

LCFF Budget Overview for Parents

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

CDS Code: 12629270000000

School Year: 2022-23

LEA contact information:

Jennifer Fairbanks

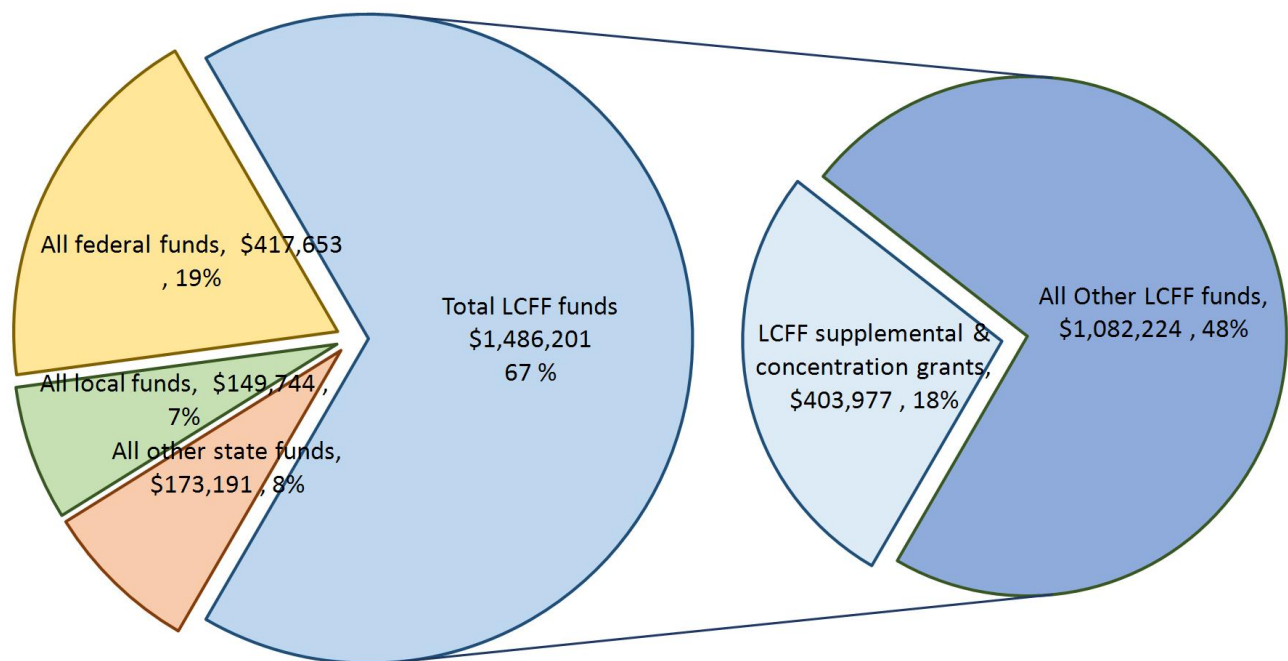
Interim Principal

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



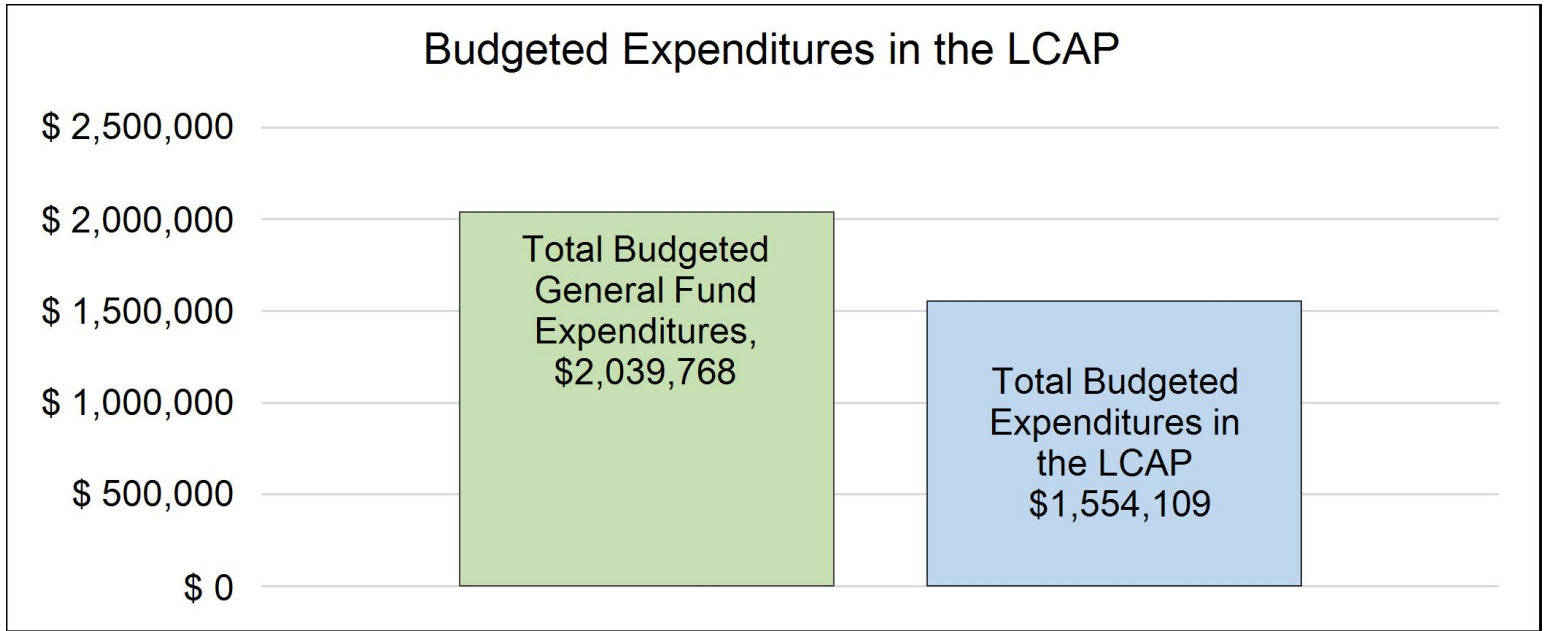
This chart shows the total general purpose revenue Loleta Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loleta Union Elementary School District is \$2,226,789, of which \$1,486,201 is Local Control Funding Formula (LCFF), \$173,191 is other

state funds, \$149,744 is local funds, and \$417,653 is federal funds. Of the \$1,486,201 in LCFF Funds, \$403,977 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

