

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Freshwater Elementary School District

CDS Code: 12628280000000

School Year: 2021-22

LEA contact information:

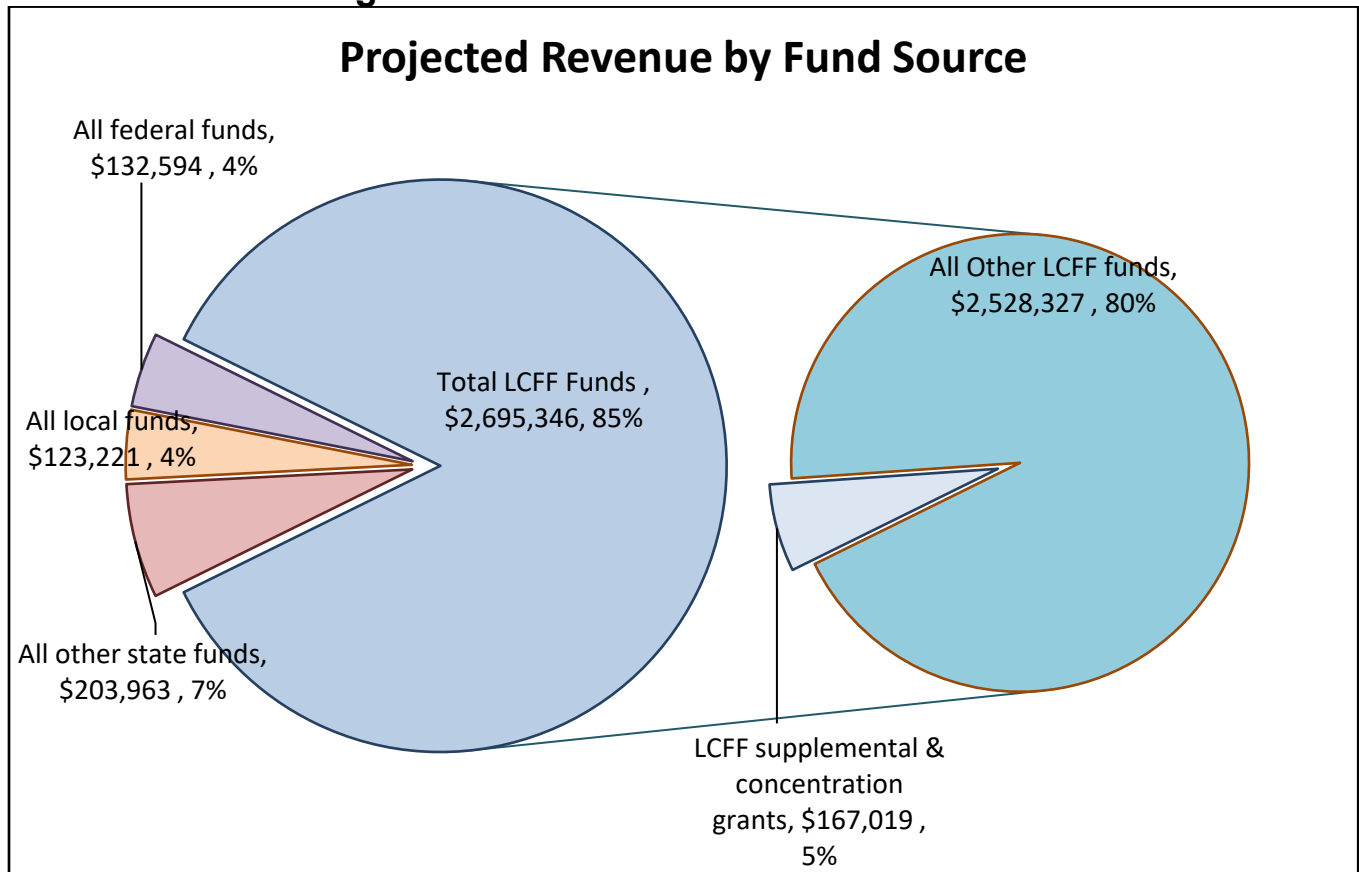
Si Talty

Superintendent

(707) 442-2969

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

Budget Overview for the 2021-22 School Year

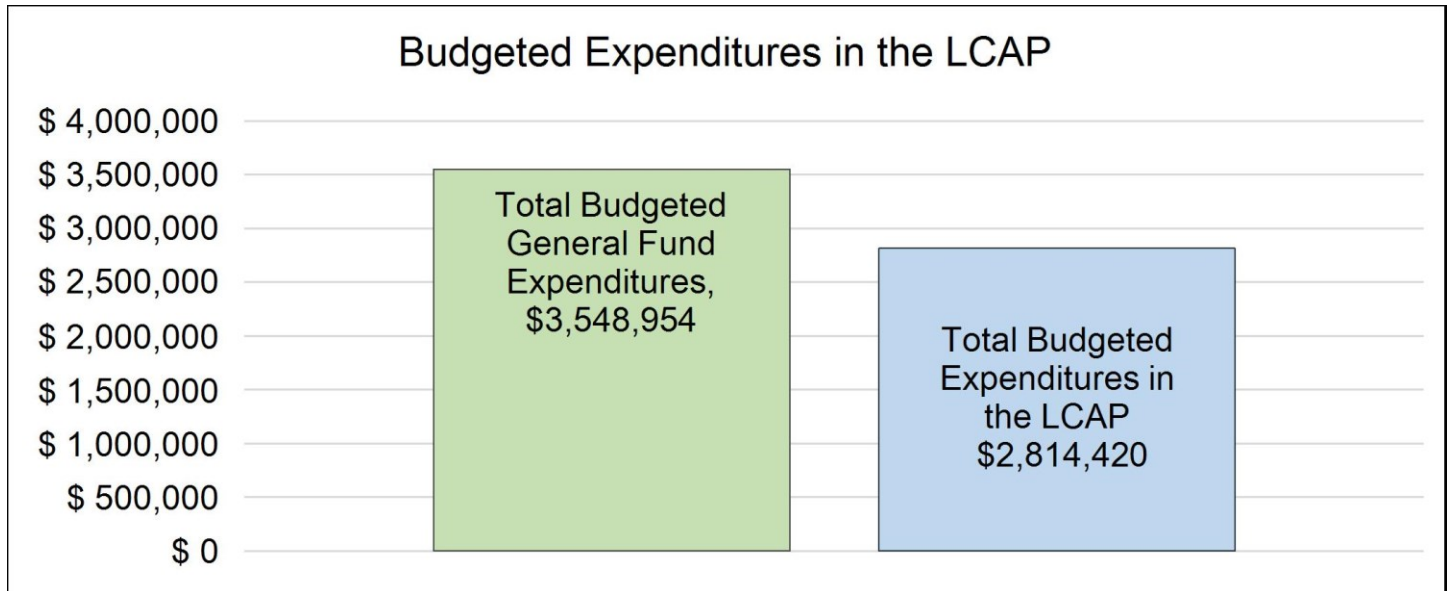


This chart shows the total general purpose revenue Freshwater Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Freshwater Elementary School District is \$3,155,124, of which \$2,695,346 is Local Control Funding Formula (LCFF), \$203,963 is other state funds, \$123,221 is local funds, and \$132,594 is federal funds. Of the \$2,695,346 in LCFF Funds, \$167,019 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Freshwater Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Freshwater Elementary School District plans to spend \$3,548,954 for the 2021-22 school year. Of that amount, \$2,814,420 is tied to actions/services in the LCAP and \$734,534 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

