

LCFF Budget Overview for Parents

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

CDS Code: 12629270000000

School Year: 2021-22

LEA contact information:

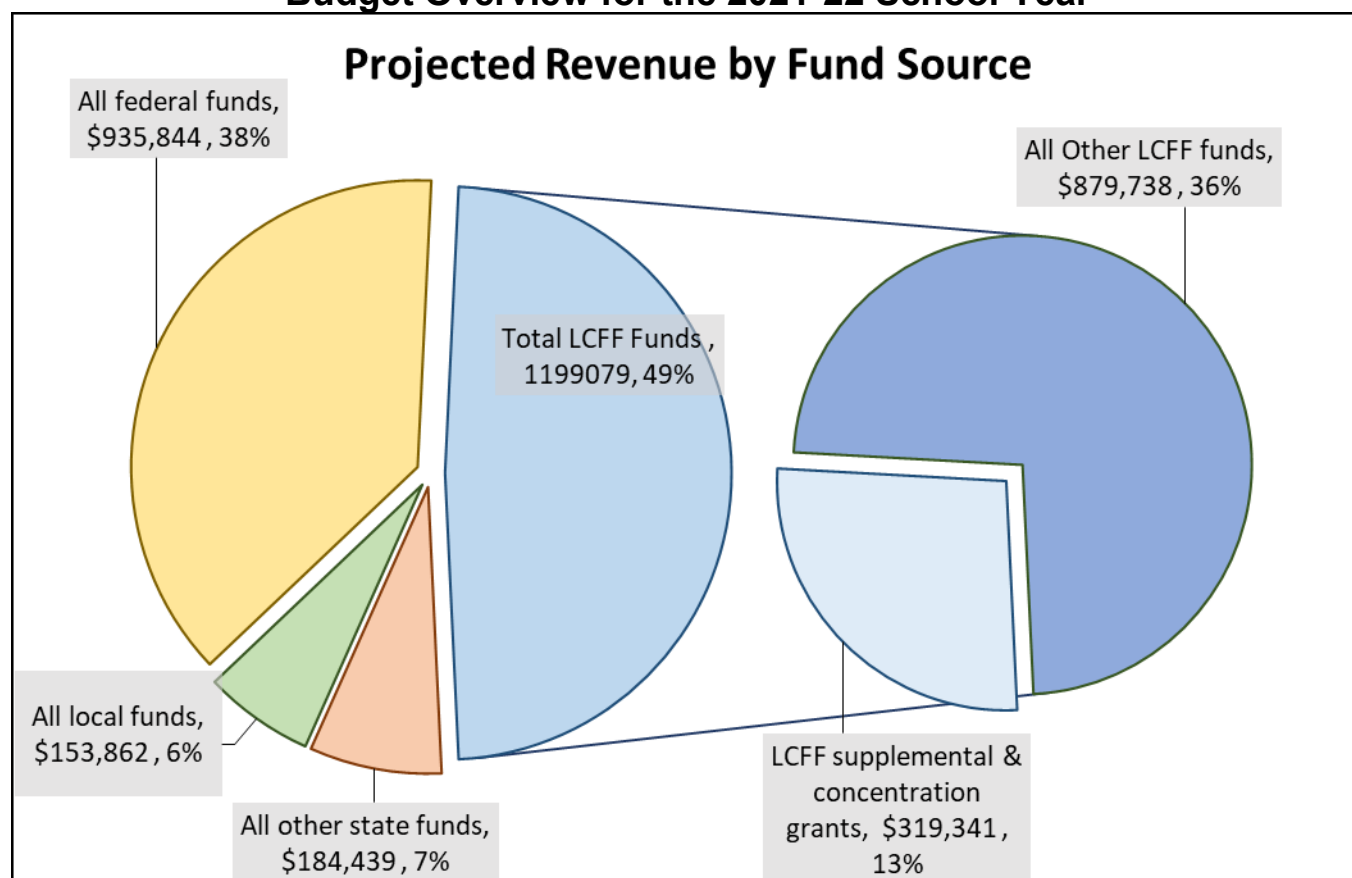
Autumn L Chapman

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 2021-22 School Year

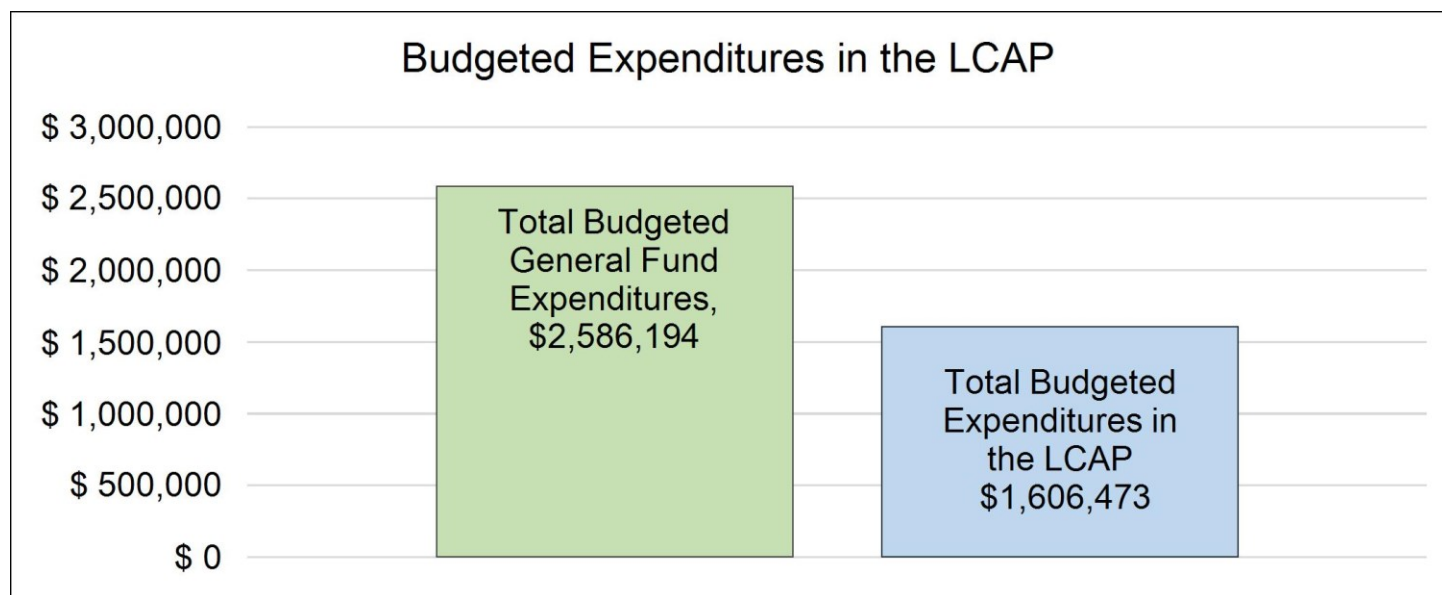


This chart shows the total general purpose revenue Loleta Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Loleta Union Elementary School District is \$2,473,224, of which \$1,199,079 is Local Control Funding Formula (LCFF), \$184,439 is other state funds, \$153,862 is local funds, and \$935,844 is federal funds. Of the \$1,199,079 in LCFF Funds, \$319,341 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Loleta Union Elementary School District plans to spend \$2,586,194 for the 2021-22 school year. Of that amount, \$1,606,473 is tied to actions/services in the LCAP and \$979,721 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

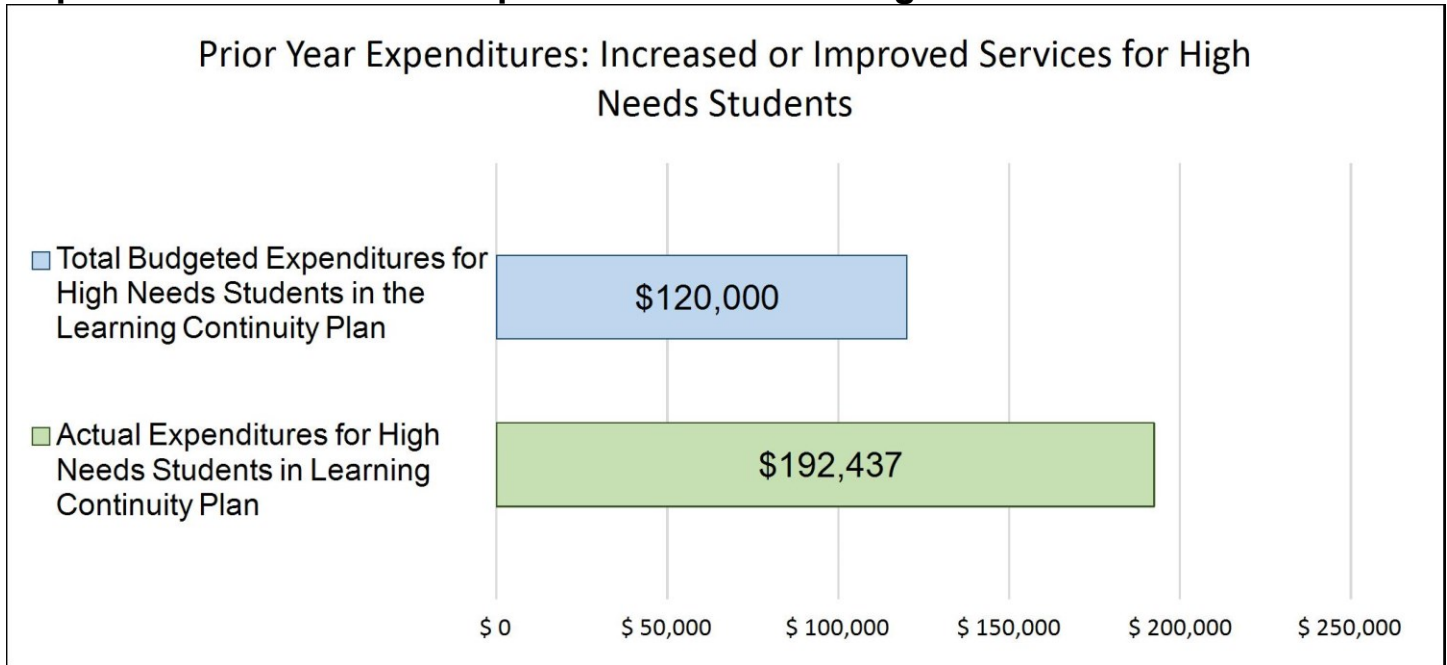
General running of the school day to day including utilities, office supplies, audit updates, erate services, lawyer fees, contractual services related to maintenance of the school such as water, pest control. pge.; physical maintenance, linen services, mat services, phones and telecommunications.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Loleta Union Elementary School District is projecting it will receive \$319,341 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 \$341,641 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 2020-21



This chart compares what Loleta Union Elementary School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Loleta Union Elementary School District's Learning Continuity Plan budgeted \$120,000 for planned actions to increase or improve services for high needs students. Loleta Union Elementary School District actually spent \$192,437 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Loleta Union Elementary School District	Autumn L Chapman Superintendent/Principal	achapman@loleta.org 7077335705 X100

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.Maintain 100% highly qualified teaching staff. 19-20 Maintain 100% highly qualified teaching staff. The staff is 100% highly qualified. Baseline Eight of our Nine teachers are highly qualified, 88%	This metric was maintained.The staff was 100% highly qualified.
Metric/Indicator 2.Maintain 100% curriculum materials sufficiency 19-20 Maintain 100% curriculum materials sufficiency. Baseline The district maintains a 100% curriculum materials sufficiency	The district maintains 100% materials sufficiency.
Metric/Indicator 3. A 4% Increase the number of students reading at grade level by the end of 3rd grade over the previous year STAR scores 19-20	We have measured a 5% increase in the number of students reading at grade level by the end of 3rd grade using STAR scores.

