

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum:](#) General instructions & regulatory requirements.

[Appendix A:](#) Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Freshwater Elementary		
Contact Name and Title	Si Talty, Superintendent	Email and Phone	stalty@freshwatersd.org (707)442-2969

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Freshwater Elementary School has an enrollment of 293 students and is located in the beautiful Freshwater valley just 5 miles outside of Eureka. Freshwater School prides itself in being one of the top schools in Humboldt County that nurtures the abilities, talents, and interests of every child. Our campus setting promotes a love of nature, and a natural environment for study. We provide a comprehensive curriculum, enabling all students to excel as they meet the challenges and opportunities of our changing world.

The following metrics do not apply to our LEA:
API, Graduation rates, UC/CSU course completion, AP scores, EAP college preparedness, High School Graduation & Dropout rates

We have fewer than 10 Foster Youth and English Language Learners, and 36% Socioeconomically Disadvantaged Students.

LCAP HIGHLIGHTS

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

Freshwater Elementary School's LCAP is designed to meet our District's vision of providing high quality learning experiences for all students in an effort for them to reach their fullest potential. Our LCAP has three goals: providing additional supports for all students in need including our unduplicated student population, increasing academic achievement in ELA and Math, and maintaining the high level of student, parent, and community involvement that has been a tradition at Freshwater for over 100 years.

Technology: Increased digital access

Community Involvement: Maintain high attendance at community offered events

Character Education: Implementation of new Character Education program and Restorative Practices

Test Scores: Maintained High Status in both ELA and Math as reported on the California School Dashboard

Implementation of District writing rubrics and CCSS report cards

Added metrics to track progress in both Reading and Math Intervention programs

REVIEW OF PERFORMANCE

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

Our academic performance indicators in both Math and ELA are reported High. Our overall Math scores were 10.2 points above level 3 and our ELA scores were 38.7 points above level 3. This is our first year of full implementation with a new CCSS aligned math curriculum, so our teachers and students are still adjusting to the rollout of the new curriculum. These high scores reflect the hard work and dedication of our staff that has regularly participated in professional development opportunities and school wide PLCs. One of our LCAP goals is to meet the new technology standards by increasing digital access for our students this year and that was done by providing students with improved technology in their classrooms.

GREATEST PROGRESS

We also implemented a new school wide character education program and began using Restorative Practice techniques with our students. Staff also continued to participate in a "Connect the Dots" teacher/student buddy program. This has contributed to an improved school climate, as supported by the low suspension rate we maintained of just 0.7%. In addition we continue to offer our families extra opportunities to connect with our school community such as providing lego nights, movie nights, afterschool enrichment classes, homework club, athletic games and tournaments, festivals, and performances.

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

GREATEST NEEDS

The only state indicator that wasn't reported High for Freshwater School was in Math for our Socioeconomically Disadvantaged students. They scored in the medium range, 13 points below level 3. This score declined significantly (-16.5 points) from the previous year. Though Students with Disabilities also scored in the medium range (17.6 points below level 3), their scores increased significantly (+41.1 points) from the prior year. Goal #1 in our LCAP is focused on providing additional supports for our unduplicated student population, which includes Socioeconomically Disadvantaged students. We will continue to provide afterschool Math Intervention classes, afterschool homework clubs, and classroom aides to further support these students.

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

PERFORMANCE GAPS

No student groups were two or more performance levels below the "all student" performance.

INCREASED OR IMPROVED SERVICES

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

We will provide the following services to better serve our low-income students: math intervention classes, homework club, and classroom aides.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$2,881,706

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,623,536

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

The total General Fund Budget Expenditures that are not included in the LCAP is \$258,170.

These costs are associated with services and fees that are not directly tied to LCAP goals such as central administration, Prop 39, Contracted Services, supplies, retired teacher benefits, utilities, OPEB, pupil insurance, copiers, legal and audit fees, INS fees, STRS liability, and Coop fees.

\$2,312,499

Total Projected LCFF Revenues for LCAP Year

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

Goal 1	Provide additional supports for high quality learning experiences for all students in need including low-income pupils, foster youth, and English Learners.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<p><u>Metric</u></p> <p>Qualitative district classroom assessments District Writing Rubrics</p> <p>SBAC Results EL Development</p> <p>EL Reclassification Rate</p> <p>CCSS Implementation Running Records</p> <p><u>Outcome</u></p> <p>1. Improved educational outcomes for all students, including low-income pupils, foster youth, and English Learners as measured by CAASPP scores.</p>

<p>1. ELA scores in 2014/15 were actually 65% Met or Exceeded and scores in 2015/16 were 62% Met or Exceeded, which is a decrease of 3%. Math scores in 2014/15 were actually 54% Met or Exceeded, and Math Scores in 2015/16 were 60% Met or Exceeded, which is an increase of 6%. In 2016/17, the California Dashboard will be used to track progress of SBAC results.</p> <p>Academic Performance Indicators reflect High scores for all students in both ELA and Math. Our overall Math scores were 10.2 points above level 3 and our ELA scores were</p>

2. Classroom assessments reported on CCSS aligned report cards and Jupiter Grades

3. District writing rubrics will be utilized by data teams to record scores in Argumentative Writing. The number of students that move up a performance level on rubrics or are proficient will establish a baseline for the District.

4. SBAC results from 2014/15 established a baseline score for Freshwater School. In ELA, 67% of students Met or Exceeded the Standards compared to 39% in Humboldt County and 44% in California. In Math, 57% of students Met or Exceeded the Standards compared to 29% in Humboldt County and 33% in California.

5. SBAC results in Math/ELA will increase by 1% including subgroups

6. Each EL student will advance at least 1 fluency level on the CELDT Test

7. Maintain 30% or greater reclassification rate for students that have been in our program for 3 years

8. Continued implementation of CCSS-aligned material as measured by curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings.

38.7 points above level 3. Socioeconomically Disadvantaged students scored in the Medium range, 13 points below level 3. This score declined significantly (-16.5 points) from the previous year.

2. New CCSS aligned report cards and Jupiter Grades were used to report data from classroom assessments. No collective data was gathered from individual student report cards.

3. In 2015/16 District writing rubrics were utilized to record scores in Narrative Writing. In grades K-2, 64% of students moved up a level on the rubric. In grades 3-6, 69% of students moved up a level. In 2016/17 Argumentative Writing data will be scored to report in 2017/18.

4. See #1 above

5. See #1 above

6. We have 8 EL students and 3 of them were newly enrolled, so they established a baseline score on the CELDT test. Out of the 5 that have been in our program, 3 students moved up at least one level, and 1 of these students was enrolled for only 3 months of the school year.