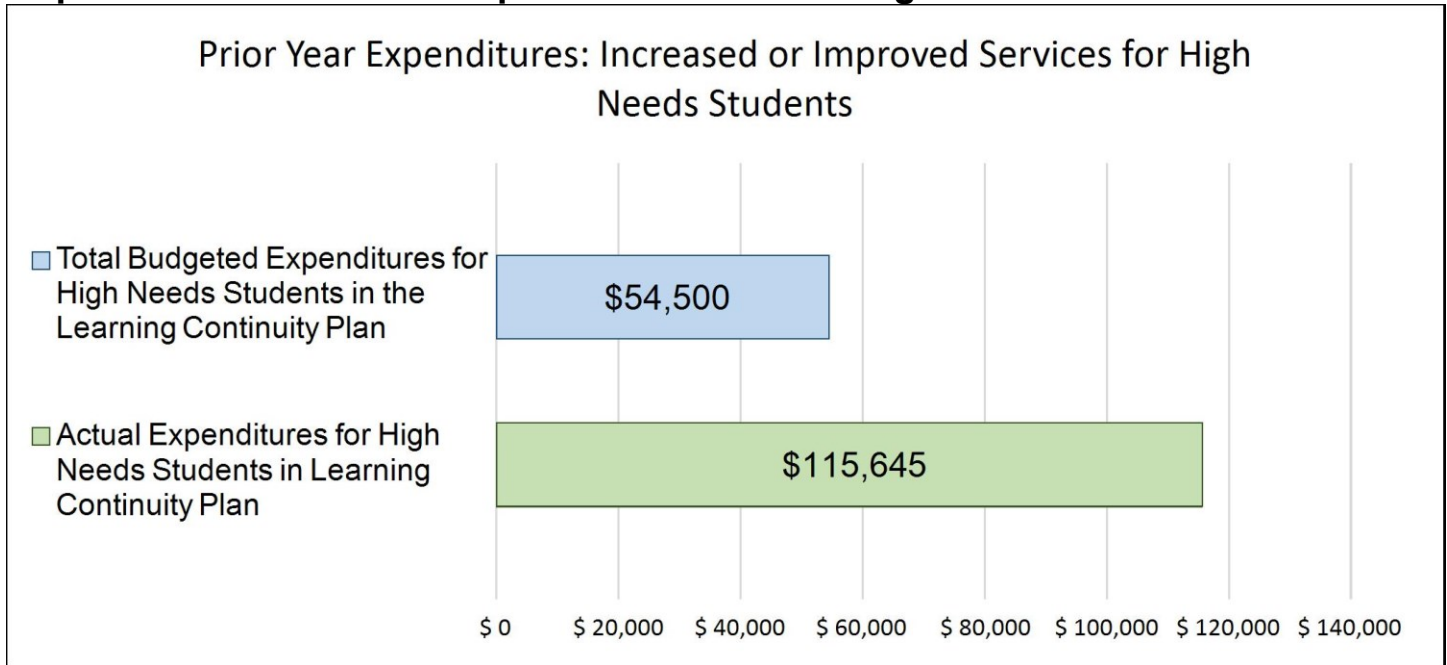
The total General Fund Budget Expenditures that are not included in the LCAP is \$734,534. These costs are associated with services and fees that are not directly tied to LCAP goals such as contracted services, inter-lea contracts, supplies, retired teacher benefits, utilities, pupil insurance, copiers, legal and audit fees, insurance fees, STRS and PERS liability, summer school, athletics and Co'op fees.

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

In 2021-22, Freshwater Elementary School District is projecting it will receive \$167,019 based on the enrollment of foster youth, English learner, and low-income students. Freshwater Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Freshwater Elementary School District plans to spend \$672,720 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Freshwater Elementary School District's Learning Continuity Plan budgeted \$54,500 for planned actions to increase or improve services for high needs students. Freshwater Elementary School District actually spent \$115,645 for actions to increase or improve services for high needs students in 2020-21.

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

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

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

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

Goal 1

Provide additional supports for high quality learning experiences for all students in need including low-income pupils, foster youth, and English Learners and other students in need of additional academic support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC results in Math for Socioeconomically Disadvantaged Students as reported on the California Dashboard</p> <p>19-20 Maintain high status in Math</p> <p>Baseline Math scores are reported Medium, 13 points below level 3. These scores declined significantly (-16.5 points).</p>	<p>SBAC assessments were not administered in 2020. Results from 2019 CAASPP indicate no student groups were in the red or orange in ELA or Math. SED students were reported as Green in ELA, an increase of 6.6 points. They were in Yellow in Math, a decline of 9.1 points.</p> <p>Results from local measures which included teacher end of unit, text-book embedded assessments, local district and teacher-made assessments can be seen in Goal 2.</p>
<p>Metric/Indicator EL Development based on CELDT (ELPAC) scores</p> <p>19-20 Baseline will be established using results from ELPAC. In subsequent years, student progress will be calculated by comparing student scores to prior year's.</p> <p>Baseline Out of the 5 EL students that have been in our program, 60% moved up at least one level.</p>	<p>ELPAC ELD assessments were not administered in 2020. Fewer than 11 students were administered ELPAC in 2019, therefore public reporting is not available due to confidentiality protections. Local assessments were provided to individual students and families but were not aggregated.</p>

Expected	Actual
<p>Metric/Indicator EL Reclassification Rate</p> <p>19-20 Maintain 30% or greater reclassification rate for students that have been in our program for 3 years</p> <p>Baseline No EL students were eligible for reclassification this year as per CELDT guidelines.</p>	<p>No EL students were reclassified in 2019-20. Student numbers at each level are too small to disclose.</p>
<p>Metric/Indicator 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</p> <p>19-20 Evidenced in 100% of classrooms and the majority of items on the SS survey of teachers will be at Full Implementation or higher.</p> <p>Baseline Evidenced in 100% of classrooms</p>	<p>SS Survey was not conducted but Full implementation was evidenced in 100% of classes through other methods listed</p>
<p>Metric/Indicator EL reports to parents with detail on English Language Development progress and progress on other Calif State Standards.</p> <p>19-20 All ELs have access to ELD and CSS.</p> <p>Baseline All ELs have access to ELD and CSS.</p>	<p>Reports reflecting EL students' results in ELD and all other subjects were shared with 100% of families with EL students by the EL coordinator and classroom teachers</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1A After school intervention classes will be provided by certificated staff to further support students that did not score High in Math on CAASPP scores from the previous year.</p> <p>1B After school Homework Help will be provided by certificated staff to provide additional supports for students in need.</p>	<p>1B Included in 1A 3000-3999: Employee Benefits Supplemental and Concentration \$10,087</p> <p>1B Referenced in 1A \$1,500</p>	<p>1B Included in 1A 3000-3999: Employee Benefits Supplemental and Concentration \$13,248</p> <p>1B Referenced in 1A \$1,510</p>
<p>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</p> <p>2B Reading Specialist will utilize Running Records and provide reading intervention to students in need</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$76,893</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$96,664</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$66,102</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,924</p>
<p>3A Utilize district-wide CCSS aligned writing rubrics to benchmark and assess Narrative writing and compare to baseline scores from past years.</p> <p>3B Track student growth in Math and ELA using digital assessment tools</p> <p>3C Monitor and review SBAC scores.</p> <p>Maintain high status in both Math and ELA.</p>	<p>\$0</p>	<p>\$0</p>
<p>4A We will continue to implement new technologies in the classroom to enhance teaching practices and improve student learning. An additional Chrome Book cart will be purchased to increase student access to technology-based learning. District will explore sound system needs and purchase upgraded equipment as needed.</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$10,102</p> <p>4000-4999: Books And Supplies LCFF \$15,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$14,161</p> <p>4000-4999: Books And Supplies LCFF \$37,280</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF \$11,520 4000-4999: Books And Supplies LCFF \$20,000	5000-5999: Services And Other Operating Expenditures LCFF \$13,200 4000-4999: Books And Supplies LCFF \$23,938
Math Teacher will provide additional instruction and intervention services to accommodate large class sizes and combination classes which will be a particular benefit to unduplicated students. ELPAC coordinator will manage ELPAC and other assessments and services for EL students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,889 1000-1999: Certificated Personnel Salaries LPSBG RS 7510 \$3,681 2000-2999: Classified Personnel Salaries LPSBG RS 7510 \$8,389	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$23,077 1000-1999: Certificated Personnel Salaries LPSBG RS 7510 \$1,775 2000-2999: Classified Personnel Salaries LPSBG RS 7510 \$0