Expected	Actual
<p>A 4% Increase the number of students reading at grade level as measured by the STAR reading program.</p> <p>Baseline Eighty percent of students were reading below grade level.</p>	
<p>Metric/Indicator 4.Students will meet standards in English Language Arts as measured by CAASPP</p> <p>Students will meet or exceed standards in Mathematics as measured by CAASPP</p> <p>19-20 The average distance from Level 3 (Met State Standards) will be 70 points below the bottom of this range on the end of the year ELA CAASPP test, a 16.1 pt increase but still resulting in a Yellow (Average) rating.</p> <p>The average distance from Level 3 (Met State Standards) will be 95 points below the bottom of this range on the end of the year Math CAASPP test, a 15 pt significant increase resulting in a yellow (average) rating.</p> <p>Baseline The average distance from Level 3 (Met State Standards) was 122.1 points below the bottom of this range on the end of the year ELA CAASPP test (2015-16), an 8.1 pt decline resulting in a Red (Lowest) rating The average distance from Level 3 (Met State Standards) was 140.2 points below the bottom of this range on the end of the year Math CAASPP test, a 38.5 decrease resulting in an Red (Lowest) rating.</p>	<p>Using the 2019 CAASP data students remain in the red with 115.8 points below the standard.</p>
<p>Metric/Indicator</p>	<p>Students remain in the red for the 2019 SBAC test.</p>

Expected	Actual
<p>5.Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 5% over the base year. The district is in the “Very Low” category.</p> <p>19-20 The district would strive to increase 50 points as noted on the State’s Academic Indicator Grid.</p> <p>Baseline About 76% of students were not meeting standards on the SBAC in our baseline year</p>	
<p>Metric/Indicator 6.A 5% increase in the number of words a child has read over the previous year according to Accelerated Reader.</p> <p>19-20 Increase the number of students who score proficient on the Smarter Balanced Assessments (SBAC) by 3% over the base year.</p> <p>Baseline In our baseline year, children read an average of 85,000 words per year.</p>	<p>By February of 2020 there was a 3% increase in the number of words a child has read over the previous year according to Accelerated Reader. We were unable to measure after the school closed due to Covid.</p>
<p>Metric/Indicator 7.A 3% increase in the number of mathematics outcomes students have mastered according to Accelerated Math</p> <p>19-20 A 2% increase mathematics GE on the STAR math assessment.</p> <p>Baseline The district is using the Grade Equivalent score from STAR math and reading. This is the average GE gain from the pre and post tests. The district has seen an average grade equivalent growth of .85 in math.</p>	<p>By February we saw a 2% increase in the number of mathematics outcomes students have mastered according to Accelerated Math.No more growth was measured due to Covid closures.</p>
<p>Metric/Indicator 8.A 3% Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).</p>	<p>By March the typing speed and accuracy of students using a typing program was consistent with past years performance by this time. Covid ended measurement of this metric.</p>

Expected	Actual
<p>19-20 A 2% Increase the typing speed and accuracy of students as demonstrated by Typing without Tears or similar program</p> <p>Baseline Baseline of 9 words per minute</p>	
<p>Metric/Indicator 9. See a 3% improvement in EL proficiency as demonstrated by the CELDT</p> <p>Add to the reclassification rate of EL Students,</p> <p>19-20 See a 3% improvement in EL proficiency as demonstrated by the CELDT</p> <p>Add another 3% to our EL reclassification rate Teachers, including the EL teacher, incorporate ELD standards into classroom instruction</p> <p>Baseline 29% improvement in EL proficiency, students who have advanced one level.</p> <p>12% or three of the 24 EL students were reclassified. Teachers, including the EL teacher, incorporate ELD standards into classroom instruction</p>	<p>15 out of 23 students moved up a level making a 65% improvement.Spring of 2019. Data has not been released for Spring 2020 due to Covid.</p>
<p>Metric/Indicator 10.A 10 % decrease in the number of major referrals as documented by the SWISS system on PBIS.</p>	<p>In 2017-2018 there was a total of 3061 referrals. 71% were majors In 2018-2019 there were a total of 1719 referrals, (down by 1342) with 1080 majors 63% (decrease of 1119 major referrals)</p>

Expected	Actual
<p>19-20 A 2% decrease in the number of major referrals as documented by the SWISS system on PBIS.</p> <p>Baseline Baseline year of 897 “Major” referrals.</p>	<p>In 2019-2020 there were a total of 1416 referrals (down by 375) with a total of 346 majors (decrease of 734 major referrals)24%. No referrals were written after March 16th as there were no violations requiring it. All Distance learning.</p>
<p>Metric/Indicator 11. Implement California State Standards.</p> <p>19-20 Year 3 - Teachers are fully implementing Math standards through the new Math curriculum (Go Math) and ELA curriculum (Fountas & Pinnell).</p> <p>Baseline Baseline – Teachers are fully implementing Math standards through the new Math curriculum (Go Math); ELA curriculum is still the old standards but teachers are supplementing as needed for the current state standards (web subscriptions, AR)</p>	<p>Teachers are fully implementing Math standards through the new Math curriculum (Go Math) and ELA curriculum (Houghton Mifflin and our new curriculum Fountas & Pinnell).</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.Maintain 100% highly qualified teaching staff. at Loleta School.</p> <p>2.Professional development in key areas including common core subject areas, Accelerated Reading, and Math, also social/emotional support for students. Maintain BTSA supports for new teachers.</p> <p>3.Maintain 100% curriculum materials and supplies sufficiency</p> <p>4.Strive to maintain a diverse set of interventions in our special education program including, a qualified staff, Special Day Class (SDC) and both “push--in” and “pull--out” services for students with IEP and 504 plans.</p>	<p>1. 334,274 1. LCFF, Lottery, EPA, Title I, Title 11, REAP, SUMS, CSI, INDIAN ED 1. GLFN 11101000 Certificated salary/benefits 2. A) 16,129 B) 3,500 (BTSA) 2. A) LCFF 0000, CSI 3182, Indian Ed 4510 B) LCFF 0000</p>	<p>1. LCFF, EPA, Title I, CSI, Title II, Indian Ed, REAP, SUMS (RS 0000, 1400, 3010, 3182, 4035, 4126 4510, 7690, 7817) Reduced due to COVID \$188,750</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5. Maintain a maximum number of aides to better serve students in multi-graded rooms. Included in Goal 1, Action 3</p> <p>6. Maintain a diverse and accessible curriculum by continuing the HCOE HERC Center services annual contract.</p> <p>7. Maintain services for Classroom Instruction. Included in Goal 1, Action 1</p>	<p>2. A) obj 5210 and 5207 B) Obj 5207 3. A) 21,940 B) 3,000 3. A) LCFF, SUMS, Lottery. Indian Ed 0000, 7817 B) Restricted Lottery 6300 3. A) GLFN 11101000 supplies B) Obj 4110 4. A) 130,219 B) 140,511 C) 1,895 E) 145,385 F) 94,900 4. A) Special Ed, Goal 5xxx Certificated salary/benefits B) Special Ed, Goal 5xxx Classified salary/benefits C) Special Ed, Goal 5xxx Supplies E) Special Ed, Goal 5xxx Services F) Special Ed, Chargeback plus indirect 4. A) Special Ed, Goal 5xxx Certificated salary/benefits B) Special Ed, Goal 5xxx Classified salary/benefits C) Special Ed, Goal 5xxx Supplies E) Special Ed, Goal 5xxx Services F) Special Ed, Chargeback plus indirect 5. 83,679 (aides) 5. LCFF, REAP</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		<p>4 A Certificated Services-SPED 1000-1999: Certificated Personnel Salaries Other \$138,388.17</p> <p>4B. Special Education (RS 3310, 6500, 7690) 5800: Professional/Consulting Services And Operating Expenditures Other \$82,324</p> <p>4C Special Education (RS 3310, 6500, 7690) \$0</p> <p>4E Special Education (RS 3310, 6500, 7690) 5000-5999: Services And Other Operating Expenditures \$268,629</p> <p>4F. Special Education (RS 3310, 6500, 7690) 7000-7439: Other Outgo \$101,155.50</p> <p>5 Aides LCFF, REAP 2000-2999: Classified Personnel Salaries 131,825</p> <p>6. Lib. Contract LCFF 0000 Obj 5812 0</p> <p>7. class services LCFF, Lottery, SUMS, INDIAN Ed, CSI RS 0000, 1100, 7817, 4510, 3182 GL-FN 1110-1000 Obj 5xxx Included in Goal 1, Action 1 21,013</p>
<p>For English learners:</p> <p>1.EL/ELPAC Coordinator will also attend the English Collaborative Professional Learning Community at our Humboldt County Office of Education.</p>	<p>1. 365 1. Supp/Concentration 1. Obj 5210 2.a 34,281 2.b. 1,284 2.a &b Supp/Concentration</p>	<p>1 5000-5999: Services And Other Operating Expenditures Supp/Concentration \$300</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.A bilingual aide will be maintained to continue to provide intervention and CELDT Support.</p> <p>3.A part time (.4) EL/ELPAC coordinator will be maintained by the district</p>	<p>2. a Classified salary/benefits 2. b Certificated Sal/Ben 3. 200 3. Supp/Concentration 3. Supplies</p>	<p>2A 2000-2999: Classified Personnel Salaries Supp/Concentration \$39,893.94</p> <p>2B 1000-1999: Certificated Personnel Salaries Supp/Concentration \$36,127.91</p> <p>3 4000-4999: Books And Supplies Supp/Concentration 0</p>
<p>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.</p>	<p>1. 500 1. Supp/Conc 1. Obj 5819</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supp/Concentration \$500</p>
<p>The district will have adopted new curriculum materials in English Language Arts and then look to other areas such as social studies and science for the next adoption.</p>	<p>0 (Included in Goal1, Action 1.3.</p>	<p>Included in Goal 1 Action 1.3</p>
<p>All staff will provide incentives for all students to participate in CAASPP testing for ELA and Math.</p>	<p>\$207.00 SUMS</p>	<p>\$0</p>
<p>Loleta Elementary will temporarily employ an individual to design, implement and train, best practices for a Sensory room/Wellness Center.</p>	<p>Included in G1 A.1</p>	<p>Included in G1 A1</p>
<p>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.</p>	<p>0\$</p>	<p>CSI FUNDS 1000-1999: Certificated Personnel Salaries Other \$32,157.47</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 1, Action 1.1 Staffing costs were lower due to COVID

Goal 1, Action 1.2 - Less professional development opportunities were available due to COVID- new platforms were used. Google classrooms were set up to provide PD for all staff.