7. No EL students were eligible for reclassification this year as per CELDT guidelines.

8. CCSS Instructional Materials were used in all grades. CCSS strategies were documented in teacher lesson plans, classroom observations, writing rubrics, and student portfolios. Review of student work in PLC collaboration meetings showed evidence of student learning aligned to

<p>9. Running records will be used to establish a baseline for student reading proficiency, and growth target for 2017/18 will be determined.</p>	<p>state standards.</p> <p>9. Running Records indicated that in grades 1-5, students made an average growth of 1.2 years.</p>

ACTIONS / SERVICES

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

<p>Action 1</p>	<p>PLANNED After school academic intervention classes. Continue to use services of Changing Tides. ERMHS RST Use aides for individualized instruction and assistance. Implement more technology into the classroom to enhance student learning. Reading Specialist will utilize running records to provide reading proficiency scores to establish a baseline</p>	<p>ACTUAL Provided After School math intervention classes to grades 2-6 Continued to use Changing Tides services to assist low-income families that utilize our child care services Continued to receive services through ERMHS for students with special needs Continued to provide support through our RSP program Classroom aides were utilized to provide individualized instruction and assistance Chromebooks, Smart TVs, and printers were provided to increase digital access student learning in the classroom Our Reading Specialist established a baseline with scores gathered from running records administered in 2015/16</p>
<p>Actions/Services</p>	<p>BUDGETED Classroom Aides: \$34,327 (RS 0000)</p>	<p>ESTIMATED ACTUAL Classroom Aides: \$27,574 (RS 0000)</p>
<p>Expenditures</p>		

Action 2

Actions/Services

PLANNED
 Classroom Aides; Homework Help; Reading Specialist; Afterschool Intervention

ACTUAL
 13 Classroom Aides provided extra support to students in the classrooms.
 Homework Help was provided for students in grades 4-6
 Afterschool Math Intervention was utilized to support students in grades 2-6
 Reading Specialist taught reading intervention to grades 1-6

Expenditures

BUDGETED
 Classroom Aides: \$34,327
 (RS 0221 0000, 5820, 3010)

 Classroom Aides: \$62,924
 (RS 0001 (Supplemental Concentration)

 Homework Help: \$4,297
 (RS 0001) (Supplemental Concentration)

 After school Intervention; \$8,836
 (RS 0000, OB 1150, MGF 1000)

 Reading Specialist: \$75,711
 (RS 0001) (Supplemental Concentration)

 Reading Specialist: \$17,218
 (RS 0000)

ESTIMATED ACTUAL
 Classroom Aides: \$27,574
 (RS 0221 0000, 5820, 3010)

 Classroom Aides: \$53,370
 (RS 0001 (Supplemental Concentration)
 Homework Help: \$4,093
 (RS 0001) (Supplemental Concentration)

 After school Intervention; \$8,827
 (RS 0000, OB 1150, MGF 1000)

 Reading Specialist: \$81,127
 (RS 0001) (Supplemental Concentration)

 Reading Specialist: \$13,231
 (RS 0000)

Action 3

Actions/Services

PLANNED
 Utilize district-wide CCSS aligned writing rubrics to benchmark and assess Argumentative writing to establish a baseline.

 Monitor and review SBAC scores. Set goal for the following year.

 Use SBAC Interim Assessments or other digital assessment tools

ACTUAL
 District CCSS aligned writing rubrics were used to assess Argumentative Writing to establish a baseline in grades K-6

 Principal shared SBAC scores with staff and at stakeholder meetings, set goal to maintain High status in Math and ELA as reported on the California Dashboard.

 SBAC Interim Assessments were administered in Math for grades 3-6

	Establish Baseline with Summative Math Assessment and measure student growth	Summative Math Assessment was piloted in grades 3-5
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

Action 4

Actions/Services	PLANNED We will continue to implement new technologies in the classroom to enhance teaching practices and improve student learning.	ACTUAL We increased digital access for our students by providing students with chrome books, Smart TVs, and printers in their classrooms in grades 3-6.
Expenditures	BUDGETED \$5,000 (RS 0000, OB 4341)	ESTIMATED ACTUAL \$7,500 (RS 0000, OB 4341)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions for this goal were fully implemented although the summative math assessment was only piloted in grades 3-5.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our academic performance indicators in both Math and ELA are reported High. Our overall Math scores were 10.2 points above level 3 and our ELA scores were 38.7 points above level 3. In 2015/16 District writing rubrics were utilized to record scores in Narrative Writing. In grades K-2 64% of students moved up a level on the rubric. In grades 3-6 69% of students moved up a level. Math Intervention assessment results reveal that out of the students that were administered both the pre and post tests, there was 18% growth for students in grades 2-3, and 14% growth for students in grades 3-6.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	In Goal 1 Action 2, salaries came in \$15,000 less than expected due to staffing changes.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Outcomes for Goal 1 will be to aligned with dashboard indicators, which express CAASPP performance as the average from level 3, rather than % met and exceeded. Another outcome will be added in Goal 1 for Socio-economically disadvantaged student group performance.

Goal 2

Maintain or improve language arts and math proficiencies aligned to CCSS, by employing highly qualified teachers and paraprofessionals, and implementing CCSS curricula and programs.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<u>Metric</u>
Personnel records
Qualitative district classroom assessments.
District Writing Rubrics
SBAC Results
EL Development
EL Reclassification Rate
CCSS Implementation
Develop Summative Math Assessments
Annual Reading Progress report from Reading Specialist
<u>Outcome</u>
1. Maintain 100% of teachers as Highly Qualified
2. Improved educational outcomes for all students, including low-income pupils, foster youth, and English Learner as measured by CAASPP scores
3. SBAC results from 2014/15 established a baseline score for Freshwater School. In ELA, 67% of students Met or Exceeded the Standards compared to 39% in Humboldt County and 44% in California. In Math, 57% of students Met or

1. Personnel records were updated to reflect proper credentialing
2. As stated, this is a goal, not an outcome
3. See Goal 1 Outcome 1

Exceeded the Standards compared to 29% in Humboldt County and 33% in California.

4. SBAC results in Math/ELA will increase by 1% including subgroups

4. See Goal 1 Outcome 1

5. Each EL student will advance at least 1 fluency level on the CELDT Test

5. See Goal 1 Outcome 6

6. Maintain 30% or greater reclassification rate for students that have been in our program for 3 years

6. See Goal 1 Outcome 7

7. Continued implementation of CCSS-aligned material as measured by curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings.

7. See Goal 1 outcome 8

8. District writing rubrics will be utilized by data teams to analyze scores in Argumentative Writing. The number of students that move up a performance level on rubrics or are proficient will establish a baseline for the District.

8. See Goal 1 Outcome 3

9. All students, including students with disabilities will have access to art, music, and other enrichment activities

9. All students participated in art, music and other enrichment activities as evidenced in teacher lesson plans and classroom observations

10. All students have access to state standards-aligned instructional materials

10. Sufficiency of Instructional Materials Resolution documented all students had access to CCSS Instructional Materials

11. Establish baseline scores on Summative Math Assessment

11. Baseline was not calculated as math assessment was piloted in grades 3-5 only.

12. Set a baseline for reading scores for 2016/17

12. Running Records indicated that in grades 1-5, students made an average growth of 1.2 years.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED Reading Specialist, Classroom Aides; computer programs: Curricula Development Programs; Teacher Training, tech training; training with digital assessment tools, Data Teams, Running club, employ HQT to deliver CSS. Continue to utilize a PE Specialist.	ACTUAL High Quality teachers and aides were employed to provide classroom instruction and support, reading and math intervention, PE, and homework assistance.
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Expenditures

BUDGETED HQT Salaries: \$993,392 (RS 0000, 1400, 4035, 5820) Classroom Aides: \$34,327 (0221, 0000, 5820, 3010) Professional Development: \$6,000 (RS 6264) P.E. Teacher: \$15,466 (RS 0000, OB 1133) Reading Specialist: \$17,218 (RS 0000) Classroom Aides: \$62,924 (RS 0001 (Supplemental Concentration) Reading Specialist: \$75,711 (RS 0001) (Supplemental Concentration) Homework Help: \$4,297 (RS 0001) (Supplemental Concentration)	ESTIMATED ACTUAL HQT Salaries: \$985,917 (RS 0000, 1400, 4035, 5820) Classroom Aides: \$27,574 0000, 5820, 3010) Professional Development: \$13,000 (RS 6264) P.E. Teacher: \$17,327 (RS 0000, OB 1133) Reading Specialist: \$13,231 (RS 0000) Classroom Aides: \$53,370 (RS 0001 (Supplemental Concentration) Reading Specialist: \$81,127 (RS 0001) (Supplemental Concentration) Homework Help: \$4,093 (RS 0001) (Supplemental Concentration)
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Action 2

Actions/Services

PLANNED Utilize district-wide CCSS aligned writing rubrics to benchmark and assess student writing. Rubrics will be	ACTUAL CCSS aligned District writing rubrics were utilized to assess and establish a benchmark for Argumentative student writing in grades
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utilized as a metric for student growth in ELA.

