

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Freshwater Elementary

Contact Name and Title

Si Talty

Superintendent

Email and Phone

stalty@freshwatersd.org

(707) 442-2969

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Freshwater Elementary School has an enrollment of 301 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 46% 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: 1) providing additional supports for all students in need including our unduplicated student population, and students with disabilities, 2) increasing academic achievement in ELA and Math, and 3)

maintaining the high level of student, parent, and community involvement that has been a tradition at Freshwater for over 100 years.

Technology: Continue to increase digital access

Community Involvement: Engage parents and community members in school decision making and school activities and events

Character Education: Continue Character Education program and Restorative Practices

Academic achievement: Maintain high-quality instructional program and supports as evidenced in High Status in both ELA and Math reported on the California School Dashboard. Complete development and implementation of District writing rubrics and SS report cards at data team collaborative meetings. Add metrics to track progress for in-class reading (using Running Records) and math. Support restructured math intervention program with smaller groups, more teachers, and grade-level specific groups. Continue to utilize pre-post assessments and provide an additional Math Teacher to differentiate instruction and accommodate larger classes and combination classes.

English Learners: Continue to utilize an ELPAC coordinator to manage ELPAC and other assessments and services for ELs.

Supplemental support: Continue to provide increased/extra aide time to better serve students in need and to accommodate larger classes and combination classrooms.

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.

Greatest Progress

Our academic performance indicators in both Math and ELA are reported High. Our overall Math scores were 4.1 points above level 3 and our ELA scores were 21.9 points above level 3. This is our third year of full implementation with a new SS aligned math curriculum. In addition we piloted and adopted new ELA adoptions for all grades. Training was also provided on grade-level specific materials. 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.

The school-wide character education program was supported and staff continued using Restorative Practices and circles with our students. Staff also continued to participate in a "Connect the Dots" teacher/student buddy program. These efforts continue to strengthen the positive school climate. In addition, we continue to offer our families extra opportunities to connect with our school community with "drop-in" parent time before school with student support provider. Other opportunities include: 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

Chronic absenteeism and ELA scores for Low-Income students are identified highest needs. Red and orange indicators for the Suspension rate are due to data reporting inaccuracies which were corrected in 20118. District is also in the process of providing extensive professional development and implementing positive behavior and restorative justice practices to further reduce the need for disciplinary actions such as suspensions. Chronic absenteeism will be addressed with an increased, school-wide emphasis on the critical importance of regular attendance. Families will be notified of students "at-risk" of becoming chronically absent. Additionally, a task force will be reviewing most effective and appropriate reward or incentive programs to pilot next year. The school has recently prioritized and devoted resources to improving student performance in Math. It will shift focus to include similar support for ELA next year.

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

Only gap is ELA between Low-income students and ALL students. Support for low-income students in afterschool and homework programs will be expanded to include ELA next year. Instructional assistants will also be utilized more in ELA now that the math subject area has shown growth and improvement.

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.

Increased or Improved Services

We will provide the following services to better serve our low-income students: reading intervention classes, extra math support, homework club, and classroom aides. Another certificated position will be supported to provide math intervention and math instruction during the school day, EL support and further reduce teacher/student ratio to accommodate large class sizes and combination classes.

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

\$3,168,698

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,958,439
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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 \$210,259. These costs are associated with services and fees that are not directly tied to LCAP goals such as central administration, Contracted Services, supplies, retired teacher benefits, utilities, OPEB, pupil insurance, copiers, legal and audit fees, INS fees, STRS liability, and Coop fees.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year	\$2,568,175
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Annual Update

LCAP Year Reviewed: 2017-18

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Metric: District Writing Rubrics

Baseline: 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.

17/18: Establish baseline for Argumentative Writing

MET - 73% of students K-6 moved up a level in Argumentative Writing in 2017; 83% K-2 and 68% 3-6.

Establish Baseline for Informational Writing in 2018

Metric: SBAC results as reported on the California Dashboard

Baseline: Math and ELA are reported High. Math scores 10.2 points and ELA scores 38.7 points above level 3.

17/18: Maintain high status in both Math and ELA

MET - CAASPP results - 4.1 above level 3 in Math and 21.9 above level 3 in ELA. Both subjects in HIGH status although declined from prior year.

Metric: SBAC results in Math for Socioeconomically Disadvantaged Students as reported on the California Dashboard

Baseline: Math scores are reported Medium, 13 points below level 3. These scores declined significantly (-16.5 points).

17/18: Increase Math scores to be in the High range

NOT MET - CAASPP results for LI students 20.9 below level 3 in Math, 7.9 points below prior year, declined significantly

Expected

Metric: EL Development based on CELDT (ELPAC) scores

Baseline: Out of the 5 EL students that have been in our program, 60% moved up at least one level.

17/18: Each EL student will advance at least 1 fluency level on the CELDT Test

Metric: EL Reclassification Rate

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

17/18: Maintain 30% or greater reclassification rate for students that have been in our program for 3 years

Metric: 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

Baseline: Evidenced in 100% of classrooms

17/18: Evidenced in 100% of classrooms

Actual

MET - 100% of ELs moved up one level or more on CELDT in 2016-17. 2018 results on ELPAC will be reported in the 2018-19 LCAP.

