council attending to share information and collaborate on events, concerns, and projects. The English Language Advisory Committee (ELAC) meets monthly and a representative from the school attends to provide updates and increase parent's knowledge of school policy, procedures, and events and address concerns of community members. Calls from parents and guardians are attempted to be promptly addressed to increase community connectedness and feelings of collaboration and response to concerns.			
18.4-5 sports teams are being offered to	4 sports seasons are being offered with	Sports teams were provided in basketball and were successful			5 sports seasons are strongly in place with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
encourage team play and culture.	20% participation by students.	but due to funding additional sports were not offered during the 21-22 school year			30% of students participating.
19.School Safety and connectedness	2021 Elem CHKS showed 53% feel connected. 71% feel safe at school.	CHKS will be administered in the Spring of 2023 but a local survey administered to staff and responded by 11 staff members showed that most staff feel supported by others; students are recognized for good behavior. Staff did express concerns about high standards for achievement. Most, but not all, staff reported that they believe students are treated fairly at school. Most staff agree that teachers treat students fairly regardless of their race or culture. 70% strongly agree or agree and 30% disagree.			Increase connectedness by students to 90% and 90% feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
20.Parent participation, engagement and partnering with school. Increase public relations around our community outreach committees, increase surveys and feed back.	33% feel the school encourages them to be an active partner. 38% feel the school is a safe place for their child. 35% feel there is promotion of parental involvement. 15% of parents feel involved in the school. 11% feel the school actively seeks the input of parents.	Parent feedback was gathered through a survey because the CHKS is only administered every other year. However, through a local survey results showed that parents commented that although the meetings are available, parents are hesitant to "reach out of their comfort zone" to attend meetings. Loleta is hopeful that having in person meetings and family nights during the 22-23 school year will help increase parent engagement.			Increase to: 50% feel the school encourages them to be an active partner. 75% feel the school is a safe place for their child. 50% feel there is promotion of parental involvement. 35% of parents feel involved in the school. 50% feel the school actively seeks the input of parents.
21.Teacher engagement and school climate as indicated by CHKS survey 2021	50% of teachers feel there are caring adult relationships as supports for students. 32% feel the school is a safe place for staff, 45% feel the school is a safe place for students.	Staff feedback was gathered through a google survey because the CHKS is only administered every other year. Out of 11 respondents, results demonstrated: 100% of staff felt supported by other teachers and staff at			Increase to 75% of teachers feel there are caring adult relationships as supports for students. 90% feel the school is a safe place for staff, 90% feel the school is a safe place for students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>the school with 45% agreeing; 27% strongly agreeing and 27% neither disagreed or agreed.</p> <p>80% of staff respondents report that teachers frequently recognize students for good behavior; with 20% neither agreeing or disagreeing.</p> <p>46% of staff felt teachers had high expectations for student achievement however 36% did not agree with this statement.</p> <p>27% of staff felt that students were not treated fairly by adults at school whereas 56% felt students were treated fairly.</p> <p>70% of staff felt that teachers treat students fairly regardless of race, ethnicity or culture;</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>and 30% indicated they disagreed</p> <p>40% of staff indicated they felt safe at school; 40% indicated they neither agreed or disagreed; and 20% disagreed</p> <p>73% of staff indicated that adults teach children to express themselves in proper ways; however 27% disagreed</p>			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Cafeteria	Loleta will continue to provide healthy meals for students. The cafeteria service model will change next year to offer a more conducive menu to student likes while maintaining a healthy balance nutritionally. The new service model will provide a better environment for students as their nutritional needs will be met in a more cost effective manner and therefore other priorities can also be enhanced. The school is providing free and reduced lunch and healthy fruit and vegetable snacks to all students. We also provide additional weekend backpack meals to prevent food insecurity.	\$65,159.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	3.2 Enrichment education/student mental health education	During rotations, students will be taught about gardening, nutrition, preserving, Native American indigenous curriculum from Klamath Trinity and Physical education (in addition to minutes in class settings). Other classes to be taught are dance, coding and robotics, music, meditation, personal mental health and self-regulation especially for our special needs students.	\$24,000.00	Yes
3.3	3.3 BSA Services	Action revised: The district will contract with HCOE and/or SELPA for specialized services to support students with disabilities.	\$37,919.00	No
3.4	3.4 ASES Program	Continue with the ASES program.	\$85,400.00	No
3.5	3.5 Facilities/Maintenance	Loleta will work to maintain adequate school facilities ,for all students including facilities costs, sanitation personnel and equipment, utilities, technology and other day to day expenses pertaining to standard operations and maintenance. Replacing the floors and working on repairing the roofs throughout the school over the next several years.	\$64,930.00	No
3.7	3.6 School counselor or social worker	ACTION REVISED The district will fund and attempt to hire a .5 school counselor or social worker	\$61,289.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1 The cafeteria model will remain the same for the 22-23 school year even though efforts were made with neighboring districts to work on a collaborative model. Efforts will be made to ensure less costs attributed to the cafeteria during the following school year which will result in less staff support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 The cafeteria expenses increased due to staffing increases in the cafeteria.
3.2 The revised budget for CSI funds was brought up to \$139,881 keeping the action of Enrichment education/student mental health education closer to the budget with an Estimated Actual Expenditure of \$141,262.10
3.5 Facilities/Maintenance exceeded the Budgeted Expenditures because of extra costs during the floor renovation.
3.7 The Behaviorist/Climate Director and other personnel for wraparound services hours were reduced in December due to needing immediate budget cuts.