Improved scores in ELA and Math using SBAC Interim Assessments, or other digital assessment tools.

Monitor and review SBAC scores. Set goal for the following year.

K-6.

SBAC Interim Assessments were administered in Math for grades 3-6

Academic performance indicators in both Math and ELA are reported High for all students. Our overall Math scores were 10.2 points above level 3 and our ELA scores were 38.7 points above level 3. Our goal is to maintain High scores for all students in both Math and ELA in 2017/18.

Expenditures

BUDGETED

Costs are included in HQT salary and benefits listed in Action #1

ESTIMATED ACTUAL

Costs are included in HQT salary and benefits listed in Action #1

Action 3

Actions/Services

PLANNED

Classroom Aides; Reading Specialist; Implement new CCSS Math Adoption, Review CCSS aligned ELA Adoptions, Explore Digital Assessment Tools

ACTUAL

Classroom Aides and Reading Specialist were utilized to improve student performance. Implemented new CCSS Math Adoption in grades K-5. Reviewed CCSS aligned ELA Adoptions and scheduling a pilot. Administered SBAC Interim Assessments in grades 3-6.

Expenditures

BUDGETED

Classroom Aides: \$62,924
(RS 0001) (Supplemental Concentration)

Homework Help: \$4,297
(RS 0001) (Supplemental Concentration)

Reading Specialist: \$75,711
(RS 0001) (Supplemental Concentration)

ESTIMATED ACTUAL

Classroom Aides: \$53,370
(RS 0001) (Supplemental Concentration)

Homework Help: \$4,093
(RS 0001) (Supplemental Concentration)

Reading Specialist: \$81,127
(RS 0001) (Supplemental Concentration)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions for this goal were fully implemented but baseline scores were not calculated with math assessment because math assessment was piloted in grades 3-5 only.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our academic performance indicators in both Math and ELA are reported High. Our overall Math scores were 10.2 points above level 3 and our ELA scores were 38.7 points above level 3. In 2015/16 District writing rubrics were utilized to record scores in Narrative Writing. In grades K-2 64% of students moved up a level on the rubric. In grades 3-6 69% of students moved up a level. Math Intervention assessment results reveal that out of the students that were administered both the pre and post tests, there was 18% growth for students in grades 2-3, and 14% growth for students in grades 3-6.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Only minor cost variations between planned and actual expenditures, though Professional Development expenditures were \$7,000 more than budgeted due to staffing, and teachers pursuing extra professional development opportunities using Educator Effectiveness funds.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Outcomes for Goal 2 will be to aligned with dashboard indicators, which express CAASPP performance as the average from level 3, rather than % met and exceeded. An outcome will be added to Goal 2 to pilot and adopt a CCSS ELA Adoption.

Goal 3

Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater School a safe and welcoming learning environment, where students attend and are connected to their school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Metric

Other indicators of student success will be documented in our weekly bulletin, school website, and participation lists.

Parent participation in school decision making as evidenced in response to surveys, attendance at educational foundation events, teacher meetings, Community Club,

Technology Committee, FEF, Site Council and Board attendance

Participation at parent conferences, back to school night, all school picnic, open house, invention convention science fair, concerts and sports events

Attendance rate Schoolwise SIS

Chronic Absenteeism rate Schoolwise SIS

William's FIT

Reports/Suspension rates Expulsion Data

CA Healthy Kids Survey

Outcome

1. Multiple opportunities for students to be successful will be provided, such as participation in science fair, invention convention, school concerts, assemblies, little

1. Student successes were shared in our weekly bulletin, new website, and at assemblies

buddies program, and sporting events.

2. Increase the level of parent, student, and community involvement by providing increased opportunities for participation. Show an increase in the number of parents and parents of students with disabilities who participate in at least one school decision-making opportunity, or school family events.

3. Maintain 90% or greater

4. Maintain high attendance rate of 95% or greater

5. Decrease chronic absenteeism rate, and stay below the state average

6. Maintain Good score on annual inspection

7. Maintain low suspension rate below the state average, which is currently 3.8%

8. Maintain low expulsion rate below the state average, which is currently .09%

9. Set school climate goal based on CA Healthy Kids Survey Results

2. Maintained high level of parent participation in school decision making as evidenced by attendance rates at Freshwater Educational Foundation, Community Club, School Site Council, and Board Meetings

3. High level of parent participation was maintained for parent conferences, back to school night, all school picnic, open house, invention convention science fair, concerts, and sports events

4. High attendance rates maintained at <95%

5. As of April 14th we have 9 Chronically Absent students

6. Received Good score on annual FIT report

7. Dashboard suspension rate was reported as 0.7% on the California Dashboard.

8. Expulsion rate was 0.

9. CA Healthy Kids Survey indicated 90% of our students felt safe at school.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED
 Alert Now phone notifications; Weekly Bulletin, Jupiter Grades, classroom newsletters encourage parents & community members to participate in and attend events including meetings, classroom activities, participation at parent conferences, open house, back to school night, parent volunteer orientation, all school picnic, holiday craft fairs, invention convention science fair, fall festival. Increase parent participation in attending Community Club, Technology Committee, FEF, Site Council and Board attendance, Concerts, and Sports Events. Professional development for staff, training for Healthy Play, and support from Student Support Provider for Second Step program to create a safe school climate. Continue using Little Buddies program, and provide fieldtrip opportunities such as swimming each year. Continue to provide opportunities to participate in community events through our music program like playing in the Rhododendron Parade. Encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decision-making. Provide afterschool enrichment clubs. Implement new character education program. Enhance school website to promote parent and student involvement in school events. Upgrade and expand security cameras to insure student safety.

ACTUAL
 Communication strategies to engage parents were conducted: Alert Now phone notifications, Weekly Bulletin, Jupiter Grades, classroom newsletters to encourage parents & community members to participate in and attend events including meetings, classroom activities, and participation at parent conferences. Enhanced school website to promote parent and student involvement in school events. The following outreach activities were offered: open house, back to school night, parent volunteer orientation, all school picnic, holiday craft fairs, invention convention science fair, fall festival, lego nights, and movie nights. Maintained high levels of parent participation in attending Community Club, Technology Committee, FEF, Site Council and Board attendance, Concerts, and Sports Events. FEF provided afterschool enrichment clubs. Professional development was provided to address socio-emotional needs of students, training for Healthy Play, Restorative Practices, and support from Student Support Provider for Second Step and Steps to Respect program helped create and maintain a safe school climate. Implemented new character education program that included character strengths, and staff continued to participate in “Connect the Dots” teacher/student buddy program. Encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decision-making. Continued to use Little Buddies program, and provide fieldtrip opportunities such as swimming each year. Continue to provide opportunities to participate in community events through our music program like playing in the Rhododendron Parade and participating in the All County Music Festival. Security cameras were upgraded in prior year.