Goal Analysis

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

A shifting of funds was necessary to deliver planned actions to adapt to distance learning. The EL Coordinator attended trainings and communicated with classroom teachers and families of EL students to insure needs were met during Distance Learning. Additional technology and curriculum purchases were made to support distance learning (i.e. sound systems, chromebooks, zoom accounts, IXL, SeeSaw, Zearn, and ELA materials). These expenditures are referenced under the LCP Annual Update.

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

The largest challenge at the onset of COVID in March that resulted in school closure was that District staff were unprepared to provide instruction remotely. The district immediately purchased zoom accounts and got training for all staff on zoom and digital instruction pedagogy so that teachers and paraprofessionals could successfully deliver high quality standards aligned instruction and engage students in distance learning.

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: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC results as reported on the California Dashboard 19-20 Maintain high status in both Math and ELA Baseline Math and ELA are reported High. Math scores 10.2 points and ELA scores 38.7 points above level 3.	No Dashboard reports were generated in 2020. Results from CAASPP 2019 indicated: Green status in ELA, 22.9 points above standard, and Yellow in Math, 8.8 points below, a decline of 9.1 points. Math results on local assessments - 87% of TK-2 students were proficient in Math District summaries of proficiency in math for students in other grades were not calculated due to lack of a digital assessment tool Classroom Reading results on local assessments - 71% 1-6 reading at grade level on spring assessments. 4% change overall. 2 grades show growth. 2 grades declines. 2 grades no results
Metric/Indicator District Writing Rubrics 19-20	Writing genre studied in 2019-20 was Opinion Writing 85% of TK-5 students had moved up a level and 59% were proficient in the spring.

Expected	Actual
<p>70% percent of all students will move up a level on Narrative Writing rubric</p> <p>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.</p>	
<p>Metric/Indicator Running Records for reading intervention and for classroom program</p> <p>19-20 1. Reading Specialist will increase the reading level of students in grades 1--5 by an average of .75 year's growth</p> <p>2. Student growth in reading from fall to spring measured in classrooms grades K-5 will exceed 16.5%</p> <p>Baseline 1. Reading Specialist Program - Average growth was 1.2 years for reading proficiency in grades 1-5.</p> <p>2. Baseline for classroom programs not yet established</p>	<p>Average growth .84 years (Classroom reading results above in metric # 1)</p>
<p>Metric/Indicator Physical Fitness Test Results</p> <p>19-20 At least 70% of Fifth Graders tested will be in the Healthy Fitness Zone based on 2018-19 results (lagging year data)</p> <p>Baseline Baseline was calculated by averaging the scores reported on CDE's Physical Fitness Test results. Baseline was 69%.</p>	<p>No PFT administered in 2020. Results for 5th graders tested in 2018-19 indicated: 50% in HFZ in 6/6 standards, 77% in 5/6 and 93% in 4/6.</p>

Expected	Actual
<p>Metric/Indicator 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</p> <p>19-20 Evidenced in 100% of classrooms</p> <p>Baseline Evidenced in 100% of classrooms</p>	100%
<p>Metric/Indicator 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</p> <p>19-20 100% of students, including students with disabilities, had access to art, music, and other enrichment activities</p> <p>Baseline 100% of students, including students with disabilities, had access to art, music, and other enrichment activities</p>	100%
<p>Metric/Indicator Personnel records, SARC</p> <p>19-20 100% of teachers are properly credentialed and assigned</p> <p>Baseline 100% of teachers are properly credentialed and assigned</p>	100%. Two local assignment options identified and approved by the school board.
<p>Metric/Indicator Board Resolution of Sufficiency of Instructional Materials, SARC</p> <p>19-20 100% of students, including SWD, have access to CSS aligned instructional materials</p> <p>Baseline</p>	100%

Expected	Actual
100% of students, including SWD, have access to CSS aligned instructional materials	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>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.</p> <p>1C Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans</p> <p>1D Administration provides instructional leadership for staff and supports implementation of SS aligned materials</p>	<p>Teachers LCFF, Title 1, EPA, Title II, REAP, Lottery (RS 0000, 3010, 1400, 4035, 5820, 1100) \$1,206,914 \$128,641</p> <p>Aides, Monitors and Substitutes LCFF, Title 1, EPA, Title II, REAP, Lottery (RS 0000, 3010, 1400, 4035, 5820, 1100) \$57,715</p> <p>Certificated Salaries/Benefits (Goal 5XXX) 1000-1999: Certificated Personnel Salaries Special Education \$208,121 2000-2999: Classified Personnel Salaries Special Education \$116,758 4000-4999: Books And Supplies Special Education \$669 5000-5999: Services And Other Operating Expenditures Special Education \$52,727 Chargeback and Indirect Special Education \$70,337</p>	<p>Teachers LCFF, Title I, EPA, Title II, REAP, Lottery (RS 0000, 3010, 1400, 4035, 5820, 1100) \$1,157,372</p> <p>Referenced in Goal 2, Action 1A</p> <p>Aides, Monitors and Substitutes LCFF, Title I, EPA, Title II, REAP, Lottery (RS 0000, 3010, 1400, 4035, 5820, 1100) \$214,395</p> <p>Certificated Salaries/Benefits (Goal 5XXX) 1000-1999: Certificated Personnel Salaries Special Education \$133,681 2000-2999: Classified Personnel Salaries Special Education \$57,202 4000-4999: Books And Supplies Special Education \$971 5000-5999: Services And Other Operating Expenditures Special Education \$45,315 Chargeback and Indirect Special Education \$37,284</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Lottery \$161,591 5000-5999: Services And Other Operating Expenditures LCFF \$10,329	1000-1999: Certificated Personnel Salaries Lottery \$21,259 5000-5999: Services And Other Operating Expenditures LCFF \$284,827
2A Utilize district-wide CCSS aligned writing rubrics to assess Argumentative writing. 2B Utilize Summative Math Assessments to measure student growth 2C Continue to administer SBAC Interim Assessments 2D Utilize best practices for effective instruction in Math and ELA 2E Utilize best practices for effective instruction in reading 2F Monitor reading proficiency scores 2G Art, music, library, and other enrichment activities are offered for all grades.	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 \$5,220 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 \$7,250	Referenced in Goal 2, Action 1A and 1B Referenced in Goal 2, Action 1A and 1B

Goal Analysis

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

All actions were implemented as planned although modified during the Distance Learning phase of the year. Some funds were shifted to support new learning needs from home. Additional technology (staff and student devices), Zoom accounts, online curriculum and assessments, training for staff and internet connectivity for families were purchased and provided.