An explanation of how effective the specific actions were in making progress toward the goal.

The students loved the option of having rotations/elective options and the ASES program at the start and end of the day. In addition students really enjoyed having the opportunity to participate in growing their own food that they enjoyed during snack, breakfast and lunch. Not to mention having the opportunity to participate in growing a huge pumpkin patch and corn maze which created a lot of buzz amongst the students and the community. Having wrap around services absolutely benefitted students in addressing trauma whether it be generational trauma or simply age related emotional trauma with support from our behaviorist and support team to include our social worker and resource center funded through St Josephs. Our new flooring made our school look cleaner and much more welcoming and updated which enhanced the learning environment tremendously. Having a basketball team for both boys and girls was great and we are hoping to provide an outlet next year for some sort of skills camps partnering with local high schools to provide connection to their future endeavors for high school sports.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric 18- Sports teams will not be able to be offered during the 2022-2023 school year due to lack of funding. Instead, LES hopes to engage the local high schools and community to provide sports enrichment days around the areas of soccer, basketball, and volleyball potentially utilizing ELOP funding or volunteers.

Action 3.3 revised -- Text removed from action: Loleta will contract with HCOE for a BSA to provide services to our SDC class, increase our counselor/psychologist/behaviorist.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$403,977.00	\$53,162.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.26%	0.00%	\$0.00	43.26%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

In the 22-23 school year Loleta has an unduplicated student population of 92%. The following actions are provided to the entire school and are principally directed at meeting the needs of foster youth, English learners and low-income students.

Action 1.2. English learners make up approximately 25% of Loleta's student population. The district uses supplemental and concentration grant funds to employ a bilingual classroom aide as well a .5 ELD teacher who provides pull out support for small groups of EL students.

Action 1.8 The district will pay for 2 additional mandatory professional development days for teachers, to develop their skills in using the adopted reading, math, and and ELA curricula to better serve our unduplicated students who often have gaps in the learning and need skilled support.

Action 1.9 Continue to provide school bus transportation for all of our students, including our unduplicated populations and special needs students. Many students have no other way to school and bus transportation ensure their attendance and access to educational services.

Action 1.12 The district will purchase textbooks and instructional materials that are specifically designed to address the learning gaps caused by the COVID pandemic. This action will be principally directed towards the EL, foster and low income student population who have been most affected by school closures, distance learning, and school attendance disruptions due to isolation and/or quarantine.

Action 1.13 .The district is using supplemental and concentration grant funds to pay for .5 FTE in the TK/K classroom to maintain a two grade combination despite low enrollment (11 students).