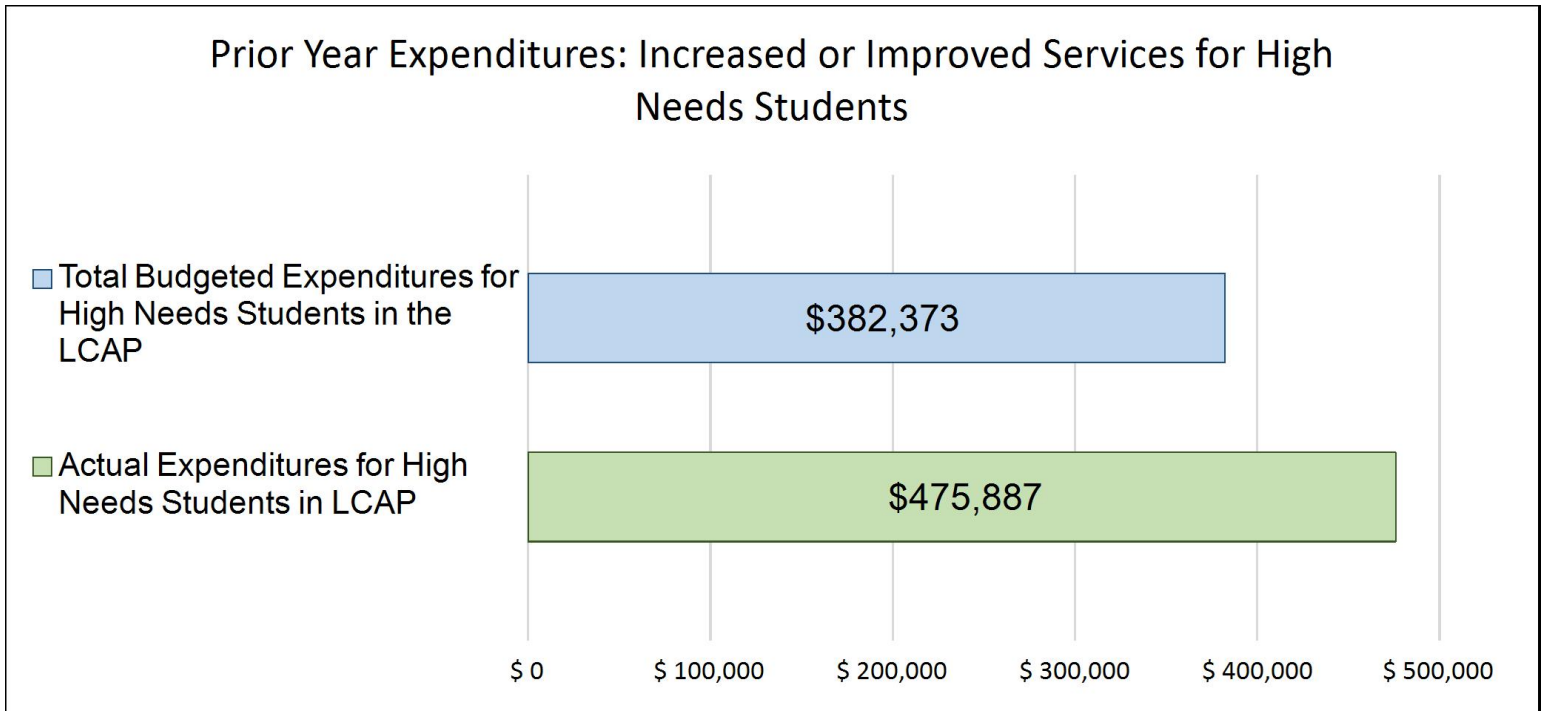
The text description of the above chart is as follows: Loleta Union Elementary School District plans to spend \$2,039,768 for the 2022-23 school year. Of that amount, \$1,554,109 is tied to actions/services in the LCAP and \$672,680 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Loleta Union Elementary School District's LCAP budgeted \$382,373.00 for planned actions to increase or improve services for high needs students. Loleta Union Elementary School District actually spent \$475,887.00 for actions to increase or improve services for high needs students in 2021-22.

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|-------------------------------------|
| Loleta Union Elementary School District | Jennifer Fairbanks Interim Principal | jfairbanks@loleta.org 7077335705 |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|--|
| Loleta Union Elementary School District | Jennifer Fairbanks Interim Principal | jfairbanks@loleta.org 7077335705 X100 |

Plan Summary [2022-23]

General Information

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

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

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

The district has been growing over the past few years and is anticipating an even better future. Some of the initiatives that are in place and reaching maturity are:
 Positive Behavioral Supports and Interventions (PBIS), along with our Multi-tier systems and supports (MTSS) improvements
 Academic Response to Intervention (RTi)

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

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

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

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

Reflections: Successes

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

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

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

Reflections: Identified Need

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

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

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

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

LCAP Highlights

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

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

We are moving in the right direction in most areas and the district has systems in place to address its goals and measure movement toward the goals. It was not too many years ago when none of this existed, no computer lab, no district assessments, no school wide assessments, and very little data on discipline. The district has made positive changes and it is represented here in this LCAP. As many would note, change takes time.