Expenditures

BUDGETED
 AlertNow Phone System: \$1,635 (RS 0000)
 Student Support Provider: \$35,582 (RS 6500, 3010, OB 2220)

ESTIMATED ACTUAL
 AlertNow Phone System: \$838 (RS 0000)
 Student Support Provider: \$31,046 (RS 6500, 3010, OB 2220)

Action 2

Actions/Services	<p>PLANNED</p> <p>2A Classroom Aides 2B Homework Help 2C Reading Specialist 2D Student Support Provider</p>	<p>ACTUAL</p> <p>2A 13 Classroom Aides provided extra support to students in the classrooms. 2B Homework Help was provided for students in grades 4-6 2C Reading Specialist taught reading intervention to grades 1-6 2D Student Support Provider taught Second Step and Steps to Respect Socio-emotional programs</p>
Expenditures	<p>BUDGETED</p> <p>Classroom Aides: \$62,924 (RS 0001) (Supplemental Concentration)</p> <p>Reading Specialist: \$75,711 (RS 0001) (Supplemental Concentration)</p> <p>Homework Help: \$4,297 (RS 0001) (Supplemental Concentration)</p> <p>Student Support Provider: \$35,582 (RS 0001)</p>	<p>ESTIMATED ACTUAL</p> <p>Classroom Aides: \$53,370 (RS 0001) (Supplemental Concentration)</p> <p>Reading Specialist: \$81,127 (RS 0001) (Supplemental Concentration)</p> <p>Homework Help: \$4,093 (RS 0001) (Supplemental Concentration)</p> <p>Student Support Provider: \$31,046 (RS 0001)</p>

Action 3

Actions/Services	<p>PLANNED</p> <p>Promote Freshwater Educational Foundation, Community Club, School Site Council, and Technology Committee to further enhance educational programs and our campus.</p>	<p>ACTUAL</p> <p>Freshwater Educational Foundation offered monthly Lego Nights and afterschool enrichment clubs, and also sold Dolphin Cards as a fundraiser. Community Club held its annual Fall Festival, offered Family Movie Nights, and held the annual Dolphin Dash fundraiser School Site Council and Technology Committee met to further support and enhance our educational programs and our campus.</p>
Expenditures	<p>BUDGETED</p> <p>\$0</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were fully implemented to achieve Goal 3.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	90% of students feel safe at school as reported on the CA Healthy Kids Survey Parent participation and engagement remained high at Freshwater School
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Only minor cost variations between planned and actual expenditures
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	New outcome will be added to Goal 3 to address School Connectedness.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Teachers Meeting & FTA Bargaining Unit: 1/19/17, 5/4/17

School Site Council: 2/28/17, 5/2/17

Board Meeting: 2/14/17, 4/11/17

FEF: 4/13/17

Technology Committee: 5/17/17

Community Club: 5/1/17

Classified Staff: 4/7/17

CHKS for students: 2/15/17

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholders indicated that they were satisfied with the progress that's being made and wanted the programs to continue.

Suggestions were made to continue providing "Connect the Dots" staff/student buddy program to improve school climate and student connectedness, and this was added to Goal #3 in the LCAP.

Due to the importance of securing funding for our unduplicated student count, it was recommended to send additional information home to families at the start of each new school year emphasizing the importance of getting family income forms filled out accurately and returned promptly, also explaining the confidentiality of such forms. Office staff has been directed to start doing this in the fall.

To address chronic absenteeism and tardies, provide more information to families at the beginning of the school year regarding attendance policies and procedures. Office staff has been directed to start doing this in the fall.

It was recommended to promote the new California dashboard with our families to share important information about our District, and this was shared through our weekly bulletin.

For school climate, it was recommended to provide training to all staff regarding our character education and restorative practices. This training has begun this year and will continue next school year.

Consider adding a "school spirit day" each Friday for students to wear school colors; possibly have a friendly competition for participation rates. We will begin promoting "school spirit day" next school year in our weekly bulletin.

Add Character Education Assemblies to school calendar and post on website to encourage more parent attendance. This will be done next year.

Added the community service elective class to Goal #3

Set goal for students reporting feeling safe at school to 85%

Provide opportunities for school organizations such as FEF, Community Club, and School Site Council to recruit more members and share what they do. Possibly provide snacks at Back To School Night in the auditorium where each of these groups could man a table to share information. This was added to Goal #3 in the LCAP.

Encourage classroom teachers to spread the word about our school organizations through their weekly bulletins and on their websites.

Set new metric in ELA by utilizing running records to set a baseline and then measure growth for all students. This was added to Goal #2 of the LCAP.

Set new metric in Math by choosing a module or standard to assess all students in to establish a baseline and then measure growth. This was added to Goal #2 of the LCAP.

Begin using our own pre/post tests in PE to establish a baseline for Healthy Fitness Zones rather than using the state data reported online.

We need to be more accurate and consistent with recordings when testing students. This was added to Goal #2 of the LCAP and we will begin doing this in 2017/18.

Honor school volunteers by providing a breakfast to honor them. Implemented May, 2017.

Pass out Restorative Practices cards to families at the beginning of the new school year

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<u>Goal 1</u>	Provide additional supports for high quality learning experiences for all students in need including low-income pupils, foster youth, and English Learners.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL N/A

Identified Need

Authentic assessments are needed to identify gaps in student learning for all students and for low-income pupils, foster youth, and English Learners. Our academic performance indicators in both Math and ELA are reported High. Our overall Math scores were 10.2 points above level 3 and our ELA scores were 38.7 points above level 3. The only state indicator that wasn't reported High for Freshwater School was in Math for our Socioeconomically Disadvantaged students. They scored in the medium range, 13 points below level 3. This score declined significantly (-16.5 points) from the previous year. Running records are needed to establish a District baseline for reading proficiency.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Writing Rubrics	In grades K-2 64% of students moved up a level on the Narrative Writing rubric. In grades 3-6 69% of students moved up a level.	Establish baseline for Argumentative Writing	Establish a baseline for Informational Writing	Increase percent of students moving up a level on Narrative Writing rubric to 70%
SBAC results as reported on the California Dashboard	Math and ELA are reported High. Math scores 10.2 points and ELA scores 38.7 points above level 3.	Maintain high status in both Math and ELA	Maintain high status in both Math and ELA	Maintain high status in both Math and ELA

SBAC results in Math for Socioeconomically Disadvantaged Students as reported on the California Dashboard	Math scores are reported Medium, 13 points below level 3. These scores declined significantly (-16.5 points).	Increase Math scores to be in the High range	Maintain high status in Math	Maintain high status in Math
EL Development based on CELDT (ELPAC) scores	Out of the 5 EL students that have been in our program, 60% moved up at least one level.	Each EL student will advance at least 1 fluency level on the CELDT Test	Each EL student will advance at least 1 fluency level on the CELDT Test	Each EL student will advance at least 1 fluency level on the CELDT Test
EL Reclassification Rate	No EL students were eligible for reclassification this year as per CELDT guidelines.	Maintain 30% or greater reclassification rate for students that have been in our program for 3 years	Maintain 30% or greater reclassification rate for students that have been in our program for 3 years	Maintain 30% or greater reclassification rate for students that have been in our program for 3 years
CCSS Implementation as measured by CCSS-aligned material, curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings	Evidenced in 100% of classrooms	Evidenced in 100% of classrooms	Evidenced in 100% of classrooms	Evidenced in 100% of classrooms
Running Records	Established a baseline for reading proficiency in grades 1-5. Average growth was 1.2 years.	Increase the reading level of students in grades 1-5 by an average of .75 year's growth	Increase the reading level of students in grades 1-5 by an average of .75 year's growth	Increase the reading level of students in grades 1-5 by an average of .75 year's growth