Action 2.7 Loleta will maintain a technology services contract with a local service provider to ensure that all students, including unduplicated students, have access to digital curriculum and internet-based resources at school, as well access to a chromebook and hot spot to use at home if necessary.

Action 2.8 (Support of Unduplicated populations) Principal and office manager provide support for the unduplicated populations of the school; restorative conversations, social and emotional support and restorative discipline.

Action 3.1 Loleta provides healthy meals and snacks free for all students. Many of our students come from food-insecure households and rely upon the two meals and two snacks per day that we provide.

Action 3.2 During rotations, students will be taught about gardening, nutrition, preserving, Native American indigenous curriculum from Klamath Trinity and Physical education (in addition to minutes in class settings). Other classes to be taught are dance, coding and robotics, music, meditation, personal mental health and self-regulation especially for our special needs students.

Action 3.7 The district will fund and attempt to hire a .5 school counselor or social worker

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The expenditures for all LEA and School-wide actions described in prompt 1 total \$406,350 which is slightly more than the required expenditure. Through the allocations for supports, interventions, and services the district will increase or improve services for English Learners, students in foster care, and low-income students by 43.36%.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

In the 2022-2023 school year Loleta will receive \$53,162 in additional concentration grant add-on funding. These funds will be used for part of the salary, statutory benefits, and health and welfare benefits of the certificated EL teacher/testing coordinator, the classified bilingual aide. Because more than 55% of our students qualify as unduplicated pupils, the actions listed here were principally directed to provide direct support to those students first.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:6
Staff-to-student ratio of certificated staff providing direct services to students		1:8