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

Comprehensive Support and Improvement

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

Schools Identified

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

Loleta Elementary School

Support for Identified Schools

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

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 during the 2021 school year. 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 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/Principal 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 continues to approach the chronic absenteeism from two prongs: a prong of support at school with outreach to home and the development of classes to make school more engaging, interesting and appealing. During the first year of CSI eligibility, a plan was developed to hire an individual with extensive experience in special education and teaching in order to build capacity in the the Zen Den to provide direct support to students struggling with dis-regulation. This individual worked with the entire staff and all students to teach strategies based on self regulation and mindfulness. A "sensory room" was also developed where students could go to be guided through to self regulation exercises and use tools to help. The Zen Den works to allow students a safe place to separate themselves, a low stimulating environment to self regulate and regain focus after emotional surges. Now we have three people 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 worked to complete our wraparound services providing in person support and Spanish translation as needed. They also triaged the need for other services for our families and help get students and families what they may need for basic services. We were able to facilitate access of a van to support their outreach; however this will not continue during the 22-23 school year. We also increased our psychologists on campus services time which also will not continue in 22-23; and hired a full time counselor/social worker to complete our wraparound service; which will continue. As a result of increased need for psychological services we had to utilize other funding to pay for our social worker which will continue in the future. All of the student support team including the counselors, were on call to help with the avoidance of in class outbursts. Through the creation of personal behavior plans, students were 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 were 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. Last year, the van allowed us to also transport students who had challenges at home and missed the bus. It also allowed us the ability to keep our homeless and McKinney Vento students coming to the school to help them have consistency even when their lives were disrupted for various reasons. Unfortunately the district does not have funds to purchase a van nor continue to borrow from a neighboring district. In addition, due to severe funding cut backs, many staff will not be able to be retained for the 22-23 school year; however with potential grant funding coming we are hopeful to continue much of the systems that have been started to continue to support youth at Loleta Elementary School. In addition to CSI dollars, if we continue to have them, they will definitely be utilized to continue to support these efforts. Specific actions funding from CSI dollars include:

- 3.2 Enrichment education/student mental health education
- 3.3 Behavioral support services will be provided
- 3.6/3.7 Social worker support to provide wraparound services

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 and school board in order to make adjustments to the systems put in place. The team will determine modifications if needed. Our social worker/counselor 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. Informal and the online CHKS survey will be used to monitor climate and attitude towards school. The CHKS will administered to students, staff and parents in the Spring of 2023.

Engaging Educational Partners

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

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

A summary of the feedback provided by specific educational partners.

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------|--|--------------|--------------|
| 1.1 | 1.1 Personnel | 1.1 Maintain 100% correctly credentialed, diverse teachers at Loleta School (PARTIALLY DISCONTINUED)-Maintain a maximum number of aides to better serve students in all rooms. services annual contract. Maintain services for Classroom Instruction . Contract services directly supporting students. | \$335,140.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1.2 | 1.2 English Learners Support/Foster Youth | <p>For English learners:</p> <p>1.EL/ELPAC Coordinator will 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> | | Yes |
| 1.3 | 1.3 Technology | <p>1.3 Maintain and upgrade Internet systems and repair technology, as needed, to provide adequate services for all classrooms.</p> <p>Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework.</p> <p>Provide funding for repair and replacement of technology tools as needed to implement school programs.</p> | \$31,127.00 | Yes |
| 1.4 | 1.4 Curriculum | Maintain 100% curriculum materials and supplies sufficiency. The district will have adopted new curriculum materials in English | \$52,472.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| | | Language Arts, Science and then look to other areas such as social studies for the next adoption. Use curriculum culturally relevant. Maintain a diverse and accessible curriculum by continuing the contract with HCOE HERC Center. Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and planning differentiated instruction strategies. | | |
| 1.5 | 1.5 Professional Development | 1.5 Professional development in key areas including common core subject areas, IXL and Go Math, also social/emotional support for students. Maintain BTSA supports for new teachers. Provide professional development for English Language strategies. Provide release of time and substitute teacher funding for professional growth opportunities. | \$19,000.00 | No |
| 1.6 | 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 |
| 1.7 | 1.7 Special Education Program | (PARTIALLY DISCONTINUED) School psychologist and school administrator will review the percentage of students outside of the general ed environment twice yearly to determine the percentage of students in least restrictive environment. Strive to maintain a diverse set of interventions in our special education program including, a qualified staff, 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. | \$182,496.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|--------------|--------------|
| 1.8 | 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 |
| 1.9 | 1.9 Transportation | 1.9 (PARTIALLY DISCONTINUED) 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 |
| 1.10 | 1.10 Certificated Staff | 1.10 (DISCONTINUED)Using ESSER funds, Loleta will increase their certificated staff by two additional teachers and have single grade levels in 1/2 and 7/8. | \$41,717.00 | No |
| 1.11 | 1.11 Classroom Aides | (PARTIALLY DISCONTINUED)The school has increased its classified staff and FTE of support staff to fully support our unduplicated populations throughout the school and provide intensive tutoring services.Social emotional and academic supports. | \$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.