Goal 1, Action 1.3 - We maintained 100% curriculum materials and supplies sufficiency, the need was lower than projected due to COVID.

Goal 1, Action 1.7 - Special Education services were provided as planned/mandated. The costs were higher due to increased personnel time and increased costs of technology to provide support.

Goal 1, Action 2.2 - Bilingual Aide Support staff was higher due to more translations and Spanish conversations were required to support families during Distance Learning in Covid.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers are fully implementing Math standards through the new Math curriculum (Go Math) and ELA curriculum (Fountas & Pinnell). Teachers are participating in professional development to learn how to implement curriculum, assess students and collaborate for better alignment. We were unable to participate in state testing this year due to Covid restrictions. The school moved to Distance Learning on March 16 and remained so for the rest of the year. The staff adapted quickly learning new platforms; the staff gave personal service to each student by teaming and developing protocols to keep in touch with each and every student. Meals were delivered to each student as well as paper packets. By the end of May all families had access to the Internet with a personal device provided by LES.

Goal 2

Create a safe and welcoming learning environment using positive interventions and supports with an engaging, flexible curriculum so every child can be successful. Student population is at a level of 92% poverty. Need more support to help with academic, social, and emotional interventions

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.Attendance rate will increase by 1% from our current rate of 90%. 19-20 Attendance rate will increase by 1% from our current rate of 92%. Baseline The baseline was 90%	Metric met. P2 indicated 92% ADA
Metric/Indicator 2. Chronic Absenteeism will decrease by 2% from our current rate of 19%. ("chronic" as 18 or more absences) 19-20 Chronic Absenteeism will decrease by 2% down to 4%. Baseline The baseline in 2015 was 10%	Chronic absenteeism goal was not met, increased by 4%,

Expected	Actual
<p>Metric/Indicator 4.Office staff to make a phone call about absent students 100 percent of the time.</p> <p>19-20 Office staff to make a phone call about absent students 100 percent of the time.</p> <p>Baseline In 2015 this was about 100%</p>	<p>This metric was maintained. Office, newly developed student support team and teachers contacted students 100% of the time.</p>
<p>Metric/Indicator 5.Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum.</p> <p>19-20 Efforts will be made to maintain a broad course of study including math, English, science, social studies, physical education and the arts for all students within the context of a relevant vibrant curriculum.</p> <p>Baseline In 2015 there was a narrow scope of study with no integrated technology at all and little project-based learning although we did have music for a single year.</p> <p>Metric/Indicator 6.An 8 % decrease in the number of major referrals as documented by the SWISS system on PBIS from our current rate of 1,121 referrals from September through February.</p> <p>19-20 A further reduction of 8% down to 894 major referrals using the PBIS SWIS system.</p> <p>These referrals are often garnered by a small percentage of students and in a small district, numbers can vary wildly.</p>	<p>Efforts were made and new curriculum implemented in the school. With the advent of chromebooks becoming 1:1 more online curriculum choices were purchased and being used.</p> <p>Looking at data until March 16,, 2020, referrals had decreased by 7% per that time of year. From March to June, there were no referrals.</p>

Expected	Actual
<p>Baseline Baseline of the number of Major referrals is 1149 from September through February.</p> <p>Metric/Indicator 7.Maintain less than 2% expulsion rate. (Currently our expulsion rate is zero percent)</p> <p>19-20 Maintain a zero percent expulsion rate</p> <p>Baseline Baseline was Zero percent</p>	<p>Maintained a zero expulsion rate.</p>
<p>Metric/Indicator 8.Reduce suspensions by 5%</p> <p>19-20 Reduce suspensions by 2% down to 6.2 percent.</p> <p>Baseline The district had a 15.2% suspension rate for our baseline.</p> <p>Metric/Indicator 9.No students will drop out.</p> <p>19-20 No students will drop out.</p> <p>Baseline The district has a zero percent drop-out rate in the baseline year.</p>	<p>Looking at data until March 16,, 2020, suspension had decreased by 20% per that time of year. From March to June, there were no suspensions.</p> <p>Maintained no students dropped out.</p>
<p>Metric/Indicator 10.Facilities will be maintained at a "good" or better according to the FIT scale our current rating is 98%.</p> <p>19-20 Facilities will be maintained at a "good" or better according to the FIT scale, 98%.</p>	<p>Facilities were maintained at a "good" rating. Roofs were rated at fair but plans are being made to address this in the coming year.</p>

Expected	Actual
<p>Baseline The district had a “Fair” or better rating in the baseline year at 85%.</p>	
<p>Metric/Indicator 11.Parent participation will increase by 2%</p> <p>19-20 Parent participation will increase by 2% to 21%</p> <p>Baseline The baseline parent participation rate is 15%</p>	<p>Between September and March, there was an increase in parent participation with school activities and student interactions. It increased during that time by 5% as measured by attendance at community dinners and other activities like lunch on the lawn.</p>
<p>Metric/Indicator 13.At least 10% of parents will participate in the English Language Arts Committee (ELAC) through participation in the LCAP advisory committee.</p> <p>19-20 At least 15% of parents will participate in the English Language Acquisition Committee (ELAC) through participation in the LCAP advisory committee.</p> <p>Baseline Baseline year of 20%</p>	<p>This was met. 10% of Hispanic students participated in our ELAC community meetings. Moved to zoom meetings with decreased attendance.</p>
<p>Metric/Indicator 14.Parent participation, including those of students with disabilities, will increase by 2%.</p> <p>19-20 Parent participation, including those of students with disabilities, will increase by 2% to 25%.</p> <p>Baseline This baseline is 20% as per our LCAP meeting but a higher rate of about 70% for parent conferences.</p>	<p>Parent conference participation was maintained at 75%. Our counselor and climate director assisted our student support team in visiting students in social and emotional need. They visited homes personally to have "sidewalk talks" and assist students with tutoring needs. They focused especially on our students with disabilities and those that are economically disadvantaged.</p>
<p>Metric/Indicator 15. Present a survey to assess student, teacher and parent feelings of safety and connectedness.</p>	<p>Survey was postponed to 2020- 2021 school year due to Covid.</p>

Expected	Actual
19-20 Improve feelings of safety and connectedness by 3% Baseline Initial survey to collect baseline data.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.Promote parent involvement on the importance of school attendance secretarial staff's salaries, also Promote attendance including phone calls home, SARB and positive post cards.</p> <p>2.Positive Post Cards will continue to be made available to teachers and classified staff so they may be able to send home positive comments about students.</p> <p>3.Restorative Justice professional development</p> <p>The District expects to engage in restorative justice as a routine intervention with high needs students.</p> <p>4.Texting parents will continue as will social media such as Facebook. to be a better alternative along with phone calls and post cards. Jupiter Grades will continue to be utilized so parents can have instant on-line access to their child's progress.</p> <p>5 The district seeks to continue to use Google Docs. Besides being a free service, this software suit also shares calendars etc. We would like the entire school, including the 5th through 8th graders to have a Google docs account.</p> <p>6. NA</p>	<p>1. A) 63,059 B) 3,150 1. A) LCFF, SUMS B) LCFF 1. A) GLFN 11102700 + 00007200 Classified Services B) GLFN 11102700 + 00007200 Supplies C) GLFN 11103130 2. See Goal 1, Action 3A 2. See Goal 1, Action 3A 2. See Goal 1, Action 2A 3. See Goal 1, Action, 2A 3. See Goal 1, Action, 2A 3. See Goal 1, Action 1, 3 4.3,390 (technology) 4. LCFF 0000, INDIAN ED 4510 4. GLFN 11331000 supplies 5. This is a free service 5. This is a free service 5. This is a free service 6. 0</p>	<p>1A Classified & Certificated Salaries - RS 0000, 7690, 7817 2700 4510 1000-1999: Certificated Personnel Salaries LCFF \$67,665</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>7.The transportation program’s bus service helps the district ensure good attendance from our more distant families.</p> <p>8. Continued support of the athletic program to motivate students to attend, improve social emotional wellbeing and also parent participation.</p> <p>9. Maintain the Principal’s salary for support of discipline, alternative discipline interventions, attendance support and increased parent participation.</p> <p>10. Support technology supplies and services.</p> <p>11. Support medical supplies for students.</p> <p>12. Support the after school program</p>	<p>6. NA</p> <p>6. RS1000 obj 4310</p> <p>7. A) 29,315</p> <p>B) 3,800</p> <p>C) 13,490</p> <p>D) 27,313</p> <p>7. A) Transportation 0210</p> <p>B) Transportation 0210</p> <p>C) Transportation 0210, LCFF 0000</p> <p>D) Transportation 0210</p> <p>7. A) GLFN 11943600</p> <p>Classified salary/benefits</p> <p>B) GLFN 11943600</p> <p>supplies</p> <p>C) GLFN 11943600</p> <p>services</p> <p>8. A) 9,145</p> <p>B) 530</p> <p>8. A) LCFF 0000</p> <p>B) LCFF 0000</p> <p>8. A) GLFN13004200</p> <p>Classified salaries/benefits</p> <p>B) GLFN13004200</p> <p>supplies</p> <p>C) GLFN13004200</p> <p>services</p> <p>9. 81,333 (princ salary)</p> <p>9.(principal salary) LCFF 0000, INDIAN ED 4510</p> <p>9. GLFN11102700</p> <p>cert. salaries benefits</p> <p>10. 3,688 (tech services)</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	10. (tech services) LCFF, Indian Ed 10. GLFN11331000 services 11. 0 Medical Supplies 11. (medical supplies) LCFF Obj 4392 0000 11. Obj 4392 12. A) 39,740 (ASES) B) 3,916 C) 105 12. ASES RS0000, 6010 A) ASES RS0000, 6010 B) ASES RS0000, 6010 C) ASES RS0000, 6010 12. A) classified salaries/benefits B) supplies C) services	1B Supplies - RS 0000, 7690, 7817 4000-4999: Books And Supplies 4,121 2 See Goal 1, Action 3A 4000-4999: Books And Supplies 3 See Goal 1, Action, 2A 4000-4999: Books And Supplies 4 LCFF 0000 Indian Ed 4510 0000: Unrestricted LCFF 3,424 5 This is a free service 6 N/A 0 7A 2000-2999: Classified Personnel Salaries LCFF 28,003