MET - 60% of ELs at FES for 3 years were reclassified

MET - State standards-aligned instructional practices were evident in 100% of classrooms per all measures listed in the expected outcome.

Expected

Metric: Running Records

Baseline: Established a baseline for reading proficiency in grades 1-5. Average growth was 1.2 years.

17/18: Increase the reading level of students in grades 1-5 by an average of .75 year's growth

Metric: Certificated Staffing records & Classified Staffing records

Baseline: 5 Certificated staff were employed to work with unduplicated students in math intervention and afterschool homework club. 12 classified aides were employed to provide classroom support and individualized assistance to identified students

17/18: Continue employing 5 Certificated staff to work with unduplicated students in math intervention and afterschool homework club. Continue employing 12 classified aides to provide classroom support and individualized assistance to identified students

Actual

MET - As of March 15, 2018, the average growth of students served by the reading intervention specialist was .78 years.

NOTE: As of May, 2018, the percentage of students reading at grade level based on classroom running records is not available. This baseline will be reported on 2018-19 LCAP.

MET - 5 staff, certificated and classified taught math intervention afterschool. 12 instructional aides were employed and provided classroom support and individualized attention to unduplicated students. This metric/outcome is an action and will be moved to Actions & Services Section in the 2018-19 LCAP.

Actions/Services

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

Action 1

Planned Actions/Services

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.
 1B After school Homework Help will be provided by certificated staff to provide additional supports for students in need.

Actual Actions/Services

1A Afterschool intervention classes provided by certificated staff supported 42 students who had not scored as Met or Exceeded standard in Math on spring 2017 CAASPP assessments. More teachers were hired and class sizes were decreased to maximize student contact and support.
 1B Afterschool Homework Club was provided only one day a week by certificated staff to enable greater support for students in the afterschool intervention program. Decreased adult/student ratio from 1:10 to 1:5 to maximize quality instruction and student support.

Budgeted Expenditures

Amount
 1A \$7,080
 \$1,500
 1B Included in 1A

 Source
 1A Sup/Con RS0001
 1B Referenced in 1A

 Budget Reference
 1A Salaries/Benefits
 Afterschool snacks
 1B Referenced in 1A

Estimated Actual Expenditures

Amount
 1A \$7,083
 \$1,500
 1B Included in 1A

 Source
 1A Sup/Con RS0001
 1B Referenced in 1A

 Budget Reference
 1A Salaries/Benefits
 Afterschool snacks
 1B Referenced in 1A

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2A To further support classroom instruction, Classroom Aides will be employed to increase the student/adult ratio 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.

2A 12 Classroom Aides were employed to increase the adult/student ration in the classroom and to provide individualized assistance to identified students. Five certificated staff also provided interventions and support in the afterschool and Homework Help programs.
 2B A Reading Specialist provided reading intervention to students in need and monitored their performance and progress using Running Records.

Amount
 2A \$57,786
 2B \$88,602

Source
 2A Sup/Con RS0001
 2B Sup/Con RS0001

Budget Reference
 2A Salaries/Benefits
 2B Salaries/Benefits

Amount
 2A \$60,365
 2B \$89,917

Source
 2A Sup/Con RS0001
 2B Sup/Con RS0001

Budget Reference
 2A Salaries/Benefits
 2B Salaries/Benefits

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

3A District-wide CCSS aligned writing rubrics to benchmark and assess Argumentative writing were developed. Student growth established at year-end 2016/17 was 73%. Informational Writing rubrics were developed and utilized in 2017/18. Baseline data for this genre will be reported in 2018-19.
 3B SBAC Interim Assessments were used by teachers to monitor student growth in Math and ELA.
 3C The Superintendent/Principal reviewed SBAC scores to determine status and change in both Math and ELA.

Amount
 \$0
 Source
 Budget Reference

Amount
 \$0 (No additional costs beyond those covered in salaries Goal 2)
 Source
 Budget Reference

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

4A The following technologies were used in classrooms to enhance teaching practices and improve student learning: Ipads, chrome books, and wireless printers.
We contracted for IT services to support technology.

Amount
4A \$9,807
4B \$19,320
4C \$11,520

Source
4A LCFF (RS 0000, 0221)
4B LCFF
4C LCFF

Budget Reference
4A (GL-FN 1133-1000)
Classified Salary/Benefits
4B Supplies
4C Services

Amount
4A \$8,845
4B \$20,000
4C \$11,520

Source
4A LCFF (RS 0000, 0221)
4B LCFF
4C LCFF

Budget Reference
4A (GL-FN 1133-1000) Classified
Salary/Benefits
4B Supplies
4C Services

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All fully implemented. Baseline data for genre of informational writing which applies to all students as well as the LI group will be set at year's end. An EL coordinator was hired to manage ELPAC and other assessments and services for ELs. Staffing patterns were restructured to enable teachers to spend more direct time with students and provide more quality instructional time. Decreased adult/student ratio from 1:10 to 1:5 in Math Intervention.