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$995,197.00	\$224,253.00	\$90,029.00	\$44,826.00	\$1,354,305.00	\$1,078,224.00	\$276,081.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Personnel	All	\$285,205.00				\$285,205.00
1	1.2	1.2 English Learners Support/Foster Youth	English Learners Foster Youth	\$51,439.00				\$51,439.00
1	1.3	1.3 Technology	All	\$22,404.00			\$1,916.00	\$24,320.00
1	1.4	1.4 Curriculum	All	\$3,400.00	\$24,808.00			\$28,208.00
1	1.5	1.5 Professional Development	All		\$0.00		\$0.00	\$0.00
1	1.6	1.6 Curriculum and Professional Development	All				\$2,991.00	\$2,991.00
1	1.7	1.7 Special Education Program	Students with Disabilities	\$212,908.00	\$31,739.00	\$90,029.00		\$334,676.00
1	1.8	1.8 Professional Development	English Learners Foster Youth Low Income	\$1,873.00	\$105.00		\$2,000.00	\$3,978.00
1	1.9	1.9 Transportation	English Learners Foster Youth Low Income	\$35,065.00				\$35,065.00
1	1.10	1.10 Certificated Staff	All					
1	1.11	1.11 Classroom Aides						
1	1.12	1.12 Textbooks and Instructional Materials	English Learners Foster Youth Low Income	\$43,000.00				\$43,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	1.13 Certificated Staff	English Learners Foster Youth Low Income	\$49,939.00				\$49,939.00
2	2.1	2.1 Paraprofessionals	All		\$82,201.00			\$82,201.00
2	2.6	2.2 Cleaning and Safety	All					
2	2.7	2.3 Technology	English Learners Foster Youth Low Income	\$20,450.00				\$20,450.00
2	2.8	2.4 Support of Unduplicated populations.	English Learners Foster Youth Low Income	\$54,136.00				\$54,136.00
3	3.1	3.1 Cafeteria	English Learners Foster Youth Low Income	\$65,159.00				\$65,159.00
3	3.2	3.2 Enrichment education/student mental health education	English Learners Foster Youth Low Income	\$24,000.00				\$24,000.00
3	3.3	3.3 BSA Services	Students with Disabilities				\$37,919.00	\$37,919.00
3	3.4	3.4 ASES Program	All		\$85,400.00			\$85,400.00
3	3.5	3.5 Facilities/Maintenance	All	\$64,930.00				\$64,930.00
3	3.7	3.6 School counselor or social worker	English Learners Foster Youth Low Income	\$61,289.00				\$61,289.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$933,888	\$403,977.00	43.26%	0.00%	43.26%	\$406,350.00	0.00%	43.51 %	Total:	\$406,350.00
								LEA-wide Total:	\$406,350.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	1.2 English Learners Support/Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$51,439.00	
1	1.8	1.8 Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,873.00	
1	1.9	1.9 Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$35,065.00	
1	1.12	1.12 Textbooks and Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,000.00	
1	1.13	1.13 Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$49,939.00	
2	2.7	2.3 Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,450.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	2.4 Support of Unduplicated populations.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,136.00	
3	3.1	3.1 Cafeteria	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,159.00	
3	3.2	3.2 Enrichment education/student mental health education	Yes	LEA-wide	English Learners Foster Youth Low Income		\$24,000.00	
3	3.7	3.6 School counselor or social worker	Yes	LEA-wide	English Learners Foster Youth Low Income		\$61,289.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,554,109.00	\$1,693,818.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Personnel	No Yes	\$335,140.00	\$489,535.21
1	1.2	1.2 English Learners Support/Foster Youth	No		
1	1.3	1.3 Technology	Yes	\$31,127.00	\$30,219.97
1	1.4	1.4 Curriculum	No Yes	\$52,472.00	\$13,418.68
1	1.5	1.5 Professional Development	No	\$19,000.00	\$0.00
1	1.6	1.6 Curriculum and Professional Development	No	\$18,166.00	\$4,562.59
1	1.7	1.7 Special Education Program	No	\$182,496.00	\$226,588.25
1	1.8	1.8 Professional Development	No	\$19,241.00	\$3,470.00
1	1.9	1.9 Transportation	Yes	\$55,928.00	\$51,492.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	1.10 Certificated Staff	No	\$41,717.00	\$46,331.31
1	1.11	1.11 Classroom Aides	Yes	\$216,496.00	\$216,496.00
2	2.1	2.1 Paraprofessionals		\$42,395.00	\$106,590.95
2	2.6	2.2 Cleaning and Safety	No		
2	2.7	2.3 Technology	No	\$36,650.00	\$32,528.29
2	2.8	2.4 Support of Unduplicated populations.	Yes	\$45,666.00	\$42,523.38
3	3.1	3.1 Cafeteria	Yes	\$99,183.00	\$125,938.48
3	3.2	3.2 Enrichment education/student mental health education	No	\$133,731.00	\$75,050.52
3	3.3	3.3 BSA Services	No	\$58,000.00	\$58,757.52
3	3.4	3.4 ASES Program	No	\$74,520.00	\$74,327.27
3	3.5	3.5 Facilities/Maintenance	No	\$60,262.00	\$78,678.76
3	3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Yes	\$31,919.00	\$17,309.50

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$421,371.15	\$727,338.00	\$423,444.76	\$303,893.24	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Personnel	Yes	\$335,140.00	\$172,628.51		
1	1.3	1.3 Technology	Yes	\$8,942.00	\$22,127.01		
1	1.4	1.4 Curriculum	Yes	\$9,825.00	\$3,114.83		
1	1.9	1.9 Transportation	Yes	\$55,928.00	\$51,492.22		
1	1.11	1.11 Classroom Aides	Yes	\$216,496.00	\$43,385.69		
2	2.8	2.4 Support of Unduplicated populations.	Yes	\$45,666.00	\$89,965.00		
3	3.1	3.1 Cafeteria	Yes	\$23,422.00	\$23,422		
3	3.7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Yes	\$31,919.00	\$17,309.50		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$876,397.00	\$421,371.15		48.08%	\$423,444.76	0.00%	48.32%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



Agenda Item: 5.2

Subject: Year End Letter

Background: Pursuant to the provisions of Education Code (EC) 1240(e) the County Superintendent of Schools is required to present an annual report to a school district's governing board and the State Superintendent of Public Instruction regarding the fiscal solvency of any school district with a disapproved budget, a qualified or negative interim certification, or that has been determined at any time during the year to be in a position of fiscal uncertainty as identified in EC 42127.6.