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		<p>7B 4000-4999: Books And Supplies LCFF 3,492</p> <p>7C GL-FN 1194-3600 services LCFF \$3,860</p> <p>7D Contribution OBJ 898X LCFF -16,558</p> <p>8A GL-FN1300-4200 Classified salaries/benefits RS0035 LCFF 3,686</p> <p>8B 0</p> <p>9 LCFF, Indian Ed (RS 0000, 4510, 7690) 1000-1999: Certificated Personnel Salaries 80,930</p> <p>10 LCFF, Indian Ed (RS 000, 4510) 5000-5999: Services And Other Operating Expenditures 8,604</p> <p>11 0</p> <p>12A classified salaries/benefits RS 0000 RS 6010 55,434</p> <p>12B supplies RS 0000 RS 6010 4,526</p> <p>12C services RS 6010 2,704</p>
<p>1.Payment of a portion of the secretarial salary to promote a welcoming and inviting educational environment. This includes the use of our secretarial staff for PBIS supports including: Check-in-Check-Out, SWISS support, student store management and PBIS student tracking forms management. Paraprofessionals can also be assigned to target extra support to unduplicated students.</p> <p>2.A stipend will be provided to the coordinator of the Parent Teacher Organization to promote parent participation. Duties include managing</p>	<p>1. See Goal 2, Action 1</p> <p>1. See Goal 2, Action 1</p> <p>1. See Goal 2, Action 1</p> <p>2. See goal 2, Action one</p> <p>2. See goal 2, Action one</p> <p>2. See Goal 2, Action one</p> <p>3. A) 129,464</p> <p>B) 13,466</p> <p>C) 10,932</p>	<p>1. See Goal 2, Action 1</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>the PTO monthly meetings, coordinating events to support Loleta School students and providing a report to the school board..</p> <p>3.Facilities will be maintained in "Good" or better condition according to the Facilities Inspection Tool (FIT). Follow the repair schedule developed in year one. Also, the district will strive to remain compliant with the American's with Disabilities Act (ADA).</p>	<p>3. A) B) C) LCFF, Maintenance, Deferred Maintenance 3. A) GLFN 11938XXX Classified Salaries and benefits B) GLFN 11938XXX supplies C) Services</p>	<p>2. See goal 2, Action 1 3A \$107,118- (LCFF, Routine Maintenance 2XXX,3XXX, 4XXX, 5XXX LCFF \$107,118 3B Deferred Maintenance, Supplies LCFF 11,278 3C Deferred Maintenance, Services 5000-5999: Services And Other Operating Expenditures LCFF 6,661</p>
<p>1A contribution to the Cafeteria program to help eliminate food uncertainty for these low income students which represent 96% of Loleta School's student population.</p> <p>2 Continued contribution to transportation to better support outlying students who may have a difficult time getting to and from school and field trips to better motivate at risk youth</p> <p>3 Support a .5 FTE contribution to the secretarial staff in order to better support these student in attendance, and behavior support. This focus</p>	<p>1. 69,144 1. LCFF 0000 1. Obj. 7616 2. 27,313 2. LCFF, 0210 2. Obj. 8980 3. 66,674 3. Supp/Concentration 3. Classified Salaries/benefits 4. 145,323 4. Supp/Concentration 4. Certificated Salaries/benefits</p>	<p>1.Cafeteria Contribution (LCFF) 7000-7439: Other Outgo LCFF \$74,279.43</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>is most often aimed at our unduplicated students who have experienced childhood trauma.</p> <p>4 Extra support of classroom teachers to reduce class size and promote better individual support for students, especially for students with low SES and high rates of childhood trauma.</p> <p>5 Support of administration salary of 10% The Superintendent/Principal supports our unduplicated students by seeking and applying for grants that support these students. Also, overseeing the coordination of interventions such as restorative practices and Student Success Team meetings. Finally, these students often require more “hand holding” and management in the school day such as redirecting, phone calls home etc. Additional qualified adults are important for this subgroup of students.</p> <p>6.Continue PBIS program continuance and supplies. This also includes professional development including Trauma Informed Schools' practices. Pay for a portion of the School Climate Director's position.</p> <p>7.Co-Op contract: This contract helps support our low income students by supporting the HCOE cooperative that helps districts secure funding for low income students.</p> <p>8.Technology for Curriculum: These funds support technology access for low income students who may not have access to technology or the internet at home.</p> <p>9.Field Trips: This money supports field trips for low income students who may not otherwise get to go places in the community. Exposure to a wide range of caring adults and experiences is curtail to expanding the world view of unduplicated students so they may dream large.</p>	<p>5. 12,082</p> <p>5. Supp/Concentration</p> <p>5. Certificated Salaries/benefits</p> <p>6. A) 6,477</p> <p>B) 33,902 (Radicclimate director)</p> <p>6.A and B Supp/Concentration</p> <p>6.A Classified Salaries/benefits</p> <p>6.B Obj5819 mgmt 0030</p> <p>7. 2,822</p> <p>7. Supp/Concentration</p> <p>7. Service Obj. 5811</p> <p>8. 4,424</p> <p>8. Supp/Concentration</p> <p>8. Obj 5800</p> <p>9. 888</p> <p>9. Supp/Concentration</p> <p>9. Obj 5801 & 5715</p>	<p>2.Transportation Contribution (LCFF, RS 0000) 7000-7439: Other Outgo LCFF \$16,557.71</p> <p>3. Classified Salaries/ Benefits - RS 0001 2000-2999: Classified Personnel Salaries Supp/Concentration \$70,333.47</p> <p>4. Certificated Salaries/ Benefits - RS 0001 1000-1999: Certificated Personnel Salaries Supp/Concentration \$144,104.40</p> <p>5. Certificated Salaries/ Benefits - RS 0001 1000-1999: Certificated Personnel Salaries Supp/Concentration \$8,377</p> <p>6. Classified Salaries/ Benefits - RS 0001 2000-2999: Classified</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Personnel Salaries Supp/Concentration \$6,430 6B Obj5819 mgmt 0030 Supp/Concentration \$29,274 7. Co -Op Contract- RS 0001 5000-5999: Services And Other Operating Expenditures Supp/Concentration 2,895 8. Technology - RS 0001 5000- 5999: Services And Other Operating Expenditures Supp/Concentration 6,300 9. Field Trips - RS 0001 5000- 5999: Services And Other Operating Expenditures Supp/Concentration 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Goal 2, Action 1.1 Secretary Staffing increased due to COVID
 Goal 2, Action 1.7 - Transportation salaries increased due to COVID
 Goal 2, Action 1.8 - Athletics decreased due to the season being short because of COVID
 Goal 2, Action 1.12 - Afterschool costs increased because of Covid
 Goal 2, Action 2.3 - Facilities costs increased because of Covid
 Goal 2, Action 3.2 - Transportation contribution decreased due to COVID
 Goal 2, Action 3.3 - Secretary Staffing increased due to COVID
 Goal 2, Action 3.4 - Certificated Salaries/ Benefits were maintained.
 Goal 2, Action 3.8 - Technology cost increased due to COVID

A description of the successes and challenges in implementing the actions/services to achieve the goal.

2019 -2020 school year was particularly challenging because of the Covid pandemic. Leading up to March 16 we saw great success in creating a safe and welcoming learning environment using positive interventions and supports with an engaging, flexible curriculum so every child can be successful. Our school climate director generated professional development for all staff focusing on positive interactions with students. The school year introduced our student support team who worked to implement interventions for students and support families. We began the year focusing on greetings and check ins first thing and teaching students to self regulate. Self regulation curriculum was taught by our student support team and then implemented in our new "Sensory Room." Students and staff were taught and how to practice curriculum using the sensory room and Zen Den. Social/Emotional curriculum was taught in every room. Office staff was reorganized and systems created to be more welcoming as people walked into the school. New transportation plans were created and implemented for students struggling to get to school. Rotations were created for students to receive enrichment in the afternoons in the arts, gardening, physical education and music. Students were assessed at a younger age to allow us to intervene should there be physical challenges and to identify needed supports to help them engage in academics. A partnership with the Loleta Community Resource Center was developed to increase communication for families to receive needed supports. Aides were added to the bus to help turn the ride back and forth to school into a pleasant experience. The adjustments that had to be made due to the pandemic were our biggest challenge. We increased our cafeteria costs to ensure that all students would receive food.

Goal 3

Student population is at a level of 92% poverty. Need more support to help with academic, social, and emotional interventions

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1.1 PPE Supplies to ensure student safety through 9/1/20. Teachers teach protocols. All people who enter are screened.	\$4,590	\$1,227	Yes
1.2 Facilities/Custodial expenses related to COVID through 9/1/20. Staffing and supplies.	\$2,679	\$5,175	Yes
1.3 Educational Supplies for teachers to run their classrooms and signage for safety around campus - through 9/1/20 10 Classroom Air Purifiers& replacement filters (2 years) Outdoor Umbrellas (Qty. 7) Cement Picinic Tables (Qty.4) 6 ft. Folding Picinic Tables (Qty. 8) Canopy Tents (Qty. 3)	\$11,512	\$39,366	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Some of the expenses for 1.1 are included in 1.3.