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

Freshwater Elementary maintained green rating on the CA Dashboard in ELA and Math for all students. Low Income students, however, had an orange rating in ELA and a yellow in Math. EL student outcomes for reclassification and EL proficiency were attained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A new ELPAC coordinator was hired to administer assessments for EL students. Salaries/benefits for instructional aides were higher due to increased class sizes and combination classrooms. Afterschool Intervention program was expanded which increased teacher salary costs.

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.

Outcome 7 will be revised to use March as comparison date, therefore data will lag one year. Future results will use prior year's data versus current year which is not available until June.

Outcome #8 will be deleted as it is an action, and as such is already described in the LCAP.
Outcomes related to Dashboard results for all students will be transferred to goal 2 in 2018/19 LCAP.
Performance outcomes for targeted groups will be revised to align with new assessment (ELPAC)

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 Priorities: 1, 2, 4, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Metric: SBAC results as reported on the California Dashboard

Baseline: Math and ELA are reported High. Math scores 10.2 points and ELA scores 38.7 points above level 3.

17/18: Maintain high status in both Math and ELA

Actual

See Goal 1 Outcome #2

Expected

Metric: District Writing Rubrics

Baseline: 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.

17/18: Establish baseline for Argumentative Writing 2016-17

Metric: EL Development based on CELDT (ELPAC) scores

Baseline: Out of the 5 EL students that have been in our program, 60% moved up at least one level.

17/18: Each EL student will advance at least 1 fluency level on the CELDT Test

Metric: EL Reclassification Rate

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

17/18: Maintain 30% or greater reclassification rate for students that have been in our program for 3 years

Actual

See Goal 1 Outcome #1

See Goal 1 Outcome #4

See Goal #1 Outcome #4

Expected

Metric: Running Records for reading intervention and for classroom program

Baseline: 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

17/18: Reading Specialist will increase the reading level of students in grades 1-5 by an average of .75 year's growth
(Set baseline for reading proficiency for classrooms based on 2017-18 data)

Metric: Physical Fitness Test Results

Baseline: 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

17/18: 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

Actual

See Goal #1 Outcome #7

83% of students in 2017 scored in the Healthy Fitness Zone as reported by CDE

(MET/NOT MET N/A as no Baseline from prior year was available for comparison)

In 2017-18, 79% of Fifth Grade students were in the "Pass" zone on one or more fitness measures on the Physical Fitness Test at the end of the year compared to 80% the beginning of the year.

Expected

Metric: SS Implementation as measured by SS-aligned curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings

All students, including students with disabilities, have access to state standards-aligned instructional materials as documented by adopted Board Resolution for Sufficiency of Instructional Materials and the School Accountability Report Card.

Baseline: Evidenced in 100% of classrooms

Evidenced in 100% of classrooms

17/18: Evidenced in 100% of classrooms

Evidenced in 100% of classrooms

Metric: Summative Math Assessments

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

17/18: Choose a Module to assess all students in to create a baseline

Actual

MET - 100% of students, including SWD, have access to state standards-aligned instructional materials

MET/NOT MET IS N/A (No baseline was in place to compare to prior year) The average percent correct in classrooms administering pre/post local math assessments was 82%. Average growth from fall to spring assessments was 25% in the % correct.

Expected

Metric: All students, including students with disabilities will have access to Language Arts, Math, Science, Social Studies, PE, art, visual and performing arts, music, library, and other enrichment activities as shown in teacher lesson plans, classroom observations, and report cards.

Baseline: 100% of students, including students with disabilities

17/18: Maintain 100% participation of students, including students with disabilities

Actual

MET - 100% of students, including SWD, have access to state standards-aligned instructional materials

Actions/Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

1A High Quality teachers and instructional aides provided classroom instruction and support, reading and math intervention, PE, and homework assistance.
1B Teachers piloted State Standards Aligned ELA reading programs. K-2 adopted Fountas

Budgeted Expenditures

Amount
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

Estimated Actual Expenditures

1A \$1,206,585 (teachers)
\$142,151 (aides, monitors, subs)
See Goal 2, Action 1A for intervention and homework help
1B \$116,501 (Instructional Materials)
See Goal 1, Action 4A for Technology
1C

Planned Actions/Services

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

Actual Actions/Services

& Pinnell and 3-6 piloted and will adopt National Geographic. Teachers are also participating in training on implementation of newly adopted materials. Teachers administered two SBAC interim assessments in grades 3-6. New technologies such as Chromebooks were integrated into classrooms in grades 2-6 .
1C The Resource Specialist Program (teachers and aides) continued to support students with disabilities as specified in their IEPs. Additionally, Special Ed behavior and therapeutic services were contracted with outside agencies to support students in need.
1D Superintendent and other staff provided information, resources and training support at staff meetings and individually to teachers on implementation of state standards-aligned instructional materials.