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

Assessments were extremely challenging to conduct remotely and for that reason some were not completed in Grades 3-6.. Lack of state testing (SBAC, ELPAC, PFT) necessitated greater reliance on local assessments. Math intervention and homework help were also limited after school closure. Teachers found that engaging students remotely was challenging. Activities such as music, library, and extracurricular activities normally provided for enrichment that required students to gather together had to be reimaged and provided virtually. With COVID precautions, distributing books and materials presented many challenges as well. Staff quickly determined training needs and identified new curriculum programs to use in distance learning such as SeeSaw, Zearn, and IXL. Families were contacted to assess their technology needs and access to meals so that all students could participate successfully in remote learning. Chromebooks, hotspots, internet service and meals were provided to all families in need. PD was provided for all staff and devices and connectivity were supplied to families. Despite being in distance learning we successfully continued to employ paraprofessionals both in GE and SPED to support students learning from home. We also continued to provide vocal and dance instruction, band instruction, and PE instruction remotely via zoom. Title I Reading instruction, Speech and Special Education services, and Math intervention were still provided remotely after school closure via Zoom.

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: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>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.</p> <p>2018-19 - METRIC REVISED - Surveys to parents, in alternating years, local survey in 2018-19, 2019-20 - CHK survey will be administered to students, parents and staff</p> <p>19-20</p> <p>95% of parents completing the CHKS designed for their group will agree they and/or their children feel safe at and are connected to school most of or all the time.</p> <p>95% of teachers will indicate they felt safe at school all or most of the time</p>	<p>CHK parent survey not administered. With Distance Learning Model, parent input on student safety when at school was N/A.</p>

Expected	Actual
Baseline 95%	
Metric/Indicator William's FIT Report 19-20 Receive a Good Score on the annual FIT report Baseline Good Score was reported on the FIT for our annual inspection	Fair Score due to old portables on campus. The District is awaiting new construction funding to replace these.
Metric/Indicator Maintain low suspension rate below the state average, which is currently 3.8% 19-20 Maintain Green performance rating for Suspension Rate as reported on CA Dashboard Baseline Dashboard suspension rate was reported as 0.7% on the California Dashboard.	0% (2091-20)
Metric/Indicator Maintain low expulsion rate below the state average, which is currently .09% 19-20 Maintain 0% expulsion rate Baseline Expulsion rate was reported as 0 on the California Dashboard.	0% (2091-20)
Metric/Indicator CA Healthy Kids Survey Results 19-20	Most current CHK survey data (2081-19) 83% of students reported feeling safe at school most/all of the time

Expected	Actual
At least 90% of students will indicate that they feel safe at and are connected to school as reported on the CA Healthy Kids Survey 2018-19 results (lagging year data)	
Baseline 90% of students reported feeling safe at school.	
Metric/Indicator Chronic absenteeism rate as reported in Schoolwise SIS	4.9% reported in 2020.
19-20 Reduce Chronic absenteeism rate to 5% or less	
Baseline As of April 14, our chronic absentee rate is 9 (3%)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	LCFF, Lottery (RS 0000, 1100) Classroom Services: Jupiter Grades, Blackboard, School Wise SIS (GL-FN 1110-1000) (OB 5800, OB 5805, OB 5884) (GL-FN 1300- 4200) LCFF \$13,562 \$0 \$0	LCFF (RS 0000) Classroom Services: Jupiter Grades, Blackboard, School Wise SIS (GL-FN 1110-1000) (OB 5800, OB 5805, OB 5884) (GL-FN 1300- 4200) LCFF \$4,582 \$0 \$0
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 education assemblies, fall festival, lego nights, school spirit days, movie nights, enrichment classes, musical performances, community service elective and sports events.	Educator Effectiveness, LCFF (RS 0000, 6264) Professional Development (OB 5210) 5000-5999: Services And Other Operating Expenditures LCFF \$19,589	Educator Effectiveness, LCFF (RS 0000) Professional Development (OB 5210) 5900: Communications LCFF \$3,185

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	\$0 Counselor Salary/Benefits (GL-FN 1110-3900) Title II \$23,314	\$0 Counselor Salary/Benefits Title I \$23,297
1E Continue using Connect the Dots as a Staff to Student mentorship program	\$0 Field Trips (OB 5801, 5715) 5000-5999: Services And Other Operating Expenditures \$26,430	\$0 Field Trips (OB 5801, 5715) 5000-5999: Services And Other Operating Expenditures \$14,589
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.	LCFF, Donations (RS 0000, 0202, 0015) Music-certificated salary and benefits, (GL-FN 1228-1000) 1000-1999: Certificated Personnel Salaries Donations \$44,522	LCFF, Art/Music (RS 0000, 0202) (GLFN 1228-1000) 1000-1999: Certificated Personnel Salaries LCFF \$44,252
1G Continue implementing schoolwide Character Strengths program	LCFF, Donations (RS 0000, 0202, 0015) Music-classified salary and benefits 2000-2999: Classified Personnel Salaries Donations \$43,012	Art/Music (RS 0202) (GLFN 1228-1000) 2000-2999: Classified Personnel Salaries \$35,452
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		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide transportation for students in need	Transportation Contribution Supplemental and Concentration \$16,518	Transportation Contribution Supplemental and Concentration \$16,233
Promote Freshwater Educational Foundation to further enhance educational programs and our campus.	\$0	\$0
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.	\$0	\$0
3.5 Administrator will expand outreach efforts to inform families of importance of regular attendance and will meet with families to identify challenges to regular attendance and strategize solutions to overcome barriers. Individual incentive plans will be developed to encourage regular attendance.	4000-4999: Books And Supplies Lottery \$200	4000-4999: Books And Supplies Lottery \$424
Further implement PBIS, beginning with Tier 1 interventions and support. Use SWIS to track student behavior and identify interventions needed.		

Goal Analysis

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

All actions were implemented. In some cases budgeted amounts were included in another goal. Funds from actions that were implemented at a lower cost were shifted to provide technology needs necessary for students to participate in distance learning. Transportation and daycare were suspended when school closed. Additional funds were used to provide students with chromebooks and internet hot spots. Satellite services were installed, hotspots were delivered, and payment plans were covered by the district to insure connectivity for families in need.