Due to increased funding received and extended timeframes allowed, we were able to purchase the supplies need to keep our staff health and students in school as much as possible.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In person learning was conducted as a predominantly hybrid model for the 20-21 school year. We maintained 100% Distance Learning and then began the hybrid model on October 22. Students were able to be in class with their teachers two days a week. We offered the ability for any student who needed to, to come to school for four days a week by running our After School Program (ASES) concurrently with our school day. Students could spend two days in class and two days in ASES with all students at 100% distance learning on Fridays. Due to the recommendations by public health around taking a "pause" through the holidays, we returned to 100% distance learning after Thanksgiving break until January 19 where we began our hybrid model once more. Our health precautions worked as we had two incidents where once a staff member and then 3 students came to campus Covid 19 positive, we shut the school down per protocol and the virus did not spread. The success of flow in our school from in person to 100% or cohort determined distance learning is now very smooth. Our communication with families through our all call system, our website and personal interactions have allowed for success in communication and keeping families updated about school activities and information. When California changed the guidance in April to decrease to 3 feet, the Board decided to allow more students to be in class and mix cohorts. Although we did not decrease student spacing, we were able to increase the number of students attending four days a week in class versus spending two days a week in class and 2 days a week in our afterschool program. This was a great way to decrease overall absenteeism and increase social/emotional support of our students as many were anxious to be with their classmates in their classes. The only disadvantage was we were unable to accommodate one student in one class due to spacing; this student was moved into 4 days a week by moving into ASES for 2 days a week which opened up because of other students moving into classes 4 days a week. The filling of classes worked to get more students in class and in school. In April we had 23 fulltime students, 48 in hybrid and 35 in distance learning. By the end of May we grew to 25 fulltime, 51 Hybrid and 30 DL. The opening up the classrooms to full time did not change the fulltime as much as it increased the number of students returning to school for in person learning. At this time we also began a personal transportation program to support our homeless populations and students who had moved during the year. This changed our numbers to 31 fulltime, 51 hybrid and 24 distance learners. It was a very successful strategy to getting students to school and has encouraged us to buy a van to continue supporting these population. We also found, students who had challenges making the bus or getting rides to school could call the school to come when they could and we could get them into class! But, the data shows us there is still around a third of the school that is hesitant to return to in person offerings. Teachers and community expressed the interest in having chromebooks at home and in class to continue the learning of technology and for students to get help with the teacher for their online work at home. We have gone ahead and are targeting funds for another set of chromebooks. The outside classrooms developed with the picnic tables and umbrellas have helped in person learning in several ways. More outside activities such as science experiments and cooking occurred once the weather was good and it allowed teachers to give students scheduled breaks by changing their surroundings to prevent classroom burnout.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Chromebooks were purchased and deployed. We are now at 1:1 student and chromebook</p> <p>Other Technology - Hot Spots, Wifi Booster, Laptop. Wifi was boosted at the school to provide access across the street in front of the school and across our open classrooms. Hot spots and Internet company access have been procured or paid for by the school to allow access to the Internet. Bus runs and small groups of students with poor access are coming to the school to continue the access to their learning. Our school is 95% Title one school. All money spent in the school impacts all the school as we are a single school district. Our low income, foster youth and English learners all benefit from any dollars spent on the school. Providing teachers with state of the art in class visualization equipment to make synchronous learning benefited all students on distance learning; especially our homeless and foster care students who kept moving locations during this time.</p>	\$27,936	\$38,221	Yes
<p>Supplies Purchased – 20/21</p> <p>Weekly packets are created for all students to bring home to use during their 3 days of Distance learning or for those who are 100% Distance Learning. These supplies are needed for science projects and other project learning needs. PPE purchases to keep staff safe were made. Between the connectivity through google classroom and packets teachers were able to develop a CONTINUITY OF INSTRUCTION with accountability for the students and their work. Students were able to interact with staff with whichever media worked best for them. Teachers documents PUPIL PARTICIPATION AND PROGRESS through a series of templates we created based off of</p>	\$687	\$1,227	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
the requirements from the state. Students who did not attend for a day were put into our system for contact. First the teacher attempted contact then the office, finally the student support team would visit to determine what obstacles were preventing the student from logging in and handing in work.			
Curriculum Purchases: Online computer programs for assessments and for continued support. Aleks for math, IXL, Mystery Science , Moby Max. PUPIL PARTICIPATION was also monitored by their use of these programs which allowed teachers to follow and assess student learning.	N/A	35000	No
<p>Staffing increases:</p> <p>Staffing - Student Support Coordinator - summer hours</p> <p>Staffing - Support with office/tech/bus support - summer hours</p> <p>Staffing - Receptionist increase 0.5 FTE COVID Support</p> <p>Staffing- Aide to assist in ASES during the day.</p> <p>Support for Pupils with Unique Needs and Special needs. By increasing the hours above, we continued to provide minutes required by IEP and 504 plans. Our Student Support Coordinator, Resource teacher and Behaviorist visited student homes for "sidewalk talks" and tutoring to insure the unduplicated and special needs students received the extra help they required academically and social/emotionally. Food and packets were delivered to houses. Tutoring by aides occurred at the youth service clubs at the Reservations by Loleta as well.</p>	\$7,475	\$21,319	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Cafeteria Supplies through 9/1/20- Modified delivery of food requires much more packaging. 5- day boxes are delivered to every home unless the family indicates otherwise.</p> <p>Staffing - Cafeteria support - 0.4 FTE</p> <p>Contribution from GF to support cafeteria program for students through December 31, 2020</p>	\$44,871	\$46,958	Yes
<p>Staff Roles and responsibilities were modified depending on their circumstances. Professional development was required for staff who needed to stay at home. We created a google classroom for classified and one for certificated to assist with professional development and accountability for any role changes. Some classified worked at the school doing much needed projects. Our Special Day class and grades 1/2 had students in small numbers on campus daily.</p>	0	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to increased funding received and extended timeframes allowed, Loleta was able to cover the cafeteria contribution and staffing as planned for the entire year instead of just half of the year as originally proposed.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

All money spent in the school impacts all the school as we are a single school district. Our low income, foster youth and English learners all benefit from any dollars spent on the school. Providing teachers with state of the art in class visualization equipment to make synchronous learning benefited all students on distance learning; especially our homeless and foster care students who kept moving locations during this time. Our student support team worked to triage distance learning issues be it tech or family situation issues. Desks and chairs were provided to help support any student requesting one to create a learning space for them. Headphones

were ordered in October but we did not receive them until April. A lot of tech was on back order for up to 6 months. Hot spots were one of these items. In 2019 - 2020 we were able to get every family on line with Internet access except for one. in 2020 - 2021 we had every student with a chromebook and up to 2 hotspots for families with 4 children. There were still some issues with hotspots disappearing preventing some students access until we could get another in to replace it. We amped up our school wifi to include the street and opened the computer lab up to any student who was challenged getting online. One student who lives in an area without any true coverage (verizon with one bar) elected to come in daily to be able to get his work done before we opened the school in a broader sense to this opportunity. Logging in was a struggle for some families. Teachers created google docs that were shared with the office and the student support team which had all the various logons and their calendars. This enabled more of our support team, our special education team and our office staff to assist parents on the phone. More families began to call to get help and more students were able to get on to get work completion up. Teachers participated in professional development to help them learn how best to do distance learning and synchronous learning. Our students saw their teachers in some form daily. Students attended in person in a cadre in the morning and the teacher would have lunch and be doing distance learning in the afternoon with the cadre at home that day.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased staffing for additional RTI support and tutoring. We are purchasing more high standard RTI curriculum and having aides and staff assist students in breakout sessions. IXL, ALEKs, Fountas & Pinnell. Our Student Support team and student resources team travel to homes to provide support for students with special needs. We have dedicated 2 aids to the reservation for tutoring during 100% Distance Learning and 2 aids to assist with our students who are in our Special Day Class. After assessments are finished SST's held, the student support team meets weekly to determine how interventions are working and further needs for intervention if any. Our school is 95% Title one school. All money spent in the school impacts all the school as we are a single school district. Our low income, foster youth and English learners all benefit from any dollars spent on the school.	\$16,351	\$19,470	Yes
Transportation costs for the tutoring bus and meal delivery. Bus has increased the number of runs per day in order to get various small groups to campus.	\$1,244	\$1,345	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Addressing pupil learning loss was a huge priority for the district in 2020-21. Due to increased funding received and extended timeframes allowed, Loleta was able to support the increased staff as planned for the entire year instead of just half of the year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Pupil learning loss has been a large concern for our students and staff. It appears from our assessments that math has been the biggest challenge. We have addressed this by using constant assessments with IXL for math and ELA. To address the learning loss and need for tutoring in math we have piloted the ALEKs program and started using it in 7 and 8 grades. It works on an individualized support plan where each student works at grade level but then if there is a gap in their knowledge base, the program "teaches" the gaps and then returns to the appropriate grade level until the student is successful. Our intention is to implement it fully across the school next year. We have purchased the RTI program from Fountas and Pinnell for ELA and Spanish support. Utilizing the assessments we found that by the end of the year, a majority of our students were at grade level. Moving forward the school is planning a school wide RTI system. Several instructional aides have been hired to support teachers in this effort and maintain materials. ALEKs will be utilized to assist with math and enrichment activities will be implemented to build student self confidence and support motivation to learn. Summer Camp (school) has been implemented to jumpstart those students recommended by teachers and anyone else interested this summer before school starts to re-engage our most at risk and help them mitigate any learning loss. The school began hiring additional aides to decrease the ratio of students to adults in as many classes as we could starting in February. Our staff jumped from 30 to 34 as we ended in June. We are training these aides in RTI and anticipate their return next academic year. Our student support team has grown by another full time person and the current team will remain full time. The student support team will begin working with students starting summer school. The move to get more students in class with the teachers was also motivated to happen because we all recognize students learn better with teachers versus online learning and our teachers teach best in person. Having our numbers jump to 28 fulltime and 53 hybrid by the end of the school year helped students catch up. Special education services were always maintained since the beginning of the pandemic because our special ed team went to houses to deliver services in person. Several of our teachers and staff have elected to be trained in LETRs a reading program. We are embracing this program to change every teacher into a reading teacher no matter what the grade and be able to help support all students. Our psychologist/counselor works in tandem with teachers to identify and assess students as early as possible to identify interventions as early as possible and prevent students from falling behind due to vision/hearing and disabilities that we can then mitigate in the school. We also recognize that a lot of learning is prevented due to past traumas. All our teachers and aides are trained on trauma informed care, teaching and behaviorist techniques to help students reach their highest potentials. Our climate director works with our student support team, aides and after school program staff weekly to do student case studies helping to identify students in need and teaching them how to care for them in positive efficacious ways. Our school practices restorative justice for our discipline and works to stop exclusionary practices to again help stop learning loss from not being in school or in class; distance learning or otherwise. Protocols have been set up regarding attendance. If a student does not show up for class meeting, the teacher attempts contact, if that does not work, they alert the office and they initiate contact. If this is still unsuccessful, the student success team is notified and they or our newly hired social worker or the special education team make a house visit to find out what has happened to the student. We truly practice, no student falls through the cracks and stops being given the opportunity to learn! Our students with disabilities were religiously monitored and contacted daily. The superintendent visited many of these students daily delivering food to do wellness checks. Special needs students continued to receive their minutes weekly through our EL coordinator and our Resource teachers. Our special needs aides, contacted students daily through zoom and visiting them to ensure social/emotional well being was maintained as

did our Behaviorist. As stated previously, our Special Day instructor, had most of her class come to the campus individually to continue instruction and maintain learning. Summer school was offered for learning loss mitigation. One third of the school attended. The first six weeks of school were spent assessing students, especially those with disabilities for learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