Budgeted Expenditures

Technology
1C
a. \$185,054
b. \$96,943
c. \$646
d. \$7,756
e. \$32,098
1D
a. \$147,790
b. \$6,885
c. \$2,750

Source
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)
c. Special Education (RS 0000, 3310, 6500, 7690)

Estimated Actual Expenditures

a. \$187,530
b. \$111,999
c. \$496
d. \$84,629
e. \$75,554
1D
a. \$136,102
b. \$8,404
c. \$2,750

Source
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)
c. Special Education (RS 0000, 3310, 6500, 7690)
d. Special Education (RS 0000, 3310, 6500, 7690)

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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)

Budget Reference
 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)

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

Budget Reference
 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)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

c. Co-op Contract (OB 5811)

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 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

2A District-wide, CCSS aligned, rubrics in informational and argumentive writing were developed, benchmarks set and used to assess student performance in these two genres.
 2B Summative Math Assessments were investigated but none had been adopted or implemented as of March 15, 2018 .
 2C Teachers administered SBAC Interim Assessments and used results to inform classroom instruction.
 2D SBAC scores in both Math and ELA were reviewed with staff and stakeholders
 2E The Reading Specialist utilized running records to measure student growth and

Amount
 2A – 2D Included in Budgeted Expenditures for Goal 2, Actions 1A,1B
 2E – Included in Budgeted Expenditures for Goal 2, Action 1A
 2F – Included in Budgeted Expenditures for Goal 2, Action 1A
 2G –
 a. \$5,220
 b. \$6,250

 Source
 2A – 2D Included in Source for Goal 2, Actions 1A,1B
 2E – See Source for Goal 2, Action 1A
 2F - See Source for Goal 2, Action 1A
 2G –

Amount
 2A – 2D Included in Budgeted Expenditures for Goal 2, Actions 1A,1B
 2E – Included in Budgeted Expenditures for Goal 2, Action 1A
 2F – Included in Budgeted Expenditures for Goal 2, Action 1A
 2G –
 a. \$5,220
 b. \$6,250

 Source
 2A – 2D Included in Source for Goal 2, Actions 1A,1B
 2E – See Source for Goal 2, Action 1A
 2F - See Source for Goal 2, Action 1A
 2G –

Planned Actions/Services

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

Actual Actions/Services

provided reading intervention to 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

Budgeted Expenditures

a. LCFF, Fundraising (RS 0016, 0000)
 b. LCFF, Fundraising (RS 0016, 0000)

 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

Estimated Actual Expenditures

a. LCFF, Fundraising (RS 0016, 0000)
 b. LCFF, Fundraising (RS 0016, 0000)

 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

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Fully Implemented. Although no math assessment was identified as of March, staff reviewed several possible options for establishing District benchmarks in math and will collect data by the end of the year.

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

See Goal 1

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increases in teacher salaries and substitute teachers occurred with the hiring of a new math teacher, step and column increases, and the hiring of a long-term substitute for a teacher on leave. In addition we hired an additional Resource Teacher to accommodate an impacted special education caseload. Additional increased special education costs were incurred by contracting with non public agencies, the SELPA for behaviorists, hiring an additional SCIA, and student placements at alternate educational sites.

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.

Increased special education costs will be budgeted in goal 2 for 2018/19.

We will continue to provide an additional math teacher to accommodate large class sizes and combination classrooms. Increased salary costs for this position will be included in the budget for goal 2.

National Geographic instructional materials will be purchased and implemented in 2018/19, goal 2, 1B.

Outcome 6 timeline will be adjusted. Healthy Fitness zone data reported will be from the prior year. Local Spring to Fall growth measure will also be from prior year data.

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 Priorities: 1, 3, 5, 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Metric: 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.

Parent attendance at school events and performances, such as: All School Picnic, Open House, Invention Convention Science Fair, concerts and sports events.

Baseline: 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.

90% of families attended at least one school event

17/18: Increase participation level to 40%

90% of families will continue to attend at least one school event

MET - 90% of families attended at least one school event

Metric: Participation at parent conferences and back to school night.

Baseline: More than 90% of families attended parent conferences and back to school night

17/18: Maintain 90%

MET - 90% of families attended at least one school event. 95% attended parent conferences as recorded on sign-in sheets. 36% completed the parent input survey.

Expected

Metric: Attendance data from Schoolwise SIS and as reported on CALPADS

Baseline: 95%

17/18: Maintain 95% or greater

Metric: Chronic absenteeism rate as reported in Schoolwise SIS

Baseline: As of May 14, 2017, our chronic absentee rate is 18 (6%)

17/18: Maintain chronic absenteeism rate of 5% or less

Metric: William's FIT Report

Baseline: Good Score was reported on the FIT for our annual inspection

17/18: Maintain Good Score on the annual FIT report

Actual

MET - 94.5%

NOT MET - As of March 8, 2018, 8% of students were chronically absent

MET - Facilities were maintained and scored a 96.5% (GOOD or better) on the FIT report 9/2017

Expected

Metric: Maintain low suspension rate below the state average, which is currently 3.8%

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

17/18: Maintain low suspension rate below the state average

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

Baseline: Expulsion rate was reported as 0 on the California Dashboard.

17/18: Maintain low expulsion rate below the state average

Metric: CA Healthy Kids Survey Results

Baseline: 90% of students reported feeling safe at school.

17/18: At least 85% of students will indicate that they feel safe at school as reported on the CA Healthy Kids Survey

Actual

Suspension rate of 4% in 2016-17 was above state average. Data reported in 2016-17 was taken from DataQuest (number of incidents versus number of students, as reported in Dashboard) which makes comparison to prior year impossible.* (Met/Not Met descriptor N/A for this outcome due to data inaccuracy from prior year.)
Suspension rate as of 3/2018 is 2%

MET - 0% expelled

MET - 88% of students indicated that they felt safe at school as reported on the CA Healthy Kids Survey

Actions/Services

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

Action 1

Planned Actions/Services

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.