Previous Board Action: N/A

Fiscal Implications: As described in the letter

Recommendation: Information only

September 30, 2022

Charmin Bailey, Board President
Loleta Union Elementary School District
PO Box 547
Loleta, CA 95551

Dear Ms. Bailey:

Thank you for submitting the 2021-22 End of Year Projection and Cash Flow through June 30, 2022. Pursuant to the provisions of Education Code (EC) 1240(e) the County Superintendent of Schools is required to present an annual report to a school district's governing board and the State Superintendent of Public Instruction regarding the fiscal solvency of any school district with a disapproved budget, a qualified or negative interim certification, or that has been determined at any time during the year to be in a position of fiscal uncertainty as identified in EC 42127.6.

The district self-certified its Second Interim Report for the 2021-22 fiscal year as negative due to the district projecting cash shortfalls in both 2021-22 and 2022-23, and a decrease in reserves below minimum reserves. As a result of this negative certification, the following annual report on the fiscal solvency of Loleta Union Elementary School District for fiscal year 2021-22 has been prepared.

The End of Year Projection and Cash Flow approved by the District's governing board indicate that the district will complete the fiscal year in a positive cash position but also projected a reserve level below 5%.

Based on our review of the District's Unaudited Actuals we wish to share the following information.

2021-2022 General Fund Fiscal Summary

Description	Adopted Budget	1st Interim	2nd Interim	Unaudited Actuals
Total Revenue & Other Sources	\$ 2,473,224	\$ 2,641,057	\$ 2,826,685	\$ 2,984,837
Total Expenditures & Other Uses	\$ 2,487,011	\$ 2,858,887	\$ 3,052,825	\$ 2,760,751
Interfund Transfers	\$ (99,183)	\$ 56,969	\$ 60,810	\$ (99,183)
Surplus/(Deficit)	\$ (112,970)	\$ (160,861)	\$ (165,330)	\$ 124,903
Surplus/(Deficit) %	(4.5%)	(5.6%)	(5.4%)	2.8%
Reserve Amount	\$311,626	\$ 0	\$ 65,660	\$ 345,475
Reserve %	12%	0%	2.1%	12%

Note: Interfund Transfers reflect net impact of transfer in and out of the General Fund

Reserves

The District projected that its reserves would decrease below the recommended minimum reserve level of 5%. Due to the District following its Fiscal Recovery Plan (adopted in February 2022) and maintaining tight fiscal controls, the district was able to minimize the impacts to its reserves and ended with a reserve level of 12%.

Loleta Union Elementary School District
September 30, 2022
Page 2

Cash

After reviewing the District's Unaudited Actuals report, we have noted that the District ended with a higher cash balance than was projected in the 2021-22 End of Year. The reason for the difference is due to revenues being received that were higher than projected (including one-time revenues), expenditures coming in lower and the District deferring one-time expenditures into the 2022-23 fiscal year.

In addition, the District deferred payment of \$111,973 to CDE for the unspent Prop 39 funds into the 2022-23 fiscal year.

Although the above has assisted the District in ending the 2021-22 fiscal year in a better cash position, the nature of these revenues and the deferral of expenses into 2022-23 will not create a sustained cash balance at this level.

In the District's 2022-23 Adopted Budget there were projected negative cash balances in the months of September, October and November 2022 in the amounts of \$64,398, \$174,748 and \$204,908 respectively. Once the District expends the one-time revenues and pays the deferred expenditures, it is likely that the district may still struggle to maintain positive cash balances during some of those months.

Therefore, we recommend the District continue to follow its Fiscal Recovery Plan and its 2022-23 adopted budget to ensure that it will be able to maintain positive cash throughout the 2022-23 fiscal year and beyond.

Conclusion

The District has made great efforts to improve its fiscal health and this year-end report highlights the successes of its hard work.