LESD is focused on the mental health and social and emotional well being of our students and staff. At every staff meeting (which are bi weekly) we practice celebrating each other. Birthdays are celebrated and all staff work to support others. If the staff feels good, the positive feelings are transferred in the classroom! To help those students who have difficulty self regulating or need to have some time out of the classroom, we have developed and are actively using our Zen Den/Sensory room. Our student support team staff it, and if they are unavailable, aides are being taught how to use it to help students work through emotional surges preventing them from learning and which may cause some class disruption. Our psychologist and climate director puts up Wednesday wellness videos and teaching for teachers to use in the class and for our community to access. Referrals for students who need help in whatever form are utilized. Special education services were always maintained since the beginning of the pandemic because our special ed team went to houses to deliver services in person. Several of our teachers and staff have elected to be trained in LETRs a reading program. We are embracing this program to change every teacher into a reading teacher no matter what the grade and be able to help support all students. Our psychologist/counselor works in tandem with teachers to identify and assess students as early as possible to identify interventions as early as possible and prevent students from falling behind due to vision/hearing and disabilities that we can then mitigate in the school. We also recognize that a lot of learning is prevented due to past traumas. All our teachers and aides are trained on trauma informed care, teaching and behaviorist techniques to help students reach their highest potentials. Our climate director works with our student support team, aides and after school program staff weekly to do student case studies helping to identify students in need and teaching them how to care for them in positive efficacious ways. Our school practices restorative justice for our discipline and works to stop exclusionary practices to develop trust in the staff to help the students and demonstrate we care about their well being. We work to send the message that the behavior is not the student and we can teach them strategies to spot the behaviors and choose to not fall victim to them. Protocols have been set up regarding attendance. If a student does not show up for class meeting, the teacher attempts contact, if that does not work, they alert the office and they initiate contact. If this is still unsuccessful, the student success team is notified and they or our newly hired social worker or the special education team make a house visit to find out what has happened to the student. This is not only important for attendance but to let the family know we care about them and there is help available. We hired a counselor/social worker full time in April to add to our student supports. We can now offer counseling to more students who need it, offer groups to teach students how to better interact with each other and how to take care of themselves by having someone to reach out to for help when things are difficult. In an in person survey done at our school in May, ALL students reported there was an adult at school who they trusted and felt they could talk to. Next year, Fountas and Pinnell has embedded social emotional curriculum and we are looking at implementing Character Strong social/emotional curriculum.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We are a small school and we use this to our advantage. Our newly created student support team is made up of a bilingual Hispanic person and a native american person. Both have created extraordinary ties to our community. They are in contact with families daily to

check on students, deliver packets of homework and food. We are also partnered up with the Loleta Community Resource Center which resides on campus. This group sponsored by St. Joseph's Hospital acts a community resource. If we have students exhibiting issues we investigate and if needed refer them to the LCRC for support and resources. We have our All- call system which we keep updated; we have our website which is updated weekly, we have our newsletters which get distributed to all students through their packets of information or in class now that we are back in class. We post things at the post office and on our outside bulletin board and marquee. We have three community groups incorporating parents and stakeholders to discuss things with. These are the Stakeholders Advisory group (meets twice a month for an hour), our English Language Acquisition Group which meets monthly and our Indian Education Advisory Council which meets monthly. Currently we have zoomed Board meetings and the public is able to participate remotely with the average attendance being around 20. We are looking forward to having our community dinners once again and celebrating together. In a survey we gave out earlier in the year, the public indicated that over 85% felt we are communicating with them adequately to well! The Superintendent has attended several Tribal Council meetings seeking input and sharing updates with the tribes affiliated with Loleta.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

When on distance learning at the beginning of the school year, all food was packaged and hand delivered by our student support team and the Principal to each family. They were provided 5 day food packs which included lunches and breakfasts for 5 days. When we returned to hybrid in October and again in January, food was delivered to all distance learners and sent home with students who attended in person instruction. The Loleta Community Resource Center, provided 35 families with weekend backpacks of food for those families who suffer from food insecurity when not in school. The biggest challenge we all feel is the quality of the food because in order to provide all the meals over the time periods necessary, a lot of processed food which had a long shelf life was used. When we had our garden crops come in, corn, pumpkins and snap peas these were put into the food packs and this provided a wonderful addition to the food packs! During hybrid, and later in the year when we had more students on campus full time, breakfast was provided to students who were coming to school as well as fresh fruit and vegetable snacks at recess. Lunches were still sent home in 5 day food packs. This tended to be cumbersome when some students were switching around from hybrid and 4 day attendance, but systems were worked out to alleviate and make the numbers work. A big challenge has happened when a major deliverer for the area stopped delivering without notice and we had to scramble to get food for the students. Being a rural area, during the pandemic was challenging because of events like this. We wrote and received a grant to begin accessing more local food so although the crops will be seasonal, they will be better tasting and delivery will be predictable because we will have notice since it is all local.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Updated communication systems to better communicate with all stakeholders.	\$150	\$752	Yes
Mental Health and Social and Emotional Well-Being	Summer Support coordinator position from 7/1/20-8/20/20	\$1050	\$1,050	Yes
Mental Health and Social and Emotional Well-Being	Increase School Counselor 0.1 FTE to a 0.5 FTE to make her a .6 FTE total	\$1,455	\$2,890	Yes
Stakeholder Engagement		0		

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The actual expenses for our communication systems were higher than expected because we had more funds to get more devices out to the community. The increase in the school counselor was a predicted increase, but the hours needed to support social emotional support was higher than expected because of the pandemic.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

In the area of technology, we plan to continue implementing more instruction, support and learning using the base we created from the pandemic. We can flow easily now from in person to at home learning if necessary and will continue using google platforms and zoom to extend learning opportunities with our students and communication with our families. Our teachers and staff will continue learning about technology and programs to help students learn and reduce learning loss. We will continue implementing our health standards practices to reduce illness and absenteeism. Our student support team will continue to be vigilant for attendance by all students. We

are now a team focused on supporting students and each other. Systems are now in place to identify and support students in need of assessment and interventions both on and off campus.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Our district will continue to learn the Fountas and Pinnell assessment process, along with IXL, Core growth and Dibels. Every student will be assessed every trimester. Teachers will then meet at the end of the year to discuss students and hand off their interventions and assessments with each. We have an SST system, emotional assessment referrals and early academic assessments in place.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

This was described in earlier prompts.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We recognized the need for more computer assisted interventions and school wide assessments over the next few years are needed to create a unifying approach. the need for better curriculum with built in assessments and universal access was indicated. Systems to help students get to school and access their education from different locations is needed. Also, a better food plan with more fresh food has come out from this. Basically, education during the pandemic has made us create better, efficient, student/family oriented systems and processes to run the school. Most of our office based systems are computerized now and the need for constant assessment to see how the systems we have implemented are actually working is extremely important. Constant professional development throughout the year is warranted as is a constant check in process about the social and emotional health of students and staff. We believe our chronic absenteeism is solvable with increased support and access to school in a variety of ways and figuring out how to plug families into support has become of paramount importance. We have learned to be vigilant when it comes to health and behavior; consistent and structured when it comes to behavior. The students are partners in this and when motivated can help make their education phenomenal. We will work to have the highest expectations and offer an educational experience that is grounded in basics but interesting in execution.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	0.00	1,802,121.00
	0.00	867,691.50
Common Core	0.00	20,794.00
LCFF	0.00	316,230.14
Other	0.00	252,869.64
Supp/Concentration	0.00	344,535.72

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	0.00	1,802,121.00
	0.00	411,085.00
0000: Unrestricted	0.00	3,424.00
1000-1999: Certificated Personnel Salaries	0.00	507,749.95
2000-2999: Classified Personnel Salaries	0.00	297,279.41
4000-4999: Books And Supplies	0.00	14,377.00
5000-5999: Services And Other Operating Expenditures	0.00	293,389.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	82,824.00
7000-7439: Other Outgo	0.00	191,992.64

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	0.00	1,802,121.00
		0.00	272,427.00
	LCFF	0.00	109,384.00
	Supp/Concentration	0.00	29,274.00
0000: Unrestricted	LCFF	0.00	3,424.00
1000-1999: Certificated Personnel Salaries		0.00	80,930.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	67,665.00
1000-1999: Certificated Personnel Salaries	Other	0.00	170,545.64
1000-1999: Certificated Personnel Salaries	Supp/Concentration	0.00	188,609.31
2000-2999: Classified Personnel Salaries		0.00	131,825.00
2000-2999: Classified Personnel Salaries	Common Core	0.00	20,794.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	28,003.00
2000-2999: Classified Personnel Salaries	Supp/Concentration	0.00	116,657.41
4000-4999: Books And Supplies		0.00	4,121.00
4000-4999: Books And Supplies	LCFF	0.00	10,256.00
4000-4999: Books And Supplies	Supp/Concentration	0.00	0.00
5000-5999: Services And Other Operating Expenditures		0.00	277,233.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	6,661.00
5000-5999: Services And Other Operating Expenditures	Supp/Concentration	0.00	9,495.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	82,324.00
5800: Professional/Consulting Services And Operating Expenditures	Supp/Concentration	0.00	500.00
7000-7439: Other Outgo		0.00	101,155.50
7000-7439: Other Outgo	LCFF	0.00	90,837.14

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	0.00	1,068,621.99
Goal 2	0.00	733,499.01

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$18,781.00	\$45,768.00
Distance Learning Program	\$80,969.00	\$142,725.00
Pupil Learning Loss	\$17,595.00	\$20,815.00
Additional Actions and Plan Requirements	\$2,655.00	\$4,692.00
All Expenditures in Learning Continuity and Attendance Plan	\$120,000.00	\$214,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		\$35,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		\$35,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$18,781.00	\$45,768.00
Distance Learning Program	\$80,969.00	\$107,725.00
Pupil Learning Loss	\$17,595.00	\$20,815.00
Additional Actions and Plan Requirements	\$2,655.00	\$4,692.00
All Expenditures in Learning Continuity and Attendance Plan	\$120,000.00	\$179,000.00

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	Autumn L Chapman Superintendent/Principal	achapman@loleta.org 7077335705 X100

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 mixed families which also allows 38 percent of our student body to be Hispanic. We have approximately 5% of our population designated white and a further 4% are African American. Loleta School’s free and reduced lunch rate is 95%. Our staff reflects our community in its diversity! We have Native American, African American, Hispanic and White staff members. Loleta has a student support team composed of 3 full-time staff members, a 75% time psychologist/counselor and another full time counselor/social worker. We work 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

On site K--5 Special Day Class

Initiatives to assess students in the primary and implement support plans for continuous academic achievement and success

A restructuring of our 7-8 grades into a “Middle School” configuration with students moving classes between teachers

Implementation of trauma informed practices and increased teacher training in this work.

Discipline based on restorative practices.

Academically we are growing. We have purchased the high standard Fountas and Pinnell system for ELA. It comes with Spanish translations and Rti support. It has embedded art and social/emotional integration. The math adopted curriculum is Go Math and teachers are being coached on how to further implement its online aspects. For Science, we are using another grant that was written this year to purchase Lawrence Hall of Science - Science kits. We will start with life science this year and move to physical sciences next year.

The district finished its settlement agreement with the Office of Civil Rights and made a number of changes at the school for the betterment of the school. Our community is strong and growing stronger. Loleta School has 3 outreach committees for input from our stakeholders. We have an Stakeholder Advisory Committee which meets 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. Our most recent committee is the Indian Education Advisory committee.

Our programs are growing! We have hired a music teacher! Loleta believes enrichment going hand in hand with academics as seen in research is the best way to go with our community. We are now 1:1 chromebooks to students at home and in classes. We will be offering specialty classes in nutrition, gardening, preserving food, dance, robotics and coding, art, Spanish language and Native American studies. We will have 5 sports at the school and a strong afterschool program for family support which will be open until 6:00 pm daily. We just wrote and received a grant for our gardening and preserving program. This grant will work to increase the amount of fresh produce from the area being served in our cafeteria and will help students learn to grow food at home in provided kits! Our dedicated, caring staff are here for our children, we are united in our love and support of all our children.

Reflections: Successes

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

The year of 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 left to 1:1 chromebooks to students and every family has access to the Internet. Every classroom has been upgraded with a new computer, Elmo and

LCD projector for better engagement. Teachers have undertaken training to help propel them forward to learn better ways for online teaching and learning. We have improved or plans to improve facility issues: floors and roofs and updated the kindergarten playground. We have created outdoor classrooms. We have also increased the number of adults in the classroom to improve tutorial 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, native american curriculum, nutrition, sports and our newest program food preservation. We are also in the process of purchasing a van to help with family and student support.