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 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

Actual Actions/Services

1A District provided communication to promote regular attendance and to encourage participation in school events through weekly Alert Now notifications, Weekly Bulletin, weekly Jupiter Grades, School Wise SIS, and weekly classroom newsletters to inform parents of school programs. The school website was maintained with on-going information.

1B The following opportunities for parent involvement were offered: Community Club, Technology Committee, FEF, Site Council and Board meetings, Concerts, and Sports Events. Informational announcements promoted participation options available to parents. Community Club implemented schoolwide School Spirit Day, first Friday of each month, to increase student engagement and school pride.

Budgeted Expenditures

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

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

Estimated Actual Expenditures

Amount

1A \$11,990

1B \$0

1C \$0

1D \$5,888

1E \$0

1F \$21,124

1G \$0

1H \$26,487

1I

a. \$41,074

b. \$30,606

c. \$3,785

d. \$3,023

e. \$10,143

f. \$6,886

g. \$7,147

1J Expense is included in 1A

1K

a. \$117,067

b. \$15,071

c. \$39,696

1L

a. \$46,341

b. \$7,371

c. \$26,033

Planned Actions/Services

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

Actual Actions/Services

Volunteers were honored at an annual breakfast celebration. 1C All planned activities were conducted: 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 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 was offered. Restorative Practices techniques were explained and communicated to families at Back To School Night. 1E The Connect the Dots program was continued as a Staff to Student mentorship

Budgeted Expenditures

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

Source

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, 0015)

Estimated Actual Expenditures

1M

a. \$128,464

b. \$11,717

c. \$3,471

1N \$42,040

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

Source

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, 0015)

d. LCFF, Donations (RS 0000,

Planned Actions/Services

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

Actual Actions/Services

program

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

1G Schoolwide Character Strengths program was delivered at monthly assemblies and further supported in all school classrooms.

1H The Little Buddies, cross-age mentorship program, was organized to support positive school climate. Fieldtrip opportunities extended learning opportunities for students into the local community.

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.

Budgeted Expenditures

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)

Budget Reference

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

Estimated Actual Expenditures

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)

Budget Reference

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)

Planned Actions/Services**Actual Actions/Services**

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

(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)
 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

Estimated Actual Expenditures

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)
 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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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)

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)

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide transportation for students in need

Bus transportation to and from school was provided to enable students especially those with limited family transportation to attend school.

Amount: \$9,840

Source: Sup/Con RS0001

Budget Reference:
Transportation Contribution

Amount: \$10,642

Source: Sup/Con RS0001

Budget Reference: Transportation Contribution

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Promote Freshwater Educational Foundation to further enhance educational programs and our campus.

Staff continued to encourage participation in Freshwater Educational Foundation events such as Lego and Game nights and Enrichment classes. FEF also provided mini-grants to staff members to improve our school community and sponsored Battle of the Books.

Amount: \$0

Source

Budget Reference

Amount: \$0 (No additional costs beyond those covered in salaries/benefits in Goal 2)

Source

Budget Reference

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Fully implemented. One challenge was to coordinate volunteer groups to provide informational displays at parent events. This will be carried over for implementation in 2108-19. More in-depth training and greater implementation of restorative practices occurred. Deferred maintenance funding level is not sufficient to address identified future facility needs; the district is pursuing a school improvement bond measure. Chronic Absenteeism outcome was not met, district will be proactive in improving communication to families regarding regular attendance.

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

Parents/families participation in school events met expected outcomes.
FIT reports indicate facilities are in GOOD condition.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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 will be revised to align with Dashboard.
Actions to address needs of chronically absent students will be added, Goal 3.
Parent survey data is extracted from CHKS every other year, starting 2017-18. Local survey will be revised and administered in alternate years, next in 2018-19.

Stakeholder Engagement

LCAP Year: 2018-19

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?

LCAP Annual Update Meetings with teachers and FTA bargaining unit: 2/15/18, 4/5/18, 5/17/18

Student input on school needs and their sense of connectedness was collected through the CHKS survey for students. This was conducted on 2/27/18 and also administered to Staff and Parents. Freshwater surveys students with a local survey on alternate years. This was the year for the CHKS; next year's survey will address other LCAP priorities as well as those on school climate.

LCAP Annual Update School Site Council Meetings: 3/5/18, 5/14/18

LCAP Annual Update Board Meetings: 2/13/18, 3/13/18

LCAP Annual Update Classified Staff Meeting: 4/6/18

Community Club Meeting: 4/2/18

Freshwater Educational Foundation: 5/8/18

Impact on LCAP and Annual Update

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

Stakeholders were supportive of current goals and programs and services and wish to see them continue. At various meetings they recommended: Include schoolwide running club, spirit days, class plays, Battle of the Books, Fall Festival and school garden program as actions in goal 3 to promote school engagement and a positive school climate.

In addition, other suggestions to explore were offered:

Options to develop interventions or study hall before school or during the school day.