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

At first it was a significant challenge to engage students remotely and maintain a healthy school climate without the ability to provide in-person instruction or gather for events, clubs, sports, and extracurricular activities due to COVID. The staff successfully made adjustments to traditional on-site practices to address distance learning and to sustain a safe and positive school climate for learning. Parent/Teacher Conferences were held virtually; families were surveyed quickly to determine connectivity, device, and food needs. A town hall meeting was also conducted to support families. Additionally, parent and student support services were provided weekly on zoom. The district created a family support ticket system on the website to quickly respond to individual family needs for food, internet, devices, or books. Concerns about school closure and potential learning loss increased parent participation at board meetings. Although student engagement was initially a challenge, attendance remained high during distance learning. The district Administrator conducted attendance outreach and met with families on zoom to create family support plans.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of PPE and cleaning supplies (masks, shields, plexiglass, no touch thermometers, handwashing stations) to ensure safety on campus.	\$17,500	\$6,481	No
Teacher Aides will provide support to students in small groups and one-on-one to address learning loss	\$10,500	\$16,945	Yes
Custodial Staff will increase school wide cleaning, disinfecting, and ventilation	\$5,000	\$6,419	No

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

In order to implement in-person instruction purchases were made to protect the health and safety of our staff and students. However, due to the small number of students needing to receive in-person instruction the amount of personal protective equipment and cleaning supplies purchased were lower than originally anticipated.

Analysis of In-Person Instructional Offerings

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

Based on county health department guidelines the school closed to in-person instruction in March. In-person instruction on campus was limited to students with IEPs and unique learning needs. The district did successfully operate a small learning hub for students who were struggling to engage with online learning from home. This additional support was supervised and supported by a certificated teacher.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Google Voice, Zoom Licenses, Untangle (Updated Networking Hardware)	\$2,100	\$6,798	No
Laptops, Chromebooks, Hotspots, and additional distance learning equipment.	\$21,000	\$67,546	Yes
Technology staffing hours to address distance learning needs	\$3,500	\$2,261	Yes
IXL, Zearn Workbooks, SeeSaw	\$7,285	\$11,832	No
Additional in service days for Certificated and Classified staff to prepare for distance learning	\$14,000	\$15,631	No

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

The budgeted expenditures were an estimate of the projected technology and connectivity needs. However, actual needs were much more significant than originally anticipated which created an increase in expenditures.

Analysis of the Distance Learning Program

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

The biggest challenge with delivering high quality instruction during our school closure was student engagement via zoom. Many families were out of work, without childcare, and lacking teacher training to properly support their children's learning needs when not on zoom with their teacher. Zoom fatigue and too much screen time was also an issue. Administering remote assessments was challenging and provided less accurate data. We were successful in training our staff in zoom and digital instruction to provide high quality remote learning. Staff were trained in Zoom, Google Classroom, and SeeSaw to maintain continuity of instruction virtually. We were successful identifying families in need through our website (family request tab) and were able to quickly respond to provide food, devices, and hotspots to families in need. Over 200 chromebooks were checked out to families to insure student access to curriculum and instruction. Teachers engaged all families and created learning plans to accommodate a variety of student needs. A weekly materials distribution center was set-up to enable families to get books, packets, and materials out to all students each week. The district continued to provide lunch via daily delivery to families in need. Attendance was high, but maintaining student engagement throughout the school day was a challenge. We provided a small, supervised learning hub for students in need on campus. We also installed internet for families that did not have online access at home and provided hotspots to families in need.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased Math Intervention	\$11,900	\$16,095	Yes
Increased Special Education Support	\$3,500	\$5,247	Yes

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

Due to the rise of COVID-19 cases in our County, our student population received exclusive distance learning instruction for the majority of the year. As such, math intervention and special education classes were provided by certificated and classified staff virtually.

Analysis of Pupil Learning Loss

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

The District's biggest challenge was student engagement on zoom and lack of learning support at home when not on zoom. Assessments were difficult to administer remotely and data was not always reliable. The District purchased Zearn workbooks, SeeSaw, and IXL to support student learning and to assess students remotely. Assessments were conducted at the beginning, middle, and end of year to identify learning loss and provide additional support to students in need. Our math specialist continued to support students via zoom and special education staff supported students on zoom. Our EL coordinator communicated with classroom teachers and parents to provide additional supports as needed. Classroom aides and SCIA's provided small group and one:one instruction via Zoom to students in need of additional support. We created a learning hub staffed by a certificated teacher to supervise and support students that were unengaged during distance learning due to connectivity issues. We continued to serve students with unique learning needs in-person while we remained in distance learning. Learning loss was evident based on teacher observation and assessments due to the reduction of time spent learning in class and the reduction of instructional minutes. Parents expressed many concerns regarding their students falling behind and not being prepared for the next grade level.

Analysis of Mental Health and Social and Emotional Well-Being

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

Many families experienced crisis during COVID. The district administration and Student Support Provider met individually with students and parents to provide 1:1 supports and interventions as needed. Another success was the implementation of weekly zoom meetings with our Student Support Provider which provided more general support and were open to the community. The Second Step socio-emotional support program was purchased to provide weekly SEL during distance learning at all grade levels.

Analysis of Pupil and Family Engagement and Outreach

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

The district Administrator made weekly phone calls to engage families experiencing attendance issues. Zoom meetings were also set-up to assist students who appeared to be struggling with engagement in distance learning. A new feature was added to the school website, a "Family Request for Assistance." This enabled us to identify community needs. Food, devices, hotspots, books and materials were provided for families in need.

Analysis of School Nutrition

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

The district successfully delivered food to families in need and offered a drive-thru meal-bag pick-up at school for lunch each day. One challenge we experienced was switching to digital registration forms this year, since some families were not as engaged digitally. Phone calls and emails were made to insure that any family in need was able to access food services each day.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	School Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	\$2,100	\$3,838	Yes
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context. Integrating Second Step, Zones of Regulation, Restorative Practices, and Mindfulness activities. Second Step Social Emotional Curriculum was purchased to be implemented in all classroom TK-8 to provide social and emotional supports to all students.	2,000	\$3,713	Yes
				No

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

Expenditures for actions were substantially as budgeted.

Overall Analysis

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

After gathering input from all stakeholders, the following lessons have been learned from implementing in-person and distance learning programs this year and have informed the development of FSD's 2021-24 LCAP:
During distance learning, communication between staff, students, and families was eroded and our sense of community and school climate needs to be restored. This will be done by implementing systems of support such as MTSS and PBIS, in addition to returning to on campus events and performances.
Student engagement and authentic assessments during distance learning proved extremely challenging, though our staff learned many new platforms that may enhance or supplement classroom learning such as Zoom, SeeSaw, Zearn, and IXL.
FSD will continue to plan ahead for potential future distance learners that may not be returning to campus and consider offering an Independent study program if there is a community need.

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

Diagnostic assessments will now be administered three times a year rather than just at the beginning and end of year to determine learning loss, if any, and to provide interventions throughout the year. Subscriptions to Zoom, SeeSaw, IXL, and Zearn were extended to provide support and remediation to students in need.
FSD's 2021-24 LCAP addresses pupil learning loss, especially for pupils with unique needs in the following ways:
District will provide: Summer school, tutoring, Homework club, math intervention, Title 1 Reading Program, and extra academic supports for students in need, especially pupils with unique needs.
Increased paraprofessional time will be provided to support students in need, especially those with unique needs.
Our math specialist will continue to support students, especially students identified as having learning loss or that have unique needs.
Our EL coordinator will continue to communicate with classroom teachers and parents to provide additional supports as needed.
Universal screening tools will be utilized to identify students with unique needs that are in need of additional social and emotional supports to be provided by our Student Support Provider.
The Second Step socio-emotional support program was purchased to provide weekly SEL during distance learning at all grade levels, and this curriculum will continue to be provided at all grade levels during in-person instruction.

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

Increased and improved services were provided as proposed. There were not substantive differences.

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

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

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 LCP have informed the 2021-24 LCAP in many ways.