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.

In academics things are looking up. We have more students reporting at grade level for reading than ever before. Math continues to be a struggle as does ELA and there is still a great need for increased support. We have hired more teachers to decrease our class sizes in 1/2 and in 7/8. We will work at dividing combo classes as we move forward but need more students for greater financial support. Our school wide assessment tool (IXL) shows that most 5 - 8 graders are not at grade level in ELA and Math. We are using a new English Language Arts program, Fountas and Pinnell which has an ELA assessment system along with its Rti program. 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 and the pandemic. In terms of suspensions and discipline, we have reduced the over one thousand behavior tracking forms to 8. In terms of suspensions we have decreased from 70 last year to 4 this year and these were dealt with in a restorative manner. There is no significant student group that is outstanding in any of these indicators. The school is implementing school wide ELA/reading Rti as part of its schedule. A reduction in the Chronic Absenteeism rate is being recorded at the same rate as the prior year of 21.4% (Red). To reduce our chronic absenteeism, we have 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 have increased our staff diversity and during a recent student poll, ALL students reported there was someone at school they felt they could speak to. We also increased our psychologists time on campus and hired a full time counselor/social worker. We are implementing curriculum that integrates social-/emotional instruction, planning assemblies to teach a new curriculum called Character Strong. All these interventions plus increased regular counseling, etc. we believe will continue the trend towards a peaceful, academically driven campus. Our work with our students with disabilities has been a central focus. We have 30 of our 110 students with IEPs. We have focused on Child find and providing supports in all classrooms and all projects for them to ensure equal access to our curriculum, music and rotations. We review their behavior plans regularly and have hired more staff to support them.

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. Although we have met some of the goals, as in reduction of suspensions, and continue to move in the right direction. We have reduce suspensions, and replaced it with restorative work using our Student Support Team, our full time Counselor and our Behaviorist. Training of office staff and working to have them implement restorative techniques at first visit by students has been working. Although chronic absences are reduced, they too are not quite at our goal. This, despite what I would call a heroic effort by our office staff and regional partners. Our district based "IXL", has shown us where we are at baseline and will be used to move the school forward with the RTI work the district is gradually implementing.

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

Another addition to this year are our CSI funds(Comprehensive Support and Improvement). Through this funding source we are working to improve our culture, staff best practices and student support services. We have created a Student Support 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; a new Center for sensory training and emotional centering isbe established on campus with staff trained on correct usage.

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.

Superintendent met with board, community and staff to identify root cause analysis of chronic absenteeism and suspensions utilizing the support of Humboldt County Office of Education. Students enrolled are primarily Native American and Hispanic with a high percentage of special education students. Chronic absenteeism and suspension have been areas of focus for the past three years. It is the intention to

continue using in person and computer surveys to gain feedback from the community regarding how we are doing on how to address these important issues. We have set up 3 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 about issues that can be problem solved. These groups are the Stakeholders Advisory Group, English Language Acquisition Committee, the Indian Education Advisory Committee and the Board meetings.

LES is approaching 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 interesting and appealing to come in for! A plan was developed last year, 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 works to allow students a safe place to separate themselves, a low stimulating environment to self regulate and regain focus after emotional surges. Three people are now in place to keep the Zen Den/Sensory room manned and continue its service for our students. These three are our Student Support team. They work to complete our wraparound services providing in person support and Spanish translation as needed. They also triage the need for other services for our families and help get students and families what they may need for basic services. We are getting a van to facilitate their outreach. We have also increased our psychologists on campus services time and hired a full time counselor/social worker to complete our wraparound services. All the student support team including the counselors, are on call to help with the avoidance of in class outbursts. Through the creation of personal behavior plans, students are able to take breaks and ask to go to the Zen den when needed, work through their angst and then return to class. Teachers and staff are constantly being trained in trauma informed care and know to recognize symptoms that when spotted the teachers have a support team ready to come and help resolve the situations without loss of instruction. The van allows us to also transport students who have challenges at home and will miss the bus. We can go pick them up! It also allows us the ability to keep our homeless and McKinney Vento students coming to the school to help them have consistency even when their lives are disrupted for various reasons.

To address making school more interesting, we have created monthly rotations of special interest classes. Nine rotations are available for the year. There are a number to select from several are required. All students must have Native American Studies, gardening, nutrition and preserving and Physical education. The other choices are dance from around the world, (April is for practice for our Cinco de Mayo), coding and robots, Spanish, Mindfulness, financial practices (for our 7/8 grades), art, music, leadership, and singing.

We have hired a music teacher for one day a week and of course library! Leadership will be creating a yearbook this year and be in charge of our monthly achievers afternoon where we will have movies and activities to celebrate students who exhibit good behavior and grades. We have also increased our sports menu to 5 sports a year.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor chronic absenteeism and suspension quarterly through data presented in the SIS and SWIS data forms. A team will meet to discuss the data and then present it to staff in order to make adjustments to the systems put in place. The team will determine modifications if needed. Our social worker/counselor will person will provide training for existing staff in routine reporting. We will gather data from our various interventions to monitor use and see if there is a correlation between usage and attendance. In person and online surveys will be used to monitor climate and attitude towards school.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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 superintendent interacted with the two tribes at their tribal council meetings to run the ideas by them and answer any questions they may have. The LCAP and its drafts were gone over at the Stakeholders Advisory group several times as well as the ELAC committees. The Indian Education Advisory group was unable to meet for the final run through of the LCAP. The drafts were walked through at several Board meetings which were well attended and again at staff meetings that were held every other week after January. Before January the staff meetings were weekly. Staff input was gathered from sharing and discussions during our staff meetings when we reviewed the LCAP. Staff includes teachers and classified who work directly with students and who help with the vision implementation of the school. Parents contribute through our 3 monthly outreach groups: ELAC, Indian Education Advisory Group and the Stakeholders Advisory Group. We also have surveys that are used throughout the year for more parent feedback as well as attendance at the Board meetings.

A summary of the feedback provided by specific stakeholder groups.

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. The school was able to send two tutors daily until school reopened and 1. personnel were needed for care of students at school and 2. the youth club rejected the people we were able to send resulting in us being unable to support them. Because we opened up the school, students were able to come to participate in hybrid and later in full time and the need disappeared because students were able to get the help they needed at school. There is still a stated need to reinstitute the Indian Education Council Native American tutoring that was at Loleta for 17 years and ended 2 years ago with the tutor moving on. This position has remained open, waiting for someone to take it but has not been filled as of yet. ELAC expressed the desire for music, more sports and for Spanish translations of core work. The Board/teachers asked for higher standard curriculum. Our Indian Education Advisory committee wished to see better science curriculum and all native american groups wished to see more native american curriculum. 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.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

More adult tutoring needed for students has been dealt with by the hiring of more instructional aides for the classrooms and for ASES of higher quality. We now have 3 aides with degrees. The school in collaboration with ELAC hired a music teacher, has increased its sports selection to 5 and bought Fountas and Pinnell which has Spanish translation available. The school has purchased Fountas and Pinnell for ELA, RTI and will be exploring other ELA curriculum, will be purchasing FOSS kits from Lawrence Berkeley labs for science and the superintendent will be training teachers on how to use the kits. Native American curriculum developed by Klamath Trinity was purchased and we are having one of our student support team being certified in its implementation. She will be working with a teacher a month to work in

partnership with them to teach the curriculum as intended to each grade level. The rotation classes reflect many of the requests of our stakeholder groups. Restorative practices and equity training will be a continuous part of our school culture and climate.

Combination class 1/2 and 7/8 have been opened up with 2 new teachers hired to make this happen.

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.				Improve to 60 pts below standard
2.CAASPP Math Scores	2019 reporting: 132.6 pts below standard				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.				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				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				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				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.				Improve to 50% of 5th grade to Met category for SBAC and Science.
8. A 3% Increase the typing speed and accuracy of students as demonstrated by Typing Tutor 3rd/4th (or similar program).	Baseline of 9 words per minute				Increase to a baseline of 25 words per minute for 8th graders.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9. See a 5% improvement in EL proficiency as demonstrated by the ELPAC.	Currently at 55.6% progression rate				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 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.				Decrease by 100 Major referrals as reported by the SWIS.
12. Implementation of the academic content and performance standards adopted by the State Board. Teachers working on common core standards implementation.	<p>The majority of teachers indicate the district is at a 3-Initial implementation for providing professional learning for teaching academic standards.</p> <p>The majority of teachers indicate the district is at a 3-Initial implementation for the rate in making instructional materials</p>				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
	<p>that are aligned to adopted academic standards and curriculum frameworks.</p> <p>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.</p>				
13. Suspension Rate	23.7% suspension rate 2019				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,	At present LES broad course of study includes math, English, Spanish (voluntary program in 7th and 8th), science, social studies, physical education,				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
PE and VAPA, Health and World Language standards for all students within the context of a relevant vibrant curriculum.	technology, PE and VAPA (music class and art integrated into the classroom),				
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.				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.				Desired outcome : Increase to 60% progression rate and all Level 4 students are reclassified.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Personnel	<p>1.1 Maintain 100% correctly credentialed, diverse teachers at Loleta School</p> <p>Maintain a maximum number of aides to better serve students in all rooms.</p> <p>services annual contract.</p> <p>Maintain services for Classroom Instruction .</p> <p>Contract services directly supporting students.</p>	\$335,140.00	No
2	1.2 English Learners Support/Foster Youth	<p>For English learners:</p> <p>1.EL/ELPAC Coordinator will also 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 CELDTSupport.</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>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>		No
3	1.3 Technology	1.3 Maintain and upgrade Internet systems and repair technology, as needed, to provide adequate services for all classrooms.	\$31,127.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>		
4	1.4 Curriculum	<p>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.</p> <p>Maintain a diverse and accessible curriculum by continuing the contract with HCOE HERC Center.</p> <p>Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and planning differentiated instruction strategies.</p>	\$52,472.00	No
5	1.5 Professional Development	<p>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.</p> <p>Provide release of time and substitute teacher funding for professional growth opportunities.</p>	\$19,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	1.6 Curriculum and Professional Development	1.6 With Expanded Learning Opportunities and Indian Education grant funds we will be working through adoption procedures to purchase a high standard ELA and writing curriculum.	\$18,166.00	No
7	1.7 Special Education Program	<p>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.</p> <p>Strive to maintain a diverse set of interventions in our special education program including, a qualified staff, Special Day Class (SDC) and both “push-in” and “pull-out” services for students with IEP and 504 plans. Special day classroom will be maintained.</p>	\$182,496.00	No
8	1.8 Professional Development	With ESSER funds, Loleta will have 3 professional development days in the calendar year for all staff and 2 additional mandatory professional development summer days for teachers,	\$19,241.00	No
9	1.9 Transportation	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.	\$55,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	1.10 Certificated Staff	1.10 Using ESSER funds, Loleta will increase their certificated staff by two additional teachers and have single grade levels in 1/2 and 7/8.	\$41,717.00	No
11	1.11 Classroom Aides	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.	\$216,496.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