Extend computer lab hours to open for community use.
Feasibility of providing reading intervention based on Dashboard results in orange for LI in addition to math intervention.
Review attendance incentives and awards options to address chronic absenteesim.
Stakeholders were also interested in reporting in the LCAP specific activities which were conducted during the year.
Include parent survey results from CHKS for school safety
Hold a digital citizenship information night for parents
CHKS survey staff results indicate a need for more professional development on working with special needs students

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

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 Priorities: 1, 2, 4, 7

Local Priorities: 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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).	Math scores 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 ELPAC	Each EL student will advance at least 1 fluency level on the ELPAC	Each EL student will advance at least 1 fluency level on the ELPAC

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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 and the SS implementation survey

Evidenced in 100% of classrooms

Evidenced in 100% of classrooms

Evidenced in 100% of classrooms and the majority of items on the SS survey of teachers will be at Full Implementation or higher.

Evidenced in 100% of classrooms and the majority of items on the SS survey of teachers will be at Full Implementation or higher.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

EL reports to parents with detail on English Language Development progress and progress on other Calif State Standards.

All ELs have access to ELD and CSS.

All ELs have access to ELD and CSS.

All ELs have access to ELD and CSS.

All ELs have access to ELD and CSS.

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Freshwater Elem

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

N/A

1B After school Homework Help will be provided by certificated staff to provide additional supports for students in need.

1B After school Homework Help will be provided by certificated staff to provide additional supports for students in need.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	1A \$7,080 \$1,500	1A \$9,668 \$1,500	
	1B Included in 1A	1B Included in 1A	
Source	1A Sup/Con RS0001	1A Sup/Con RS0001	
	1B Referenced in 1A	1B Referenced in 1A	
Budget Reference	1A Salaries/Benefits Afterschool snacks	1A Salaries/Benefits Afterschool snacks	
	1B Referenced in 1A	1B Referenced in 1A	

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

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

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

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2A \$57,786 2B \$88,602	2A \$76,831 2B \$91,802	

Year	2017-18	2018-19	2019-20
Source	2A Sup/Con RS0001 2B Sup/Con RS0001	2A Sup/Con RS0001 2B Sup/Con RS0001	
Budget Reference	2A Salaries/Benefits 2B Salaries/Benefits	2A Salaries/Benefits- classified 2B Salaries/Benefits- certificated	

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

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

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4A \$9,807 4B \$19,320 4C \$11,520	4A \$9,159 4B \$15,000 4C \$11,520	
Source	4A LCFF (RS 0000, 0221) 4B LCFF 4C LCFF	4A LCFF (RS 0000, 0221) 4B LCFF 4C LCFF	
Budget Reference	4A (GL-FN 1133-1000) Classified Salary/Benefits 4B Supplies 4C Services	4A (GL-FN 1133-1000) Classified Salary/Benefits 4B Supplies 4C Services	

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Limited to Unduplicated Student Groups

Specific Schools, Freshwater School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Unchanged because this action was not in the current year LCAP

Math Teacher will provide additional instruction and intervention services to accommodate large class sizes and combination classes
ELPAC coordinator will manage ELPAC and other assessments and services for EL students.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$26,504	
Source	NA	Supp/Con	
Budget Reference	NA	Certificated Salary & Benefits	

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

Modified

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 Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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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

Running Records for reading intervention and for classroom program

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

1. Reading Specialist will increase the reading level of students in grades 1-5 by an average of .75 year's growth
2. (Set baseline for reading proficiency for classrooms based on 2017-18 data)

1. Reading Specialist will increase the reading level of students in grades 1-5 by an average of .75 year's growth
2. (Set Performance targets for classroom improvement based on 2017-18 data)

1. Reading Specialist will increase the reading level of students in grades 1-5 by an average of .75 year's growth
2. (Revise Performance targets for classroom improvement based on 2018-19 data)

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Physical Fitness
Test Results

Baseline was calculated by averaging the scores reported on CDE's Physical Fitness Test results. Baseline was 69%.

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

At least 70% of Fifth Graders tested will be in the Healthy Fitness Zone based on 2017-18 results (lagging year data)

At least 70% of Fifth Graders tested will be in the Healthy Fitness Zone based on 2018-19 results (lagging year data)

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students, including students with disabilities will have access to art, music, and other enrichment activities as shown in teacher lesson plans, classroom observations, and report cards	100% of students, including students with disabilities, had access to art, music, and other enrichment activities	100% of students, including students with disabilities, had access to art, music, and other enrichment activities	100% of students, including students with disabilities, had access to art, music, and other enrichment activities	100% of students, including students with disabilities, had access to art, music, and other enrichment activities
Personnel records, SARC	100% of teachers are properly credentialed and assigned	100% of teachers are properly credentialed and assigned	100% of teachers are properly credentialed and assigned	100% of teachers are properly credentialed and assigned
Board Resolution of Sufficiency of Instructional Materials, SARC	100% of students, including SWD, have access to CSS aligned instructional materials	100% of students, including SWD, have access to CSS aligned instructional materials	100% of students, including SWD, have access to CSS aligned instructional materials	100% of students, including SWD, have access to CSS aligned instructional materials