We attempted to increase student academic performance in all areas of the curriculum with an emphasis on Math, Reading, Writing, and technology. We were unable to focus specifically on science due to a funding freeze. To facilitate the academic learning the school worked to maintain support and respect for families and students diversity by recruiting diverse personnel and teaching inclusive practices and honoring student special circumstances, local cultural activities and traditions. We developed this goal because our students needed support for their academic achievement based on past CAASPP scores; specifically adult support related to behaviors and IEP's. Related to this we had and currently still have a high unduplicated rate. A minimum of 89-90% of our students are socioeconomically disadvantaged. We had

22% English Language Learners and currently have 18% ELL. Our school has approximately 30% Special Education Population so our work to increase and improve services to support all these populations continues to be a huge focus. Through increasing classified staff, we decreased the adult to student ratio to 1:3 during the 2021-2022 school year allowing for more intensive tutoring, and support services. Our Behavior tracking referrals demonstrated clearly a reduction in behaviors and we are hopeful to see an increase in academic scores when CAASPP scores are released in the Fall of 2022. Most of the inability to implement any actions noted above were due to budget constraints.

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

- 1.1 Personnel was over budget due to an increase in both classified and certificated staff.
- 1.3 A bill to Ferndale Tech for \$13,018 will be paid by the end of the school year bringing the amount Estimated Actual Expenditures to \$35,145.00.
- 1.4 Curriculum purchases were put on hold due to the spending freeze the district has been on since November 2021.
- 1.5 Professional Development was put on hold due to the spending freeze the district has been on since November 2021.
- 1.6 Curriculum and Professional Development through ELO and Indian Education funds were put on hold due to the spending freeze the district has been on since November 2021.
- 1.8 Professional Development was put on hold due to the spending freeze the district has been on since November 2021.
- 1.7 Due to additional staffing needs the Special Education Program was over budget.

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

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

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

ACTION 1.1 PROVIDING INSTRUCTIONAL AIDES WAS DELETED DUE TO LACK OF AVAILABLE FUNDING

After consultation with teachers in grades TK-4 and Community groups and the board it was decided upon to purchase the WONDERS curriculum to implement for grades TK-4 for 2022-2023 to provide consistency and a solid foundation for the younger grade levels while continuing to utilize Fontes and Pinnell as a supplemental RTi program for all students

1.2 A bilingual aide will be maintained to continue to provide intervention and CELDT Support. 1.33.A part time (.4) EL/ELPAC coordinator will be maintained by the district if funding is available.