<p>Certificated Staffing records</p>	<p>5 Certificated staff were employed to work with unduplicated students in math intervention and afterschool homework club</p>	<p>Continue employing 5 Certificated staff to work with unduplicated students in math intervention and afterschool homework club</p>	<p>Continue employing 5 Certificated staff to work with unduplicated students in math intervention and afterschool homework club</p>	<p>Continue employing 5 Certificated staff to work with unduplicated students in math intervention and afterschool homework club</p>
<p>Classified Staffing records</p>	<p>12 classified aides were employed to provide classroom support and individualized assistance to identified students</p>	<p>Continue employing 12 classified aides to provide classroom support and individualized assistance to identified students</p>	<p>Continue employing 12 classified aides to provide classroom support and individualized assistance to identified students</p>	<p>Continue employing 12 classified aides to provide classroom support and individualized assistance to identified students</p>

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>1A After school intervention classes will be provided by certificated staff to further support students that did not score High in Math on CAASPP scores from the previous year.</p> <p>1B After school Homework Help will be provided by certificated staff to provide additional supports for students in need.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>1A \$7,080 \$1,500</p>		<p>Amount</p>

	1B Included in 1A			
Source	1A Sup/Con RS0001 1B Referenced in 1A	Source		Source
Budget Reference	1A Salaries/Benefits Afterschool snacks 1B Referenced in 1A	Budget Reference		Budget Reference

Action 2

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2A To further support classroom instruction, Classroom Aides will be employed to increase the student/adult ration in the classroom and provide individualized assistance to identified students 2B Reading Specialist will utilize Running Records and		

provide reading intervention to students in need

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 2A \$57,786 2B \$88,602	Amount	Amount
Source 2A Sup/Con RS0001 2B Sup/Con RS0001	Source	Source
Budget Reference 2A Salaries/Benefits 2B Salaries/Benefits	Budget Reference	Budget Reference

Action **3**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

3A Utilize district-wide CCSS aligned writing rubrics to benchmark and assess Argumentative writing to establish a baseline.

3B Track student growth in Math and ELA using digital assessment tools

3C Monitor and review SBAC scores. Maintain high status in both Math and ELA.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action 4

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

4A We will continue to implement new technologies in the classroom to enhance teaching practices and improve student learning.

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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	4A \$9,807 4B \$19,320 4C \$11,520	Amount		Amount	
Source	4A LCFF (RS 0000, 0221) 4B LCFF 4C LCFF	Source		Source	
Budget Reference	4A (GL-FN 1133-1000) Classified Salary/Benefits 4B Supplies 4C Services	Budget Reference		Budget Reference	

New Modified Unchanged**Goal 2**

Maintain or improve language arts and math proficiencies aligned to CCSS, by employing highly qualified teachers and paraprofessionals, and implementing CCSS curricula and programs.

State and/or Local Priorities Addressed by this goal:STATE 1 2 3 4 5 6 7 8COE 9 10

LOCAL N/A

Identified Need

Need: Increase the number of students who score proficient or above in Math/ELA on the SBAC assessment. Need: Increase the number of students who identify as healthy and physically fit.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC results as reported on the California Dashboard	Math and ELA are reported High. Math scores 10.2 points and ELA scores 38.7 points above level 3.	Maintain high status in both Math and ELA	Maintain high status in both Math and ELA	Maintain high status in both Math and ELA
District Writing Rubrics	In 2015-16 64% of students grades K-2 moved up a level on the Narrative Writing rubric. In grades 3-6, 69% of students moved up a level.	Establish baseline for Argumentative Writing 2016-17	Establish baseline for Informational Writing 2017-18	70% percent of all students will move up a level on Narrative Writing rubric
EL Development based on CELDT (ELPAC) scores	Out of the 5 EL students that have been in our program, 60% moved up at least one level.	Each EL student will advance at least 1 fluency level on the CELDT Test	Each EL student will advance at least 1 fluency level on the CELDT Test	Each EL student will advance at least 1 fluency level on the CELDT Test
EL Reclassification Rate	No EL students were eligible for reclassification this year as per CELDT guidelines.	Maintain 30% or greater reclassification rate for students that have been in our program for 3 years	Maintain 30% or greater reclassification rate for students that have been in our program for 3 years	Maintain 30% or greater reclassification rate for students that have been in our program for 3 years
Running Records for reading intervention and for classroom program	<ol style="list-style-type: none"> 1. Reading Specialist Program - Average growth was 1.2 years for reading proficiency in grades 1-5. 2. Baseline for classroom programs not yet established 	<p>Reading Specialist will increase the reading level of students in grades 1-5 by an average of .75 year's growth</p> <p>(Set baseline for reading proficiency for classrooms based on 2017-18 data)</p>	<p>Reading Specialist will increase the reading level of students in grades 1-5 by an average of .75 year's growth</p> <p>(Performance targets for classroom improvement based on 2017-18 data)</p>	<p>Reading Specialist will increase the reading level of students in grades 1-5 by an average of .75 year's growth</p> <p>(Performance targets for classroom improvement based on 2018-19 data)</p>

<p>Physical Fitness Test Results</p>	<p>Baseline was calculated by averaging the scores reported on CDE's Physical Fitness Test results. Baseline was 69%. In 2017/18 we will establish a baseline for Fifth Grade students who identify as healthy and physically fit from the beginning of the year to the end of the year</p>	<p>Establish a baseline for Fifth Grade students who identify as healthy and physically fit from the beginning of the year to the end of the year</p>	<p>At least 70% of Fifth Graders tested will be in the Healthy Fitness Zone</p>	<p>At least 70% of Fifth Graders tested will be in the Healthy Fitness Zone</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1A High Quality teachers and instructional aides will continue to be employed to provide classroom instruction and support, reading and math intervention, PE, and homework assistance. 1B Teachers will pilot and adopt a State Standards Aligned ELA program, administer SBAC interim assessments, and continue to integrate new technologies into the classroom. 1C Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans 1D Administration provides instructional leadership for staff and supports implementation of SS aligned materials	1A High Quality teachers and instructional aides will continue to be employed to provide classroom instruction and support, reading and math intervention, PE, and homework assistance. 1B Teachers will implement a new SS Aligned ELA program, administer SBAC interim assessments, and continue to integrate new technologies into the classroom. 1C Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans 1D Administration provides instructional leadership for staff and supports implementation of SS aligned materials	1A High Quality teachers and instructional aides will continue to be employed to provide classroom instruction and support, reading and math intervention, PE, and homework assistance. 1B Teachers will continue to implement a new SS Aligned ELA program, administer SBAC interim assessments, and continue to integrate new technologies into the classroom. 1C Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans 1D Administration provides instructional leadership for staff and supports implementation of SS aligned materials