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

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

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

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

Amount

1A\$1,102,272 (teachers) \$138,046
(aides, monitors,

1A\$1,156,832 (teachers) \$143,793
(aides, monitors, subs)
1B \$115,112
1C
A\$195,855
B\$118,846
C\$419
D\$57,689
E\$82,052
1D
A\$151,524
B\$8,404
C\$2,750

1A\$1,156,832 (teachers) \$143,793
(aides, monitors, subs)
1B \$65,112
1C
A\$195,855
B\$118,846
C\$419
D\$57,689
E\$82,052
1D
A\$151,524
B\$8,404
C\$2,750

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

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)

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 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, 0212, 1100, 6300)

1C

a. Special Education (RS 0000, 3310, 6500, 7690)

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 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)

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)

Year	2017-18	2018-19	2019-20
Budget Reference	<p>1A Salaries/Benefits (GL-FN 1110-1000, 1310-1000)</p> <p>1B Instructional Materials (GL-FN 1110-1000), (OB 4110, 4310, 4312)</p> <p>1C. a. Certificated Salaries/Benefits (Goal 5XXX) b. Classified Salaries/Benefits c. Supplies d. Services e. Chargeback and Indirect</p> <p>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)</p>	<p>1A Salaries/Benefits (GL-FN 1110-1000, 1310-1000)</p> <p>1B Instructional Materials (GL-FN 1110-1000), (OB 4110, 4310, 4312)</p> <p>1C. a. Certificated Salaries/Benefits (Goal 5XXX) b. Classified Salaries/Benefits c. Supplies d. Services e. Chargeback and Indirect</p> <p>1D a. (GL-FN 1192-7100, GL-FN 1110-2700) Certificated Salary and Benefits b. Services (GL-FN 1110-2700) (OB 5201-5300) c. Co-op Contract (OB 5811)</p>	<p>1A Salaries/Benefits (GL-FN 1110-1000, 1310-1000)</p> <p>1B Instructional Materials (GL-FN 1110-1000), (OB 4110, 4310, 4312)</p> <p>1C. a. Certificated Salaries/Benefits (Goal 5XXX) b. Classified Salaries/Benefits c. Supplies d. Services e. Chargeback and Indirect</p> <p>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)</p>

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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 Develop Summative Math Assessments and establish a baseline

2B Utilize Summative Math Assessments to measure student growth

2B Utilize Summative Math Assessments to measure student growth

2C Continue to administer SBAC Interim Assessments

2C Continue to administer SBAC Interim Assessments

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 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

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

2E Increase the reading level of students

2F Monitor reading proficiency scores

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

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

2E Increase the reading level of students

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

Year	2017-18	2018-19	2019-20
Amount	2A – 2D Included in Budgeted Expenditures for Goal	2G A. \$5,220 B. \$7,250	2A – 2D Included in Budgeted Expenditures for Goal

Year	2017-18	2018-19	2019-20
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 – a. LCFF, Fundraising (RS 0016, 0000) 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 – a. LCFF, Fundraising (RS 0016, 0000) 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 – a. LCFF, Fundraising (RS 0016, 0000) b. LCFF, Fundraising (RS 0016, 0000)</p>
Budget Reference	<p>2A – 2D Included in Budgeted Reference for Goal 2, Actions 1A, 1B</p> <p>2E – See Budget Reference for Goal 2, Action 1A</p> <p>2F - See Budget Reference for Goal 2, Action 1A</p> <p>2G – a. Library Supplies (GL-FN 1110-2420) b. Library services</p>	<p>2A – 2D Included in Budgeted Reference for Goal 2, Actions 1A, 1B</p> <p>2E – See Budget Reference for Goal 2, Action 1A</p> <p>2F - See Budget Reference for Goal 2, Action 1A</p> <p>2G – a. Library Supplies (GL-FN 1110-2420) b. Library services</p>	<p>2A – 2D Included in Budgeted Reference for Goal 2, Actions 1A, 1B</p> <p>2E – See Budget Reference for Goal 2, Action 1A</p> <p>2F - See Budget Reference for Goal 2, Action 1A</p> <p>2G – a. Library Supplies (GL-FN 1110-2420) b. Library services</p>

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

Modified

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 Priorities: 1, 3, 5, 6

Local Priorities: NA

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

2017-18 - 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.
 2018-19 - METRIC REVISED - Surveys to parents, in alternating years, local survey in 2018-19, CHK survey in 2019-20 and local Priority 6 survey to teachers

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. (2016-17)

97% of parents completing the CHKS agreed or strongly agreed they felt their children were safe at school and 100% of teachers indicated? they felt safe at school all or most of the time

95% of parents completing the Freshwater School District survey designed for their group will agree they and/or their children feel safe at and connected to school most of or all the time.
 95% of teachers will indicate they felt safe at school all or most of the time

95% parents completing the CHKS for designed for their group will agree they and/or their children feel safe at and connected to school most of or all the time.
 95% of teachers will indicate they felt safe at school all or most of the time

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Participation at parent conferences and back to school night.

More than 90% of families attended parent conferences and back to school night

98% of families attended parent conferences

Maintain over 95% participation in parent conferences

Maintain over 95% participation in parent conferences

METRIC REVISED 2108-20 - Participation at parent conferences

Parent attendance at school events and performances, such as: Back to School Night, All School Picnic, Open House, Invention Convention, Science Fair, concerts and sports events.