1.2 Bilingual materials and supplies will be improved

Foster Youth Coordinator is maintained within the Eel River Valley collaborative. Foster youth support with the Saint Joseph's Community Resource Center Located on the school grounds. Supports needy families with food, clothing, and coordinates support with other service providers. See Goal 3.2

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

1.5 Professional development will continue in key areas including common core subject areas, IXL and Go Math, also social/emotional support for students; and new Wonders YK-4 Curriculum to be purchased. If needed, we intend to maintain BTSA supports for new teachers. We will continue to provide professional development for English Language Learner strategies for all staff. If possible, we intend to provide release time and substitute teacher funding for professional growth opportunities through the MTSS funds.

1.6- Due to funding constraints, curriculum was not purchased during the 2021-2022 school year. The plan is to purchase the Wonders Curriculum which will cost the amount identified in the 2022-2023 LCAP, potentially expanding into the next calendar year.

1.7 Students needing additional special education services will be served through outsourced services through HCOE/SELPA.

1.8- Partially discontinued as we do not have ESSR funding to provide PD; however, we will provide PD through other resources

1.9- Partially Discontinued as we do not have additional transportation other than bus transportation

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

1.11- Discontinued classroom aides other than 1:1 Instructional Aides as required by IEP's and for our Student Support team

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
 In person instruction is critical to ongoing development of academic skills and socio-emotional development.

Measuring and Reporting Results

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|------------|-------------------------|---|-------------|--------------|
| 2.1 | 2.1 Paraprofessionals | 2.1 (PARTIALLY DISCONTINUED) 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 |
| 2.6 | 2.2 Cleaning and Safety | 2.2 Loleta will pay for custodial, cleaning and PPE supplies. See Goal 3 Action 5 | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 2.7 | 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 |
| 2.8 | 2.4 Support of Unduplicated populations. | 2.4 Principal and secretarial support works to provide support in the classroom and in alternative areas for the unduplicated populations of the school; tutoring, restorative circles, social and emotional support and restorative discipline. 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.

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

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

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

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

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

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

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

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

2.1- Partially Discontinued- see Goal 1 Action 1

2.1 During the 2022-2023 there will be no summer school options offered

2.6/2.2 We will continue to provide custodial, cleaning and PPE supplies as needed to keep students healthy and safe.

2.7/2.3 We will continue to maintain the 1:1 Chromebook availability for students. We will also continue to provide hotpots to families in need. Special needs students will continue to be provided with necessary technology to enhance their learning.

2.8/2.4 The principal and secretarial staff will continue to provide support in and outside the classroom. Mentoring and modeling of appropriate behaviors will also continue as well as support for parents and families.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|----------------|----------------|-----------------------------|
| <p>is steady throughout the year with good survey results.</p> | <p>in August and compare to average daily attendance in the program through the year. Currently a 54% attendance is recorded.</p> | <p>this year over 5 day periods of time for many students. As a result, in addition to fear of families exposing their children to longer days at school, they often picked them up earlier. Also, many parents were displaced from work due to COVID and did not need after school care. Attendance for the ASES program this year averaged at around 50% as of P2. All students were offered the opportunity throughout the year to register for ASES and this will continue for the following year. In addition, 4 year old's will be registering and attending school in the 2022-2023 school year which will likely increase numbers and also give children a head start on academics.</p> | | | |