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<p>1A \$1,102,272 (teachers) \$138,046 (aides, monitors, subs) See Goal 2, Action 1A for intervention and homework help 1B \$111,343 (Instructional Materials) See Goal 1, Action 4A for Technology</p> <p>1C a. \$185,054 b. \$96,943 c. \$646 d. \$7,756 e. \$32,098</p> <p>1D a. \$147,790 b. \$6,885 c. \$2,750</p>	<p>1A \$1,102,272 (teachers) \$138,046 (aides, monitors, subs) See Goal 2, Action 1A for intervention and homework help 1B \$61,343 (Instructional Materials) See Goal 1, Action 4A for Technology</p> <p>1C a. \$185,054 b. \$96,943 c. \$646 d. \$7,756 e. \$32,098</p> <p>1D a. \$147,790 b. \$6,885 c. \$2,750</p>	<p>1A \$1,102,272 (teachers) \$138,046 (aides, monitors, subs) See Goal 2, Action 1A for intervention and homework help 1B \$61,343 (Instructional Materials) See Goal 1, Action 4A for Technology</p> <p>1C a. \$185,054 b. \$96,943 c. \$646 d. \$7,756 e. \$32,098</p> <p>1D a. \$147,790 b. \$6,885 c. \$2,750</p>
Source	<p>1A LCFF, Title 1, EPA, Title II, REAP, Lottery, (RS 0000, 3010, 1400, 4035, 5820, 7690, 0221, 1100) 1B LCFF, Lottery, Restricted Lottery (RS 0000, 0015, 0016, 1100, 6300) 1C a. Special Education (RS 0000, 3310, 6500, 7690) b. Special Education (RS 0000, 3310, 6500, 7690)</p>	<p>1A LCFF, Title 1, EPA, Title II, REAP, Lottery, (RS 0000, 3010, 1400, 4035, 5820, 7690, 0221, 1100) 1B LCFF, Lottery, Restricted Lottery (RS 0000, 0015, 0016, 1100, 6300) 1C a. Special Education (RS 0000, 3310, 6500, 7690)</p>	<p>1A LCFF, Title 1, EPA, Title II, REAP, Lottery, (RS 0000, 3010, 1400, 4035, 5820, 7690, 0221, 1100) 1B LCFF, Lottery, Restricted Lottery (RS 0000, 0015, 0016, 1100, 6300) 1C a. Special Education (RS 0000, 3310, 6500, 7690) b. Special Education (RS 0000, 3310, 6500, 7690)</p>

Budget
Reference

c. Special Education (RS 0000, 3310, 6500, 7690)
d. Special Education (RS 0000, 3310, 6500, 7690)
e. Special Education (RS 0000, 3310, 6500, 7690)
1D
a. LCFF, Lottery (RS 0000, 7690, 1100)
b. LCFF
c. Title II (RS 4035)

1A Salaries/Benefits
(GL-FN 1110-1000, 1310-1000)
1B Instructional Materials
(GL-FN 1110-1000), (OB 4110, 4310, 4312)
1C.
a. Certificated Salaries/Benefits
(Goal 5XXX)
b. Classified Salaries/Benefits
c. Supplies
d. Services
e. Chargeback and Indirect
1D
a. (GL-FN 1192-7100) Certificated
Salary and Benefits
b. Services (GL-FN 1110-2700) (OB
5201-5300)
c. Co-op Contract (OB 5811)

Budget
Reference

b. Special Education
(RS 0000, 3310, 6500, 7690)
c. Special Education (RS 0000, 3310, 6500, 7690)
d. Special Education (RS 0000, 3310, 6500, 7690)
e. Special Education (RS 0000, 3310, 6500, 7690)
1D
a. LCFF, Lottery (RS 0000, 7690, 1100)
b. LCFF
c. Title II (RS 4035)

1A Salaries/Benefits
(GL-FN 1110-1000, 1310-1000)
1B Instructional Materials
(GL-FN 1110-1000), (OB 4110, 4310, 4312)
1C.
a. Certificated Salaries/Benefits
(Goal 5XXX)
b. Classified Salaries/Benefits
c. Supplies
d. Services
e. Chargeback and Indirect
1D
a. (GL-FN 1192-7100)
Certificated Salary and Benefits
b. Services (GL-FN 1110-2700)
(OB 5201-5300)
c. Co-op Contract (OB 5811)

Budget
Reference

c. Special Education (RS 0000, 3310, 6500, 7690)
d. Special Education (RS 0000, 3310, 6500, 7690)
e. Special Education (RS 0000, 3310, 6500, 7690)
1D
a. LCFF, Lottery (RS 0000, 7690, 1100)
b. LCFF
c. Title II (RS 4035)

1A Salaries/Benefits
(GL-FN 1110-1000, 1310-1000)
1B Instructional Materials
(GL-FN 1110-1000), (OB 4110, 4310, 4312)
1C.
a. Certificated Salaries/Benefits (Goal
5XXX)
b. Classified Salaries/Benefits
c. Supplies
d. Services
e. Chargeback and Indirect
1D
a. (GL-FN 1192-7100) Certificated
Salary and Benefits
b. Services (GL-FN 1110-2700) (OB
5201-5300)
c. Co-op Contract (OB 5811)

Action 2

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2A Utilize district-wide CCSS aligned writing rubrics to benchmark and assess Informational writing writing to establish a baseline.

2B Develop Summative Math Assessments and establish a baseline

2C Continue to administer SBAC Interim Assessments

2D Monitor SBAC scores and maintain high status in both Math and ELA

2E Reading Specialist will utilize running records to measure student growth and provide reading intervention

2018-19

New Modified Unchanged

2A Utilize district-wide CCSS aligned writing rubrics to assess **Narrative Writing** and measure growth from 2015-16 scores.

2B **Utilize** Summative Math Assessments to measure student growth

2C Continue to administer SBAC Interim Assessments

2D **Maintain** high status in both Math and ELA on SBAC

2E Increase the reading level of students

2019-20

New Modified Unchanged

2A Utilize district-wide CCSS aligned writing rubrics to assess **Argumentative** writing. Increase the percent of students moving up a level on rubrics to 70%.

2B Utilize Summative Math Assessments to measure student growth

2C Continue to administer SBAC Interim Assessments

2D Maintain high status in both Math and ELA on SBAC

2E Increase the reading level of students

to increase the reading level of students in grades 1-5

2F Teachers will utilize running records to establish a baseline for reading proficiency in their grade

2G All students, including students with disabilities will have access to art, music, library, and other enrichment activities

2F Set goal for increased proficiency

2G All students, including students with disabilities will have access to art, music, library, and other enrichment activities

2F Monitor reading proficiency scores

2G All students, including students with disabilities will have access to art, music, library, and other enrichment activities

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<p>2A – 2D Included in Budgeted Expenditures for Goal 2, Actions 1A,1B</p> <p>2E – Included in Budgeted Expenditures for Goal 2, Action 1A</p> <p>2F – Included in Budgeted Expenditures for Goal 2, Action 1A</p> <p>2G –</p> <p>a. \$5,220</p> <p>b. \$6,250</p>	<p>2A – 2D Included in Budgeted Expenditures for Goal 2, Actions 1A,1B</p> <p>2E – Included in Budgeted Expenditures for Goal 2, Action 1A</p> <p>2F – Included in Budgeted Expenditures for Goal 2, Action 1A</p> <p>2G –</p> <p>a. \$5,220</p> <p>b. \$6,250</p>	<p>2A – 2D Included in Budgeted Expenditures for Goal 2, Actions 1A,1B</p> <p>2E – Included in Budgeted Expenditures for Goal 2, Action 1A</p> <p>2F – Included in Budgeted Expenditures for Goal 2, Action 1A</p> <p>2G –</p> <p>a. \$5,220</p> <p>b. \$6,250</p>
Source	<p>2A – 2D Included in Source for Goal 2, Actions 1A,1B</p> <p>2E – See Source for Goal 2, Action 1A</p> <p>2F - See Source for Goal 2, Action 1A</p> <p>2G –</p> <p>a. LCFF, Fundraising (RS 0016, 0000)</p> <p>b. LCFF, Fundraising (RS 0016, 0000)</p>	<p>2A – 2D Included in Source for Goal 2, Actions 1A,1B</p> <p>2E – See Source for Goal 2, Action 1A</p> <p>2F - See Source for Goal 2, Action 1A</p> <p>2G –</p> <p>a. LCFF, Fundraising (RS 0016, 0000)</p> <p>b. LCFF, Fundraising (RS 0016, 0000)</p>	<p>2A – 2D Included in Source for Goal 2, Actions 1A,1B</p> <p>2E – See Source for Goal 2, Action 1A</p> <p>2F - See Source for Goal 2, Action 1A</p> <p>2G –</p> <p>a. LCFF, Fundraising (RS 0016, 0000)</p> <p>b. LCFF, Fundraising (RS 0016, 0000)</p>
Budget	2A – 2D Included in Budgeted	Budget 2A – 2D Included in Budgeted	Budget 2A – 2D Included in Budgeted