We hope these comments will be helpful to the District as the new school year begins. We wish to express our appreciation to the District governing board, staff and community for their efforts in addressing its fiscal issues. We look forward to continuing our partnership with your district in achieving its fiscal goals.

If our office can be of further assistance, please call me at 445-7066.

Sincerely,



Corey Weber
Assistant Superintendent of Business Services

CW:cm

c: Linda Row, Superintendent, Loleta Union Elementary School District
Elizabeth Dearstyne, Director, School Fiscal Services Division, CDE
Mike Fine, Chief Executive Officer, FCMAT
Michael Davies-Hughes, Superintendent of Schools, HCOE



Agenda Item: 6.1

Subject: Provisional Appointment of a Trustee

Background: In August 2022, Board President Brenda Juarez tendered her resignation from the Board effective August 30, 2022. Within 60 days of a vacancy on the Board, the remaining Board members must provisionally appoint a new Trustee to serve out the term of the departed Board member.

Board Candidate Joe Rivera has submitted a letter of interest in the open seat. The Board will interview Mr. Rivera and vote whether to appoint him to the Board. If selected, Mr. Rivera will finish out Board President Juarez's term of office through December 2022. At that time the Board will decide whether to appoint Mr. Rivera to a four year term to be served through December 2027.

Previous Board Action: The Board has provisionally appointed Trustees in the past.

Fiscal Implications: N/A

Recommendation: Vote to appoint or not appoint Joe Rivera to the open seat on the Board.



Agenda Item: 6.2

Subject: Revisit AB 361 Remote Meeting Option

Background: Trustee Crystal Sand asked that this item be placed on the agenda for this meeting.

Previous Board Action: The Board has previously voted to allow a teleconferencing option for meetings in accordance with the provisions of AB 361. The Board voted to return to in person meetings during the 2021-2022 school year.

Fiscal Implications: Possible purchase of a Zoom license that allows meetings of longer than 40 minute duration.

Recommendation: Vote to determine whether a state of emergency exists, as proclaimed by the Governor (in accordance with Government Code section 8625) in which (1) state or local health officials have imposed or recommended measures to promote social distancing, or (2) the legislative body has determined (or is meeting to determine) by majority vote that meeting in person would present imminent risk to the health or safety of the attendees.



New Brown Act Amendment Changes Rules for Teleconference Meetings During State of Emergency

This resource is provided by ACSA Partner4Purpose [AALRR](#).

UPDATE: On September 20, 2021, Governor Newsom signed Executive Order (“EO”) N-15-21 to suspend AB 361 until October 1, 2021. EO N-15-21 provides that AB 361’s amendments to the Brown Act which allow teleconference meetings during a state of emergency are suspended through September 30, 2021. However, EO N-15-21 orders that any legislative body that meets prior to October 1, 2021 to take a majority vote for the purpose of determining whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees, shall comply with the requirements of Government Code 54953(e)(2) as amended by AB 361.

On September 16, 2021, California Governor Gavin Newsom signed AB 361 into law, effective immediately. The Bill amends the Ralph M. Brown Act^[1] to include new authorization for remote meetings, including remote public comment, for all local agencies. The new authorization, which largely extends the provisions of the Governor’s Executive Order N-29-20 (signed March 17, 2020) and Executive Order N-35-20 (signed March 21, 2020), is effective until January 1, 2024.

1. Traditional Teleconferencing Rules

Before the COVID-19 pandemic, the Brown Act traditionally allowed a local agency to use teleconferencing for meetings or proceedings, subject to specific agenda posting, physical access and quorum requirements. Generally, local agencies were required to:

- Post agendas at each teleconference location;
- Identify each teleconference location in the notice and agenda of the meeting or proceeding;
- Make each teleconference location accessible to the public;
- Have at least a quorum of the members of the legislative body participate from locations within the boundaries of the applicable local agency’s territory; and



- Provide means for the public to address the legislative body at each teleconference location.