The following positive highlights of the 2019-20 LCAP year influenced plans for 2021-22:

CAASPP participation rates are high and Freshwater Students are performing above state and county averages.

Chronic Absenteeism has improved, resulting in Green Status

Blue Status for Suspension Rate

Green Status for ELA

Additional supports being provided to Socioeconomically Disadvantaged students reflect increased scores in ELA.

Suspension rates declined, indicating a positive school climate.

The following are areas of need at FSD and were included in the development of the 2021-24 LCAP:

Continue to work on Chronic absenteeism

Math scores on SBAC assessments have declined to yellow status on the CA Dashboard, so we are devoting resources and targeted supports to improve student performance in Math.

Need to restore a positive school climate when students are back on campus on a regular schedule and events can again be held.

Professional development focused on MTSS will reduce the need for disciplinary actions. The behavior tracking system SWIS will be utilized to identify necessary interventions and support for student behaviors. In addition, further implementation of PBIS Tier I interventions and support will decrease negative behaviors and improve school climate.

The needs of foster youth, English Learners, and low-income students were considered first when drafting the 2021-24 LCAP.

These additional supports will include: increasing the student:adult ratio in the classroom to provide targeted and differentiated support, providing targeted interventions in math, and provide homework club after school to address learning gaps, providing technology offering additional reading support from our Reading Specialist Teacher, offering additional math support from our Math Specialist, providing summer school to address learning loss, providing support and assistance from our Resource Specialist Program (RSP), meeting with families to provide individualized attendance support plans, and providing transportation and childcare to families in need.

FSD will continue to provide targeted EL supports and interventions through our EL director, and provide no cost extra curricular opportunities for community engagement via sports, band, enrichment clubs, and field trips for SED students.

In addition, stakeholder input on the 2021-24 FSD LCAP prioritizes the following areas:

Continue to increase digital access for all families.

Engage parents and community members in school decision making and school activities and events.

Continue Character Education program, Restorative Practices, and PBIS.

Maintain high -quality instructional program and supports as evidenced in High Status in ELA on the California School Dashboard.

Participate in Professional Development to increase teacher capacity to improve systems of support for students, including PBIS.

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

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

Provide a summer school program, homework club, and math intervention to address learning loss and provide supplemental support to students in need.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,494,144.00	2,354,535.00
	1,433,670.00	1,423,318.00
Donations	87,534.00	0.00
LCFF	100,102.00	425,425.00
Lottery	161,791.00	21,683.00
LPSBG RS 7510	12,070.00	1,775.00
Special Education	448,612.00	274,453.00
Supplemental and Concentration	227,051.00	184,584.00
Title I	0.00	23,297.00
Title II	23,314.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,494,144.00	2,354,535.00
	1,530,971.00	1,454,673.00
1000-1999: Certificated Personnel Salaries	541,468.00	289,968.00
2000-2999: Classified Personnel Salaries	255,154.00	172,917.00
3000-3999: Employee Benefits	10,087.00	13,248.00
4000-4999: Books And Supplies	35,869.00	62,613.00
5000-5999: Services And Other Operating Expenditures	120,595.00	357,931.00
5900: Communications	0.00	3,185.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,494,144.00	2,354,535.00
		1,407,240.00	1,373,277.00
	LCFF	13,562.00	4,582.00
	Special Education	70,337.00	37,284.00
	Supplemental and Concentration	16,518.00	16,233.00
	Title I	0.00	23,297.00
	Title II	23,314.00	0.00
1000-1999: Certificated Personnel Salaries	Donations	44,522.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	44,252.00
1000-1999: Certificated Personnel Salaries	Lottery	161,591.00	21,259.00
1000-1999: Certificated Personnel Salaries	LPSBG RS 7510	3,681.00	1,775.00
1000-1999: Certificated Personnel Salaries	Special Education	208,121.00	133,681.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	123,553.00	89,001.00
2000-2999: Classified Personnel Salaries		0.00	35,452.00
2000-2999: Classified Personnel Salaries	Donations	43,012.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	10,102.00	14,161.00
2000-2999: Classified Personnel Salaries	LPSBG RS 7510	8,389.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	116,758.00	57,202.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	76,893.00	66,102.00
3000-3999: Employee Benefits	Supplemental and Concentration	10,087.00	13,248.00
4000-4999: Books And Supplies	LCFF	35,000.00	61,218.00
4000-4999: Books And Supplies	Lottery	200.00	424.00
4000-4999: Books And Supplies	Special Education	669.00	971.00
5000-5999: Services And Other Operating Expenditures		26,430.00	14,589.00
5000-5999: Services And Other Operating Expenditures	LCFF	41,438.00	298,027.00
5000-5999: Services And Other Operating Expenditures	Special Education	52,727.00	45,315.00
5900: Communications	LCFF	0.00	3,185.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	280,725.00	260,215.00
Goal 2	2,026,272.00	1,952,306.00
Goal 3	187,147.00	142,014.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$33,000.00	\$29,845.00
Distance Learning Program	\$47,885.00	\$104,068.00
Pupil Learning Loss	\$15,400.00	\$21,342.00
Additional Actions and Plan Requirements	\$4,100.00	\$7,551.00
All Expenditures in Learning Continuity and Attendance Plan	\$100,385.00	\$162,806.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$22,500.00	\$12,900.00
Distance Learning Program	\$23,385.00	\$34,261.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$45,885.00	\$47,161.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,500.00	\$16,945.00
Distance Learning Program	\$24,500.00	\$69,807.00
Pupil Learning Loss	\$15,400.00	\$21,342.00
Additional Actions and Plan Requirements	\$4,100.00	\$7,551.00
All Expenditures in Learning Continuity and Attendance Plan	\$54,500.00	\$115,645.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Freshwater Elementary School District	Si Talty Superintendent	stalty@freshwatersd.org (707) 442-2969

Plan Summary [2021-22]

General Information

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

Freshwater Elementary School has an enrollment of 258 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 is 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 34% Socioeconomically Disadvantaged Students.

Reflections: Successes

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

The Successes of Freshwater School reported on the CA Dashboard include:

CAASPP participation rates are high and Freshwater Students are performing above state and county averages.

Chronic Absenteeism has improved, resulting in Green Status

Blue Status for Suspension Rate, indicating a positive school climate.

Green Status for ELA

Additional supports being provided to Socioeconomically Disadvantaged students reflect increased scores in ELA.

After spending almost an entire year in Distance Learning, Freshwater School District is very much looking forward to returning to full time in-person instruction and reestablishing a positive school climate and culture where all students attend school and are engaged in high quality learning experiences every day.

Reflections: Identified Need

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

Social Emotional Health of students, Learning Loss, Chronic absenteeism, Math scores on SBAC, restoring a positive school climate on campus, and aging facilities have been identified as the district's highest needs. Our chronic absenteeism rate has improved and we will continue to strive to maintain Green Status on the CA Dashboard. Efforts to reduce chronic absenteeism will continue 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. The administration will also continue to meet with families to strategize solutions to overcoming barriers to regular attendance and create family support plans. Math scores on SBAC assessments have declined to yellow status on the CA Dashboard, so we are devoting resources and targeted supports to improve student performance in Math. Due to COVID-19, we were engaged in remote learning for a year and there were no events held on campus. An academic intervention based Summer School will be held at Freshwater School for students identified by classroom teachers as needing additional support and intervention. Freshwater School District prides itself with maintaining a high level of parent and community involvement on campus, so we are excited to restore a positive school climate when students are back on campus on a regular schedule and events can again be held. The District passed a school bond to make necessary improvements to our aging campus, but state funding is still needed to replace our aging portable classroom buildings, which results in a Fair score on our Facility Inspection Tool (FIT). Professional development focused on MTSS will reduce the need for disciplinary actions. The behavior tracking system SWIS will be utilized to identify necessary interventions and support for student behaviors. In addition, further implementation of PBIS Tier I interventions and support will decrease negative behaviors and improve school climate. Healthy Play and PBIS/MTSS Training will be provided to all school staff to help build and restore a positive and healthy school climate at Freshwater School.