Reference

Reference for Goal 2, Actions 1A,1B
2E – See Budget Reference for Goal 2, Action 1A
2F - See Budget Reference for Goal 2, Action 1A
2G –
a. Library Supplies
(GL-FN 1110-2420)
b. Library services

Reference

Reference for Goal 2, Actions 1A,1B
2E – See Budget Reference for Goal 2, Action 1A
2F - See Budget Reference for Goal 2, Action 1A
2G –
a. Library Supplies
(GL-FN 1110-2420)
b. Library services

Reference

Reference for Goal 2, Actions 1A,1B
2E – See Budget Reference for Goal 2, Action 1A
2F - See Budget Reference for Goal 2, Action 1A
2G –
a. Library Supplies
(GL-FN 1110-2420)
b. Library services

New

Modified

Unchanged

Goal 3

Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater School a safe and welcoming learning environment, where students attend and are connected to their school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

Identified Need

Need: Continued effort to seek more parent and student participation and input; CHK Survey. Encourage parental participation in School Site Council, Technology Committee, Community Club, FEF, and other school events.

Need: Decrease chronic absenteeism (= 10 days or more each school year).

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent and community input and participation, including parents of students with disabilities, in school decision making as evidenced in response to surveys, Community Club, Technology Committee, FEF, Site Council, Board Meetings.	36% of parents provided input through one of the following: LCAP community survey, participation in Community Club, the Technology Committee, Freshwater Educational Foundation, School Site Council, or by attending Board Meetings.	Increase participation level to 40%	Increase participation level to 45%	Increase participation level on 50%
Parent attendance at school events and performances, such as: All School Picnic, Open House, Invention Convention	90% of families attended at least one school event	90% of families will continue to attend at least one school event	90% of families will continue to attend at least one school event	90% of families will continue to attend at least one school event

Science Fair, concerts and sports events.				
Participation at parent conferences and back to school night.	More than 90% of families attended parent conferences and back to school night	Maintain 90%	Maintain 90%	Maintain 90%
Attendance data from Schoolwise SIS and as reported on CALPADS	95%	Maintain 95% or greater	Maintain 95% or greater	Maintain 95% or greater
Chronic absenteeism rate as reported in Schoolwise SIS	As of April 14, our chronic absentee rate is 9 (3%)	Maintain chronic absenteeism rate of 5% or less	Maintain chronic absenteeism rate of 5% or less	Maintain chronic absenteeism rate of 5% or less
William's FIT Report	Good Score was reported on the FIT for our annual inspection	Maintain Good Score on the annual FIT report	Maintain Good Score on the annual FIT report	Maintain Good Score on the annual FIT report
Maintain low suspension rate below the state average, which is currently 3.8%	Dashboard suspension rate was reported as 0.7% on the California Dashboard.	Maintain low suspension rate below the state average	Maintain low suspension rate below the state average	Maintain low suspension rate below the state average
Maintain low expulsion rate below the state average, which is currently .09%	Expulsion rate was reported as 0 on the California Dashboard.	Maintain low expulsion rate below the state average	Maintain low expulsion rate below the state average	Maintain low expulsion rate below the state average
CA Healthy Kids Survey Results	90% of students reported feeling safe at school.	At least 85% of students will indicate that they feel safe at school as reported on the CA Healthy Kids Survey	At least 85% of students will indicate that they feel safe at school as reported on the CA Healthy Kids Survey	At least 85% of students will indicate that they feel safe at school as reported on the CA Healthy Kids Survey

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>1A Utilize a variety of communication strategies including Alert Now notifications, Weekly Bulletin, Jupiter Grades, School Wise SIS, School Website, and classroom newsletters to inform parents of school programs, promote regular attendance and to encourage participation in school events.</p> <p>1B Increase parent participation in attending Community Club, Technology Committee, FEF, Site Council and Board attendance, Concerts, and Sports Events and provide informational displays at these events to promote participation options available to parents. Honor</p>		

volunteers with annual breakfast celebration.

1C Continue to offer activities such as: open house, back to school night, parent volunteer orientation, all school picnic, holiday craft fairs, invention convention science fair, character education assemblies, fall festival, lego nights, school spirit days, movie nights, enrichment classes, musical performances, community service elective and sports events.

1D Provide Professional Development for staff to address socio-emotional needs of students, including training for Healthy Play and Restorative Practices to create a safe school climate. Share Restorative Practices techniques with our families.

1E Continue using Connect the Dots as a Staff to Student mentorship program

1F Continue utilizing a Student Support Provider to teach Second Step and Steps to Respect program to help create and maintain a safe school climate.

1G Continue implementing schoolwide Character Strengths program

1H Continue using Little Buddies program, and provide fieldtrip opportunities such as swimming each year.

1I Continue to provide opportunities to participate in community events through our sports and music programs, such as playing in performances and tournaments

1J Continue administering the CA Healthy Kids Survey to gather parent, student, and staff input on our school climate.

1K Maintenance staff will repair and maintain the facility to maintain good score on FIT

1L Continue to provide transportation for students in need

1M Continue to provide child care at our daycare facility and work with Changing Tides to accommodate our low income families

1N Office staff tracks and reports school attendance and communicates with families

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

- 1A \$9,050
- 1B \$0
- 1C \$0
- 1D \$6,126
- 1E \$0
- 1F \$20,932
- 1G \$0
- 1H \$23,335
- 1I
- a. \$40,719
- b. \$29,339
- c. \$3,785
- d. \$2,407

Amount

Amount

e. \$10,143
f. \$2,009
g. \$7,265
1J Expense is included in 1A
1K
a. \$117,036
b. \$16,471
c. \$34,996

1L
a. \$41,710
b. \$7,171
c. \$26,165

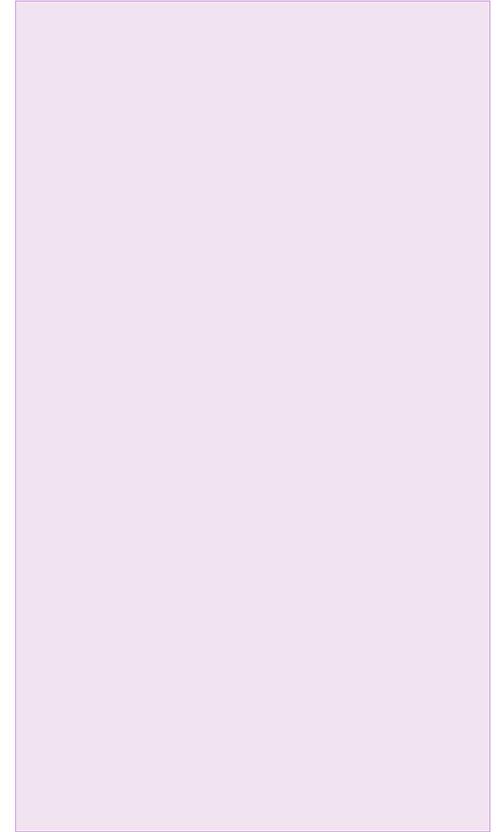
1M
a. \$123,340
b. \$9,717
c. \$2,371
1N \$40,941