90% of families attended at least one school event

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance data from Schoolwise SIS and as reported on CALPADS	95%	94.5%	Maintain 95% or greater	Maintain 95% or greater
William's FIT Report	Good Score was reported on the FIT for our annual inspection	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.	4% suspension rate	Improve suspension rate to yellow as reported on CA Dashboard	Improve suspension rate to green as reported on CA Dashboard
Maintain low expulsion rate below the state average, which is currently .09%	Expulsion rate was reported as 0 on the California Dashboard.	0 expulsions	Maintain low expulsion rate in green or higher as reported on CA Dashboard	Maintain low expulsion rate in green or higher as reported on CA Dashboard

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA Healthy Kids Survey Results	90% of students reported feeling safe at school.	88% of students felt safe at school as reported on the CA Healthy Kids Survey	At least 85% of students will indicate that they feel safe at and connected to school as reported on the CA Healthy Kids Survey 2017-18 results (lagging year data)	At least 85% of students will indicate that they feel safe at and connected to school as reported on the Freshwater district Survey 2018-19 results (lagging year data)
Chronic absenteeism rate as reported in Schoolwise SIS	As of April 14, our chronic absentee rate is 9 (3%)	Chronic absenteeism rate of 8%	Chronic absenteeism rate of 5% or less	Chronic absenteeism rate of 5% or less

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

Specific Schools, Freshwater Elem

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

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.

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

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.

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

N/A

promote participation options available to parents. Honor 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

promote participation options available to parents. Honor 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

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.

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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

Year	2017-18	2018-19	2019-20
Amount	1A \$9,050 1B \$0 1C \$0 1D \$6,126 1E \$0 1F \$20,93	1A \$11,990 1B \$0 1C \$0 1D \$9,000 1E \$0 1F \$21,747 1G \$0 1H \$26,487 1I a.\$42,185 b.\$38,058 c.\$3,169 d.\$3,023 e.\$11,775 f.\$2,800 g.\$8,168 1J Expense is included in 1A	

1K
a. \$115,684
b. \$15,844
c. \$40,196

1L
a. \$41,642
b. \$7,371
c. \$26,033

1M
a. \$146,571
b. \$8,000
c. \$3,471

1N \$44,874

Source

1A LCFF, Lottery
(RS 0000, 1100)

1D Educator Effectiveness, LCFF
(RS 0000, 6264)

1F Title II
(RS 3010)

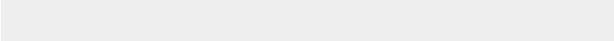
1H LCFF, Lottery

1A LCFF, Lottery
(RS 0000, 1100)

1D LCFF
(RS 0000)

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, 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

(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, 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

Budget Reference

c. Daycare
1N LCFF (RS 0000)

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)
b. Music-classified salary and benefits
c. Supplies
d. Services
e. Athletics-classified salary and benefits, (GL-FN 1300-4200)
f. Supplies
g. Services

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)
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)

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)

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Freshwater Elem

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide transportation for students in need

Provide transportation for students in need

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$9,840

\$12,081

Source	Sup/Con RS0001	Sup/Con RS0001	
Budget Reference	Transportation Contribution	Transportation Contribution	

Action #3

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

Students to be Served

Location(s)

All Students, Students with Disabilities

Specific Schools, Freshwater Elem

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Promote Freshwater Educational Foundation to further enhance educational programs and our campus.

N/A

N/A

Budgeted Expenditures

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

Action #4

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

Students to be Served

Location(s)

All Students, Students with Disabilities

Specific Schools, Freshwater Elementary

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

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

New

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

Unchanged

2017-18 Actions/Services

(NOT IN PLAN)

2018-19 Actions/Services

3.4 Share information with families on the importance of regular attendance at Back to School Night, other school events and in written communications. Identify students at risk of becoming chronically absent at end of each quarter. Meet with families to assess any barriers to attendance.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$0

\$0

Source	NA	NA	
Budget Reference	NA	NA	

Action #5

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

Students to be Served

Location(s)

All Students

Specific Schools, Freshwater Elementary

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Unchanged

New

Modified

2017-18 Actions/Services

(NOT IN PLAN)

2018-19 Actions/Services

3.5 Meet with staff and students to develop meaningful attendance incentive and/or recognition program. Pilot beginning second quarter. Evaluate impact at year end.

2019-20 Actions/Services

3.5 Implement attendance incentive and/or recognition program developed in prior year. Evaluate impact at year end.

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 146,729

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.

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%.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$192,943

Percentage to Increase or Improve Services

8.36%

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.

Freshwater Elementary School District will provide the following services to support the needs of our unduplicated students: Classroom Aides, a Reading Specialist, Math and Reading 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. Aide time will be increased in 2018-19. 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. An additional certificated staff member will provide differentiated math instruction, math intervention and will coordinate services for ELs. 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 cost of these services is \$218,386, which exceeds that supplemental concentration grant amount of \$192,943. The effectiveness of these practices will be reflected in growth in performance in both ELA and Math, and our academic performance indicators on the Dashboard. We will continue to provide transportation to students in need to maintain our high attendance rate of 95%.