2. Executive Orders N-29-20 and N-35-20 Suspended Provisions of the Brown Act

On March 17, 2020 and March 21, 2020, in light of the declared state of emergency due to the coronavirus pandemic, Governor Newsom implemented several exceptions to the Brown Act's teleconferencing rules to allow local agencies to continue to function during the stay-at-home orders. Pursuant to Executive Orders N-29-20 and N-35-20, the following Brown Act requirements were suspended until September 30, 2021:

- The requirement to notice each teleconference location from which members of the legislative body participate.
- The requirement that each teleconference location be accessible to the public.
- The requirement that members of the public be able to address the legislative body from each teleconference location.
- The requirement that at least one member of the legislative body be physically present at each meeting location.
- The requirement that during a teleconference meeting, at least a quorum of the legislative body participate from locations within the boundaries of the district.

3. New Changes to Government Code 54953 Effective Until January 1, 2024

Given the continuing COVID-19 state of emergency, AB 361 was introduced to establish clear rules for teleconference meetings during such emergencies, effective immediately and until January 1, 2024. The legislation does not expressly state whether it is intended to override the Executive Orders for meetings held between September 16 and September 30, 2021. Local agencies with questions in this regard are advised to contact their legal counsel.

a. Teleconferencing Exemptions During Emergencies:

Effective September 16, 2021, new Government Code section 54953(e)(1) allows local agencies to continue to meet via teleconference without



complying with the Brown Act's traditional agenda posting, physical access and quorum requirements for teleconferencing, but **only during a state of emergency proclaimed by the Governor (in accordance with Government Code section 8625) in which (1) state or local health officials have imposed or recommended measures to promote social distancing, or (2) the legislative body has determined (or is meeting to determine) by majority vote that meeting in person would present imminent risk to the health or safety of the attendees.**

This new authority clearly includes, but is not limited to, emergencies arising from pandemics.

b. How to Appropriately Utilize the New Teleconferencing Exemption:

If a local agency chooses to use the teleconferencing exemption and forego the Brown Act's traditional agenda posting requiring the identity of and public access to each teleconference location and quorum requirements for teleconferencing, Government Code section 54953(e)(2) requires the local agency to:

- Give timely notice of the meeting and post agendas as required by the Brown Act;
- Allow members of the public to access the meeting and directly address the legislative body as provided by Section 54954.3. Each agenda must provide notice of the means by which the public may access the meeting and offer public comment. The agenda must identify and include an opportunity for all persons to attend via a call-in option OR an internet-based service option;
- Conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body;
- In the event of a service disruption that prevents broadcasting the meeting or in the event of a disruption within the local agency's control that prevents public comment for members of the public using the call-in option or internet-based option, stop the meeting and take no further action on agenda items until public access is restored. Actions taken on agenda items during a disruption may be subject to challenge pursuant to Section 54960.1.



Note: Public agencies may wish to indicate on their agendas how and when remote meetings which are disrupted in this manner will be continued.

- Must abolish any requirement that public comments be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time.

Note: Written public comment is still allowed, but a “real-time” comment option (e.g. telephone or internet based) which allows the person to read their own comment must be allowed. The above provisions do not require the legislative body to provide a physical location from which the public may attend or comment.

c. Public Comments:

In addition to requiring “real-time” public comments, i.e. making any requirement to provide public comment in advance and/or via email non-compliant, Government Code section 54953(e)(2) provides additional guidelines regarding public comment periods:

- The legislative body may use an online third-party system for individuals to provide public comment which might require an individual to register prior to providing comment.

Note: Under this provision, although the Brown Act does not allow a local agency to require a meeting attendee to provide their name and address as a condition of attendance, a third-party internet provider may require a person to register for the service[2].

- A legislative body that provides a timed public comment period for each agenda item may not close the comment period or the time to register to provide comment until the timed period has elapsed.
- If the legislative body does not provide a time-limited comment period, it must allow a reasonable time for the public to register and comment on each agenda item.
- If the legislative body provides a timed general public comment period that does not correspond to a specific agenda item, it may not close the public comment period or the opportunity to register until the timed general public period has elapsed.