LCAP Highlights

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

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 two goals: 1) Provide high quality learning experiences for all students including additional supports for low-income pupils, foster youth, and English Learners and other students in need of additional academic support, and 2) 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.

Technology: Continue to increase digital access for all families.

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

Character Education: Continue Character Education program, Restorative Practices, and PBIS.

Academic achievement: Maintain high -quality instructional program and supports as evidenced in High Status in ELA on the California School Dashboard. Continue to utilize District writing rubrics and SS report cards at data team collaborative meetings. New metrics to track progress for in- class reading (using Running Records and IXL) and math (IXL) were added. 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.

MTSS: Participate in Professional Development to increase teacher capacity to improve systems of support for students, including PBIS.

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.

Provide a summer school program, homework club, and math intervention to address learning loss and provide supplemental support to students in need.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Freshwater School Stakeholders were actively involved in meetings on the dates listed below designed to collect input on LCAP development, particularly in light of the impact on learning during the COVID pandemic.

Meetings were accessible to all via Zoom. Families were informed of opportunities to provide input in multiple ways, including surveys, stakeholder meetings, and communication with teachers and the administrator. Input was recorded and summarized by administration. The District made certain all families had access to devices and connectivity necessary for live Zoom meetings. Those who were unable to participate in Zoom meetings due to time constraints were encouraged to give feedback to the administrator through surveys, email, or phone calls.

Freshwater School stakeholder engagement groups include the School Site Council, School Board, Certificated and Classified Staff, students, and parents. The feedback provided by parents and school staff mostly centered around our concerns with the social-emotional needs of our students, followed by academic learning loss.

Stakeholder Engagement was conducted with the following groups via surveys and also meetings held on the following dates:

2/4/21 California Healthy Kids Survey administered for students, staff, and parents

2/20/21 School Site Council

3/2/21 Classified Staff

3/9/21 Board Meeting

3/15/21 Certificated Staff and Bargaining Unit

4/5/21 Community Club

4/13/21 Board Meeting

5/4/21 Site Council

5/10/21 Certificated Staff and Bargaining Unit

5/11/21 Board Meeting

In addition to the meetings above which focused primarily on LCAP development, families have been engaged in many discussions at school board meetings throughout the year to address plans for student learning during our school closure and when the campus would be re-opening. Many of the goals and practices developed during these sessions will be continued and will be evident in 2021-24 LCAP Actions.

A summary of the feedback provided by specific stakeholder groups.

Similar concerns surfaced in all stakeholder groups. The feedback gathered from all stakeholder groups centered around two main concerns: the social-emotional health of our students and learning loss.

Social Emotional Concerns identified by parents and staff included:

Behavioral issues; especially for our youngest students (K-1) after spending a year learning remotely from home.

Communication issues resulting from only interacting online for a limited amount of time each day rather than interacting in person all day long.

Social Emotional skill building has been provided online through our Second Step curriculum but direct instruction is needed in person and in social groups to insure skills have been learned.

Due to not being able to have community events on campus, our community needs to rebuild our school climate and culture.

Need to restore sense of connectedness for students, staff, and community.

Strengthen communication after operating the school remotely for a year; create strategies to welcome and engage new families and provide opportunities for participation.

Students/Staff/Families will need to be trained on new health and safety protocols: symptom screening, masking, distancing, sanitizing.

Team building needed for staff and students after not being present physically for a full year.

Need to plan ahead for potential future distance learners that may not be returning to campus.

Provide social story to families about what to expect when returning to campus.

Teachers will need to work to find the balance between technology and pencil and paper assignments when we return to campus.

Balancing learning via technology with in-person instruction

Fine motor skills loss is concerning after learning on a computer for a year; teachers will need to use more pencils and rulers to introduce and re-teach skills.

Fitness levels are a concern after being at home for a year with limited social and physical activities in some households; consider setting goals for physical activity and nutrition goals when back in school.

Plan for a big adjustment for some students as they return--social etiquette, kindness, respect may need to be retaught and reinforced.

Anticipate the need to be patient if kids are overwhelmed due to changes returning to in-person gatherings and instruction.

Try to gather more student input in the future: can be done through student surveys, focus groups, listening groups, recess clubs.

Identify students that could benefit from student support provider services.

Consider a Community Input Meeting/Listening session as school plans move forward.

Purchase single desks school wide so that we can increase capacity for In-person learning on campus if faced with social distancing requirements in classrooms.

Academic Concerns identified by parents and staff included:

Learning Loss is a huge concern after a full year of distance learning for all students.

District should consider providing: Summer school, tutoring, Homework club, math intervention, Title 1 Reading Program, and extra academic supports for students in need.

Diagnostic skills need to be assessed more often than at the beginning and end of year to assess learning and provide interventions throughout the year. Consider extending subscriptions to Zoom, SeeSaw, IXL, Zearn.

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

Summer School

Homework Club

Math Intervention

Title 1 Reading Program

PBIS/MTSS: Preparing expectation stations for new health and safety protocols, etc.

Provide socio-emotional support services by Student Support Provider.

PD for Healthy Play

PD for PBIS/MTSS

Increased paraprofessional time to support students in need.

Extending subscriptions to Zoom, SeeSaw, IXL, Zearn, Jupiter Ed.

Diagnostic assessments 3 times a year instead of just administering pre/post tests to provide intervention and support to students as soon as possible.

Prepare to offer an independent study option for distance learners next year if it's still a need in our community.

Purchase single desks for all classrooms.

Goals and Actions

Goal

Goal #	Description
1	Provide high quality learning experiences for all students including additional supports for low -income pupils, foster youth, and English Learners and other students in need of additional academic support.

An explanation of why the LEA has developed this goal.