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

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

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

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

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

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

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

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

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

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

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

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------|--|-------------|--------------|
| 3.1 | 3.1 Cafeteria | Loleta will continue to provide healthy meals for students. The cafeteria service model will change next year to offer a more conducive menu to student likes while maintaining a healthy balance nutritionally. The new service model will provide a better environment for students as their nutritional needs will be met in a more cost effective manner and therefore other priorities can also be enhanced.”the school is providing free and reduced lunch and healthy fruit and vegetable snacks to all students. We also provide additional weekend backpack meals to prevent food insecurity. | \$99,183.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 3.2 | 3.2 Enrichment education/student mental health education | During rotations, students will be taught about gardening, nutrition, preserving, native american indigenous curriculum from Klamath Trinity and Physical education (in addition to minutes in class settings). Other classes to be taught are dance, coding and robotics, music, meditation, personal mental health and self-regulation especially for our special needs students. | \$133,731.00 | No |
| 3.3 | 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 |
| 3.4 | 3.4 ASES Program | Continue with the ASES program. | \$74,520.00 | No |
| 3.5 | 3.5 Facilities/Maintenance | Loleta will work to maintain adequate school facilities ,for all students including facilities costs, sanitation personnel and equipment, utilities, technology and other day to day expenses pertaining to standard operations and maintenance. Replacing the floors and working on repairing the roofs throughout the school over the next several years. | \$60,262.00 | No |
| 3.7 | 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 |
| 3.8 | | | | Yes |

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

ACTION 3.7-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 social worker/counselor to complete wraparound services.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|-------------|
| 4 | |

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|-------------|
| 5 | |

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

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

Loleta school needs to provide services to our district prioritizing foster youth, English Learners, and low income students as a priority. As a result, based on past years positive results the following actions have been determined to increase or improve services:

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 all of our students via school bus to include our unduplicated populations and special needs students. LCAP 1.9

Principal, Climate director, 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. LCAP 2.8 (2.4)

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

Contracted Behaviorist with SELPA and staff work 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. LCAP 3.6/3,7

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

The expenditures for all LEA and School-wide actions described in prompt 1 total \$382,373.00 which is under the total supplemental and concentration revenues received by the district. Through the allocations for SUPPORTS, INTERVENTIONS, SERVICES, ETC, the district will increase or improve services for English Learners, students in foster care, and low-income students by 40.94%.

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

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

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

2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$803,769.00 | \$354,630.00 | \$34,653.00 | \$361,057.00 | \$1,554,109.00 | \$1,123,400.00 | \$430,709.00 |

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

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|-------------|-------------------|-------------|---------------|--------------|
| 2 | 2.6 | 2.2 Cleaning and Safety | All | | | | | |
| 2 | 2.7 | 2.3 Technology | All | | \$36,650.00 | | | \$36,650.00 |
| 2 | 2.8 | 2.4 Support of Unduplicated populations. | English Learners Foster Youth Low Income | \$45,666.00 | | | | \$45,666.00 |
| 3 | 3.1 | 3.1 Cafeteria | English Learners Foster Youth Low Income | \$23,422.00 | \$25,673.00 | | \$50,088.00 | \$99,183.00 |
| 3 | 3.2 | 3.2 Enrichment education/student mental health education | All | | | | \$133,731.00 | \$133,731.00 |
| 3 | 3.3 | 3.3 BSA Services | Students with Disabilities | | \$16,000.00 | | \$42,000.00 | \$58,000.00 |
| 3 | 3.4 | 3.4 ASES Program | All | | \$74,520.00 | | | \$74,520.00 |
| 3 | 3.5 | 3.5 Facilities/Maintenance | All | \$25,609.00 | | \$34,653.00 | | \$60,262.00 |
| 3 | 3.7 | 3.6 Behaviorist/climate director and other personnel for wraparound services. | English Learners Foster Youth Low Income | \$31,919.00 | | | | \$31,919.00 |
| 3 | 3.8 | | English Learners Foster Youth Low Income | | | | | |

2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$933,888 | \$403,977.00 | 43.26% | 0.00% | 43.26% | \$382,373.00 | 0.00% | 40.94 % | Total: | \$382,373.00 |
| | | | | | | | | LEA-wide Total: | \$382,373.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$55,928.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|------------------------|--|-------------|--|---|
| 1 | 1.2 | 1.2 English Learners Support/Foster Youth | Yes | LEA-wide | English Learners Foster Youth | All Schools | | |
| 1 | 1.3 | 1.3 Technology | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$8,942.00 | |
| 1 | 1.9 | 1.9 Transportation | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | \$55,928.00 | |
| 1 | 1.11 | 1.11 Classroom Aides | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$216,496.00 | |
| 2 | 2.8 | 2.4 Support of Unduplicated populations. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$45,666.00 | |
| 3 | 3.1 | 3.1 Cafeteria | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$23,422.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|------------------------|--|-------------|--|---|
| 3 | 3.7 | 3.6 Behaviorist/climate director and other personnel for wraparound services. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$31,919.00 | |
| 3 | 3.8 | | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | All Schools | | |