Note: This effectively eliminates any early cut-off of collecting email/comment cards until the end of the applicable comment period, regardless of whether there is a single comment period at the beginning of the meeting, or individual comment periods for each agenda item.

d. Verification

Government Code section 54953(e)(4) also now **requires local agencies to verify every 30 days that the exemption from traditional teleconference requirements is still necessary.** Specifically, the legislative body must make findings no later than 30 days after the first teleconference and every 30 days thereafter that:

- the legislative body has reconsidered the state of emergency circumstances; and
- either i) the state of emergency continues to directly impact the ability of the members to meet safely in person, or ii) state or local officials continue to impose or recommend measures to promote social distancing.

Because monthly meetings can be more than 30 days apart, we advise that local agencies take care to ensure their Board makes the appropriate findings at least every 30 days so as to ensure compliance with this verification requirement.

e. Sunset Provision

These provisions will be automatically repealed on January 1, 2024. At that time, unless further changes are made by future legislation, the Brown Act's traditional (pre-pandemic) teleconferencing rules will apply, as stated in section 1 above.

[1] See generally Government Code section 59450 et seq.

[2] Use of a pseudonym for registration should be allowed.

As part of the state's ongoing response to the orthopoxvirus (monkeypox) outbreak, Governor Gavin Newsom on August 1, 2022, **declared a State of Emergency** to bolster **the state's response to the monkeypox outbreak.** The proclamation supports the work underway by the California Department of Public Health and others to coordinate a whole-of-



government response to monkeypox, bolster vaccination efforts, and expand outreach and education to inform Californians about monkeypox and ways to limit its spread.

Source: New Brown Act Amendment Changes Rules for Teleconference Meetings During State of Emergency (2021) Association of California School Administrators (ACSA) Resource Hub <https://content.acsa.org/new-brown-act-amendment-changes-rules-for-teleconference-meetings-during-state-of-emergency/#:~:text=3.,and%20until%20January%201%2C%202024.>



Agenda Item: 7.1

Subject: Public Hearing: Sufficiency of Instructional Materials

Background: Every district is required to provide each student with an individual copy of textbooks/workbooks and/or an individual license for digital content. While Loleta provides a wide range of curricular resources for each student, the core curricular materials in some subject areas are out of date and should be updated.

Previous Board Action: The board annually adopts a resolution confirming that the district has sufficient quantities of instructional materials.

Fiscal Implications: TBD

Recommendation: Adopt Resolution 22-08 on the Sufficiency of Instructional Materials



RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS

22-008

Whereas, the governing board of Loleta Union School District in order to comply with the requirements of Education Code Section 60119 held a public hearing on October 13, 2022, at 5:30 o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the

curriculum frameworks in the following subjects:

English Language Arts/English Language Development

Mathematics

Science

History-Social Science

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes and;

Therefore, it is resolved that for the 2022-2023 school year, the Loleta Union district has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Board President

Superintendent

Date



Agenda Item: 8.1

Subject: Update on Annual Inspections

Background: School facilities and programs are routinely inspected by a variety of agencies. Since the last Board meeting, personnel from the following agencies visited Loleta for planned or unannounced inspections:

- Department of Health and Human Services (school kitchen)
- California Highway Patrol (school bus and transportation program)
- Fire Marshall (school buildings)

There were no findings or follow up items from the Health Department's inspection of the school kitchen.

The CHP inspection yielded some follow up items related to the district's registration in the Federal Motor Carrier Safety Administration's Clearinghouse, as well as proof of the Superintendent's completion of Reasonable Suspicion training. These tasks were completed before the inspector left campus.

There were a number of findings from the Fire Marshal's inspection. The Director of Maintenance has already completed the majority of corrections. There are some outstanding items related to the arrangement and types of furniture in one classroom, which need to be remediated within 90 days of the inspection.

Previous Board Action: N/A

Fiscal Implications: TBD - cost of replacing emergency egress lighting in cafeteria

Recommendation: Information only





Public Hearing
On
The Sufficiency of
Instructional Materials
Thursday, 10/13/2022
at 5:30 PM
Room 8