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.				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				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				Improve to only 1 grade level below.
4.Attendance rate will increase by 2%	Current rate of 93%.				Maintain an average attendance of 95%
5.Chronic Absenteeism .	Current rate of 26%. ("chronic" as 18 or				Decrease chronic absenteeism to 17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	more absences) 3 % per year.				
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.				Maintain 100% call rate of absence students.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Paraprofessionals	2.1 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.	\$42,395.00	No
6	2.2 Cleaning and Safety	2.2 Loleta will pay for custodial, cleaning and PPE supplies. See Goal 3 Action 5		No
7	2.3 Technology	2.3 With Expanded Learning Opportunity grant funds, Loleta will purchase more Chromebooks in order for students to be 1:1.in school and at home, along with Internet access through Verizon Hotspots.Specialized technology has been ordered to support our special needs students.	\$36,650.00	No

Action #	Title	Description	Total Funds	Contributing
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. 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.	\$45,666.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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..				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.				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 measure student				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.	participation and satisfaction.				
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.				30% of students report satisfaction with rotations.
5. After School Program attendance is steady throughout the year with good survey results.	Taking attendance from enrolled students in August and compare to average daily attendance in the program through the year. Currently a 54% attendance is recorded.				78% attendance as proposed for grant.
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.				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.				"Good" report on all aspects of the physical maintenance of the school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8.On school surveys, community report feeling welcomed and safe.	Increase CHKS participation by 10% per year for students, staff and parents.				Get 50 % of parents and 80% of students and 95% of staff to complete the surveys.
9..Expulsion rate.	2020-2021 explusion rate is 0 percent				Maintain a zero percent expulsion rate.
10.No students will drop out.	2020-2021 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 Advisory Committee), and Indian Education Advisory Committee. Back to School night and community dinners.	2019 - 2020 25% combined participation rate in our outreach groups. Reaching out personally to families to encourage participation in these important feedback groups will be practiced. Notices in banner form on the website, phone calls inviting people and more posters for better communication.				Develop participation from 40% of families in community and group activities.
12. English Language Advisory Committee (ELAC)	2020-2021 5% participate				Through more personal outreach with bilingual translators, maintaining online meetings in Spanish and sending home minutes in Spanish about what was done

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					in the meetings, we will encourage more family involvement increase involvement to 25%
13.Parent participation, including those of students with disabilities	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.				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.
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.				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.
16.Enrichment academic classes being offered to increase interest in	School wide participation in rotations for 10 months.				Confirm schoolwide participation in rotations.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school and decrease absenteeism.					
17.Increased communication between school/families and teachers/families through surveys, by phone, online and sent home.	<p>Surveys asking for best contact with parents using multiple medias in first day packet.</p> <p>Communicating through social media such as Facebook. to be a better alternative along with phone calls and post cards.</p> <p>Professional development in PowerSchool school wide will be completed. Classes taught to parents who wish to learn the SIS.</p> <p>Google classroom being utilized in all classes to support parent understanding of class activities.Surveys asking about success of outreach.</p>				80 percent of parents report they feel the school and teachers are communicating well with them.
18.4-5 sports teams are being offered to encourage team play and culture.	4 sports seasons are being offered with 20% participation by students.				5 sports seasons are strongly in place with 30% of students participating.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
19.School Safety and connectedness	2021 Elem CHKS showed 53% feel connected. 71% feel safe at school.				Increase connectedness by students to 90% and 90% feel safe at school.
20.Parent participation, engagement and partnering with school. Increase public relations around our community outreach committees, increase surveys and feed back.	<p>33% feel the school encourages them to be an active partner.</p> <p>38% feel the school is a safe place for their child.</p> <p>35% feel there is promotion of parental involvement.</p> <p>15% of parents feel involved in the school.</p> <p>11% feel the school actively seeks the input of parents.</p>				<p>Increase to: 50% feel the school encourages them to be an active partner.</p> <p>75% feel the school is a safe place for their child.</p> <p>50% feel there is promotion of parental involvement.</p> <p>35% of parents feel involved in the school.</p> <p>50% feel the school actively seeks the input of parents.</p>
21.Teacher engagement and school climate as indicated by CHKS survey 2021	<p>50% of teachers feel there are caring adult relationships as supports for students.</p> <p>32% feel the school is a safe place for staff, 45% feel the school is a safe place for students.</p>				<p>Increase to 75% of teachers feel there are caring adult relationships as supports for students.</p> <p>90% feel the school is a safe place for staff, 90% feel the school is a safe place for students.</p>

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Cafeteria	Loleta will continue to provide healthy meals for students. 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.	\$99,183.00	Yes
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.	\$133,731.00	No
3	3.3 BSA Services	Special Education & Loleta will contract with HCOE for a BSA to provide services to our SDC class, increase our counselor/psychologist/behaviorist	\$58,000.00	No
4	3.4 ASES Program	Continue with the ASES program.	\$74,520.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$60,262.00	No
7	3.6 Behaviorist/climate director and other personnel for wraparound services.	Climate director/behaviorist works specifically with our unduplicated populations to boost social/emotional support, reduce behavior outbreaks and overcome trauma though therapy, behavior techniques and working for a calm school climate. Contracting services for possible social worker/counselor to complete wraparound services.	\$31,919.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.19%	319341

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

93.5% of our students are designated socioeconomically disadvantaged. 6.5% Foster youth. 20.3 %EL. School wide interventions target our unduplicated populations specifically since we have made up of a majority of these populations.

Actions:

Provide increased numbers of Aides to decrease adult to student ratio to 1:3. LCAP 1.11

Maintain and upgrade Internet systems and repair technology, as needed, to provide adequate services for all classrooms; provide specialized equipment for Special needs and our homeless..LCAP 1.3

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. Extended use during the summer months as requested.LCAP 1.3

Provide funding for repair and replacement of technology tools as needed to implement school programs. LCAP 1.3

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. LCAP 1.9

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. 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.LCAP2.8

Loleta will continue to provide healthy meals for students. 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. LCAP 3.1

Climate director/behaviorist works specifically with our unduplicated populations to boost social/emotional support, reduce behavior outbreaks and overcome trauma through therapy, behavior techniques and working for a calm school climate. Contracting services for possible social worker/counselor to complete wraparound services.LCAP3.6

Expected outcomes

3% increase each year in the percent of students making progress on the ELPAC as determined by the "English Learner Progress Indicator".

CAASPP ELA Improve to 60 pts below standard

CAASPP Math Improve to 100 pts below standard

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

Chronic absenteeism Decrease chronic absenteeism to 17%

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

Needs, conditions, Circumstances:

We have 93% socioeconomically disadvantaged and 6.5% foster youth according to the 2019 California Dashboard. Our foster youth and socio/disadvantaged students performed at about the same rate as "all student." See above for these numbers. Low-income students were disproportionately impacted by COVID-19; and have additional needs related to health and wellness, nutrition, social-emotional wellbeing and academic support.

Actions:

Loleta Union Elementary expects to receive \$319,341.00 in supplemental concentration funds during the 2021/2022 school year and has budgeted \$382,373 to spend for unduplicated students--low income, foster, special learners. The actions listed in the prior narrative clearly show that Loleta is providing more than 37.19% in services for these specific groups while being offered to all.

Increasing the number of aides across the school so we have at least 1 aide in every classroom and have a 3:1 ratio of adults to students on campus.LCAP 1.1; LCAP 1.11

Improved nutrition through classes, garden to cafeteria grant and education with supplies to grow their own.LCAP 3;3.1

Borrowing or accessing a van to provide individualized transportation for low income, unduplicated students..LCAP 1.9

Climate director/behaviorist works specifically with our unduplicated populations to boost social/emotional support, reduce behavior outbreaks and overcome trauma through therapy, behavior techniques and working for a calm school climate. Contracting services for possible social worker/counselor to complete wraparound services.LCAP 3.6

Expected Outcomes:

75% Students reading at grade level by 8th grade using Fountas & Pinnell, IXL and CAASPP assessments.

75%Students at "met" for Science State Tests.

75% Students at grade level in math as seen in IXL assessments.

Improved services by more than 37.19% over what we offer all students.LCAP 1;1.3 1:1.9; 1: 1.11; 2;2.8; 3: 3.1; 3; 3.6

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$803,769.00	\$354,630.00	\$34,653.00	\$361,057.00	\$1,554,109.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,123,400.00	\$430,709.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Personnel	\$335,140.00				\$335,140.00
1	2	All	1.2 English Learners Support/Foster Youth					
1	3	English Learners Foster Youth Low Income	1.3 Technology	\$8,942.00			\$22,185.00	\$31,127.00
1	4	All	1.4 Curriculum	\$9,825.00	\$20,298.00		\$22,349.00	\$52,472.00
1	5	All	1.5 Professional Development		\$15,000.00		\$4,000.00	\$19,000.00
1	6	All	1.6 Curriculum and Professional Development		\$11,848.00		\$6,318.00	\$18,166.00
1	7	Students with Disabilities	1.7 Special Education Program	\$50,822.00	\$131,674.00			\$182,496.00
1	8	All	1.8 Professional Development				\$19,241.00	\$19,241.00
1	9	English Learners Foster Youth Low Income	1.9 Transportation	\$55,928.00				\$55,928.00
1	10	All	1.10 Certificated Staff				\$41,717.00	\$41,717.00
1	11	English Learners Foster Youth Low Income	1.11 Classroom Aides	\$216,496.00				\$216,496.00
2	1	All	2.1 Paraprofessionals		\$22,967.00		\$19,428.00	\$42,395.00
2	6	All	2.2 Cleaning and Safety					
2	7	All	2.3 Technology		\$36,650.00			\$36,650.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	English Learners Foster Youth Low Income	2.4 Support of Unduplicated populations.	\$45,666.00				\$45,666.00
3	1	English Learners Foster Youth Low Income	3.1 Cafeteria	\$23,422.00	\$25,673.00		\$50,088.00	\$99,183.00
3	2	All	3.2 Enrichment education/student mental health education				\$133,731.00	\$133,731.00
3	3	Students with Disabilities	3.3 BSA Services		\$16,000.00		\$42,000.00	\$58,000.00
3	4	All	3.4 ASES Program		\$74,520.00			\$74,520.00
3	5	All	3.5 Facilities/Maintenance	\$25,609.00		\$34,653.00		\$60,262.00
3	7	English Learners Foster Youth Low Income	3.6 Behaviorist/climate director and other personnel for wraparound services.	\$31,919.00				\$31,919.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$382,373.00	\$480,319.00
LEA-wide Total:	\$382,373.00	\$480,319.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$55,928.00	\$55,928.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	1.3 Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,942.00	\$31,127.00
1	9	1.9 Transportation	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$55,928.00	\$55,928.00
1	11	1.11 Classroom Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$216,496.00	\$216,496.00
2	8	2.4 Support of Unduplicated populations.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,666.00	\$45,666.00
3	1	3.1 Cafeteria	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,422.00	\$99,183.00
3	7	3.6 Behaviorist/climate director and other personnel for wraparound services.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,919.00	\$31,919.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.