2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$1,554,109.00 | \$1,756,140.04 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.1 | 1.1 Personnel | No | \$335,140.00 | \$489,535.21 |
| 1 | 1.2 | 1.2 English Learners Support/Foster Youth | No | | |
| 1 | 1.3 | 1.3 Technology | Yes | \$31,127.00 | \$22,127.01 |
| 1 | 1.4 | 1.4 Curriculum | No | \$52,472.00 | \$13,418.68 |
| 1 | 1.5 | 1.5 Professional Development | No | \$19,000.00 | \$0.00 |
| 1 | 1.6 | 1.6 Curriculum and Professional Development | No | \$18,166.00 | \$4,562.59 |
| 1 | 1.7 | 1.7 Special Education Program | No | \$182,496.00 | \$226,588.25 |
| 1 | 1.8 | 1.8 Professional Development | No | \$19,241.00 | \$3,760.00 |
| 1 | 1.9 | 1.9 Transportation | Yes | \$55,928.00 | \$51,492.22 |
| 1 | 1.10 | 1.10 Certificated Staff | No | \$41,717.00 | \$46,331.31 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 1 | 1.11 | 1.11 Classroom Aides | Yes | \$216,496.00 | \$216,496 |
| 2 | 2.1 | 2.1 Paraprofessionals | No | \$42,395.00 | \$106,590.95 |
| 2 | 2.6 | 2.2 Cleaning and Safety | No | | |
| 2 | 2.7 | 2.3 Technology | No | \$36,650.00 | \$36,440.81 |
| 2 | 2.8 | 2.4 Support of Unduplicated populations. | Yes | \$45,666.00 | \$42,523.38 |
| 3 | 3.1 | 3.1 Cafeteria | Yes | \$99,183.00 | \$125,938.48 |
| 3 | 3.2 | 3.2 Enrichment education/student mental health education | No | \$133,731.00 | \$141,262.10 |
| 3 | 3.3 | 3.3 BSA Services | No | \$58,000.00 | \$58,757.52 |
| 3 | 3.4 | 3.4 ASES Program | No | \$74,520.00 | \$74,327.27 |
| 3 | 3.5 | 3.5 Facilities/Maintenance | No | \$60,262.00 | \$78,678.76 |
| 3 | 3.7 | 3.6 Behaviorist/climate director and other personnel for wraparound services. | Yes | \$31,919.00 | \$17,309.50 |

2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$421,371.15 | \$382,373.00 | \$475,886.59 | (\$93,513.59) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.3 | 1.3 Technology | Yes | \$8,942.00 | \$22,127.01 | | |
| 1 | 1.9 | 1.9 Transportation | Yes | \$55,928.00 | \$51,492.22 | | |
| 1 | 1.11 | 1.11 Classroom Aides | Yes | \$216,496.00 | \$216,496.00 | | |
| 2 | 2.8 | 2.4 Support of Unduplicated populations. | Yes | \$45,666.00 | \$42,523.38 | | |
| 3 | 3.1 | 3.1 Cafeteria | Yes | \$23,422.00 | \$125,938.48 | | |
| 3 | 3.7 | 3.6 Behaviorist/climate director and other personnel for wraparound services. | Yes | \$31,919.00 | \$17,309.50 | | |

2021-22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$876,397.00 | \$421,371.15 | | 48.08% | \$475,886.59 | 0.00% | 54.30% | \$0.00 | 0.00% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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