All other actions are covered within teacher salaries/benefits, no extra costs. See Goal 2, Action 1A

1A LCFF, Lottery
(RS 0000, 1100)
1D Educator Effectiveness, LCFF
(RS 0000, 6264)
1F Title II
(RS 3010)
1H LCFF, Lottery
(RS 0000, 0016, 1100)
1I
a. LCFF, Donations (RS 0000, 0202, 0015)
b. LCFF, Donations (RS 0000, 0202, 0015)
c. LCFF, Donations (RS 0000, 0202,



1D LCFF
(RS 0000)



1D LCFF
(RS 0000)

Source

Source

Source

0015)
d. LCFF, Donations (RS 0000, 0202, 0015)
e. Athletics (RS 0035)
f. Athletics
g. Athletics
1J See Source 1A
1K
a. LCFF (RS 0000, 8150)
b. LCFF
c. LCFF
1L
a. Transportation (RS 0210)
b. Transportation
c. Transportation
1M
a. Daycare (RS 0010)
b. Daycare
c. Daycare
1N LCFF (RS 0000)

1A Classroom Services: Jupiter Grades, Blackboard, School Wise SIS (GL-FN 1110-1000) (OB 5800, OB 5805, OB 5884) (GL-FN 1300-4200)
1D Professional Development (OB 5210)
1F Counselor Salary/Benefits (GL-FN 1110-3900)
1H Field Trips (OB 5801, 5715)
1I a. Music-certificated salary and benefits, (GL-FN 1228-1000)

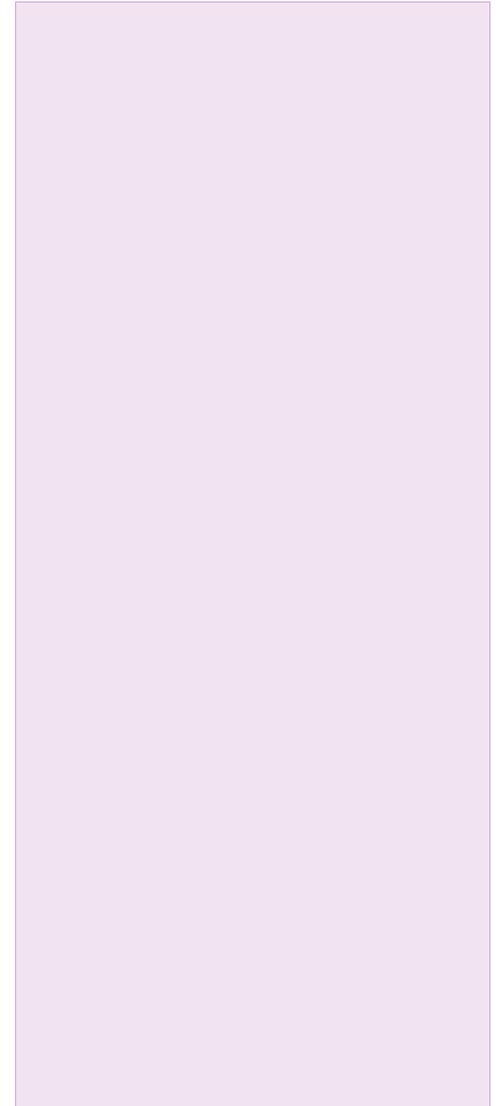
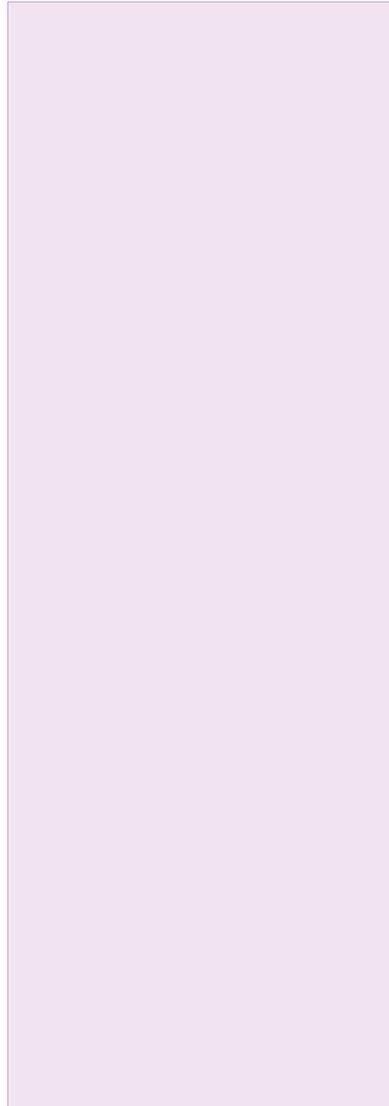
Budget Reference

Budget Reference

Budget Reference

b. Music-classified salary and benefits
c. Supplies
d. Services
e. Athletics-classified salary and benefits, (GL-FN 1300-4200)
f. Supplies
g. Services
1J See Budget Reference 1A
1K
a. Maintenance/Operations-classified salary and benefits, (GL-FN 1193-8100)

b. Supplies
c. Services
1L
a. Transportation- classified salary and benefits, (GL-FN 1194-3600)
b. Supplies
c. Services
1M
a. Daycare- classified salary and benefits, (GL-FN 8500-5000)
b. Supplies
c. Services
1N Office-Secretary-classified salary and benefits (GL-FN 1110-2700)



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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide transportation for students in need		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$9,840	Amount: \$0	Amount: \$0
Source: Sup/Con RS0001	Source:	Source:
Budget Reference: Transportation Contribution	Budget Reference:	Budget Reference:

Action 3

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Promote Freshwater Educational Foundation to further enhance educational programs and our campus.	Promote Freshwater Educational Foundation to further enhance educational programs and our campus.	Promote Freshwater Educational Foundation to further enhance educational programs and our campus.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 146,729

Percentage to Increase or Improve Services:

6.93 %

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

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

For 2017-18 under LCFF, Freshwater Elementary School District will receive \$146,729 in supplemental grant funding. The District will be spending \$164,808 on services for unduplicated students. We will meet the targeted expenditures for services to be provided to our unduplicated students as reflected in the Actions section of this Local Control and Accountability Plan. Freshwater Elementary School District will provide the following services to support the needs of our unduplicated students: Classroom Aides, a Reading Specialist, Math Intervention, Homework Help, and Transportation. Aides are provided in all classrooms, school-wide, and will further support classroom instruction by increasing the student/adult ratio in the classroom and provide individualized assistance to identified students. A Reading Specialist will provide reading intervention to increase the reading level of students in grades 1-5. Math Intervention and Homework Club will be provided by certificated staff to further support students that did not score High in Math on CAASPP from the previous year and to provide additional supports for students in need. Snacks will be provided. Transportation will continue to be provided for students in need to increase student attendance. Research has shown that our unduplicated student population has less access to books, and academic resources and support in the home. Strategies which stakeholders identified that would best address those needs and improve outcomes for our unduplicated students include reading intervention, math intervention, homework help, instructional assistants working with the classroom teachers to increase individualized support, and providing transportation. The effectiveness of these practices are evident in our growth in performance in both ELA and Math, and our academic performance indicators were reported High in both ELA and Math on the California School Dashboard. We will continue to provide transportation to students in need to maintain our high attendance rate of 95%.