Overall student results on past CAASPP assessments were reported as high on the California Dashboard demonstrating instructional practices in place in 2019 were effective and should be continued. The district noted however that not all student groups performed as well as the total group. The district will provide increased support services for SED students to address learning gaps between groups. Student performance in math was also lower than in ELA, so additional interventions in math will continue in order to improve all student scores in this subject area. Unduplicated students will receive additional interventions and support to meet their socio-emotional and academic needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. SBAC results as reported on the California Dashboard	ELA are reported Green, 22.9 points above standard.				Maintain Green or better status on CA Dashboard.
2. SBAC results in Math as reported on the California Dashboard	Math scores are reported Yellow, 8.8 points below standard.				Achieve and Maintain Green or better status on CA Dashboard.
3. SBAC results in ELA for Socioeconomically Disadvantaged Students as reported on the California Dashboard	ELA scores in 2019 were reported as Green, there was no learning performance gap				Maintain Green status on CA Dashboard.
4. SBAC results in Math for Socioeconomically	Math scores are reported as Yellow, 23.7 points below				Achieve and maintain Green or better Status on CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Disadvantaged Students as reported on the California Dashboard	standard, a 6.4 point decline				
5. Running Records for TK-3 classroom program	In 2019-20 61% of students in grades TK-3 were reading on grade level by Spring.				65% proficient by end of year.
6. Running Records for reading intervention for grades 1-5	1. Reading Specialist Program - Average growth was .84 years for reading proficiency in grades 1-5.				Maintain average growth of .75 or higher each year.
7. CORE Growth Math TK-2	87% on Spring Post Test, indicating a 24% increase from fall scores.				Maintain 85% or better on Spring Post Test.
8. Grade 3 - Common Core Math assessment	Common Core Math Assessment; established a new baseline score only.				Maintain 85% or better on Spring Post Test.
9. IXL ELA reading score 4-6th (new assessment program)	New Metric, no baseline % at grade level or above				2021 results (Baseline) + 5% each year
10. IXL Math score 4-6th (new assessment program)	New Metric, no baseline % at grade level or above				2021 results (Baseline) + 5% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11. EL Development based on ELPAC scores	Out of the 5 EL students that have been in our program, 60% moved up at least one level.				All ELs will increase ELPAC performance by one level from the prior year
12. EL Reclassification Rate	No EL students were eligible for reclassification this year as per ELPAC guidelines.				30% of ELs at FES for 3 or more years will be reclassified annually
13 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.				100%
14. Personnel records, SARC	100% of teachers are properly credentialed and assigned				100%
15. Broad course of study evidenced in teacher lesson plans, class schedules and report cards	All students, including students with disabilities, have access to a broad course of study which included all required academic subjects PE, art, music, and other enrichment activities				100%
16. Board Resolution of Sufficiency of IM, SARC	100% of students, including SWD, have access to CSS				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	aligned instructional materials				
17. CSS Implementation evidenced in CSS-aligned materials, curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings and the CSS implementation survey	CSS were implemented in all classrooms				100%
18. CAASPP Science Test results	55.22% of students met or exceeded standard				75% will meet or exceed standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	After school intervention	After school intervention classes will be provided by certificated staff to further support students with scores lower than school average in Math on CAASPP from the previous year. Local diagnostic assessments will also be used to identify students in need of support.	\$68,104.00	Yes
2	Classroom Aides	To support classroom instruction, Classroom Aides will be employed to increase the student/adult ration in the classroom and provide individualized assistance to identified students. Additional Aide time will be provided to increase student differentiated instruction to support	\$220,224.00	Yes

Action #	Title	Description	Total Funds	Contributing
		their learning needs. Targeted support will be provided in reading, math, and homework assistance. Additional support will be provided to teachers and students during our Summer School program.		
3	Writing Rubrics	Utilize district-wide CCSS aligned writing rubrics to benchmark and assess writing and compare to baseline scores from past years. Fall and Spring writing samples will be reviewed using rubrics and tabulated with a goal of 70% reaching proficiency or moving up a level by the end of the year.		No
4	Technology (devices and software)	Continue to implement new technologies in the classroom to enhance teaching practices and improve student learning. Additional Chrome Books and Ipads will be purchased to increase student access to technology-based learning. Digital Platforms and assessment tools such as Zoom, IXL, SeeSaw, Zoom, Mystery Science, and Zearn will be purchased.	\$29,699.00	No
5	Math Intervention	Math Teacher will provide additional instruction and intervention services to accommodate large class sizes and combination classes which will be a particular benefit to unduplicated students. Additional Intervention will be provided to small groups during and after school.	\$7,238.00	Yes
6	Homework Help	Before/After school Homework Help will be provided by certificated staff to provide additional supports for students in need.	\$28,950.00	Yes
7	ELD and EL Support	ELPAC coordinator will manage ELPAC and other assessments, ELD, and other services for EL students.		Yes

Action #	Title	Description	Total Funds	Contributing
8	Digital Assessments	Teachers will track student growth in Math and ELA using digital assessment tools such as IXL and CoreGrowth.		No
9	Curriculum/Assessment Coordinator	Prepare District for CAASPP Testing and monitor and review SBAC scores. Collect local assessment data from teachers and compile LCAP data reports. Share CAASPP data with staff, board, and parents.	\$3,861.00	No
10	Reading Specialist	Reading Specialist will utilize Running Records and provide reading intervention to students in need, including Students with Disabilities.	\$110,126.00	Yes
11	Certificated Staff	<p>High Quality teachers will continue to be employed to provide CSS aligned instruction in all subjects and to address the social/emotional needs of all students, as well as to:</p> <ul style="list-style-type: none"> • Utilize best practices for effective instruction in Math and ELA • Monitor reading proficiency scores • Utilize district--wide CSS aligned writing rubrics to assess each writing genre • Utilize Summative Math Assessments • Continue to administer digital assessments • Integrate art, music, library, and other enrichment activities in the classroom program 	\$902,844.00	No
12	Integrated Technology	Teachers will continue to integrate new technologies into the classroom, including conducting beginning, mid-year, and end of year diagnostic assessments using digital platforms such as IXL and CoreGrowth.	\$9,147.00	No

Action #	Title	Description	Total Funds	Contributing
13	Special Education Program and Services	Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans.	\$109,767.00	No
14	Administrative Leadership	Administration provides instructional leadership for staff and supports implementation of SS aligned materials.	\$210,464.00	No
15	Classroom Instruction and Assessment	<p>Teachers will continue to implement best practices for effective instruction in Math and ELA including:</p> <ul style="list-style-type: none"> • Use District-wide assessment data and SBAC scores to identify students for Learning Loss • Provide Summer School program to offer additional interventions and supports to students in need. • Provide effective instruction in reading and monitoring of reading proficiency scores • Use summative Math Assessments to measure student growth • Use of district-wide CCSS aligned writing rubrics to assess writing genres • Administer Digital Assessments • Offer intervention and support to students through our Summer School Program 	\$64,998.00	No
16	Visual/Performing arts	Provide art, music, and other enrichment activities for all grades.	\$129,628.00	No
17	Library services	Provide library services and other reading enrichment activities for all grades.	\$52,041.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	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.

An explanation of why the LEA has developed this goal.

Past climate surveys, including both local district surveys and the California Healthy Kids Survey, indicate a high level of satisfaction with school safety and connectedness. PBIS and other positive behavior programs have resulted in reduced suspension and referral rates. Communication practices in place prior to the pandemic and many which were developed as a result of it are needed to continue positive feelings about the school from students, parents and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. CHK Survey Parent Involvement Items	2018-19 CHKS Results % agree/strongly agree 1 - school welcomes parent contributions = 93% 2 - seeks input before decisions = 74% 3- encourages parent partners = 97% 4 - welcome to participate at school = 93%				90%
2. CHK survey item on school safety/connectedness 1 - students	2019-20 CHKS Results % agree/strongly agree				90% all groups agree school is safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2 - parents 3 - staff	1 - 83% agree school is safe 1 - 86% agree that an adult at school cares about them 2 - NA due to COVID 3 - 100% agree school is safe				
3. Participation at parent conferences	99% of families, including families of students with disabilities, attended parent conferences				95%
4. Attendance data in Schoolwise SIS and as reported on CALPADS	95%				95%
5. Chronic absenteeism rate as reported in Dashboard	2019 Dashboard, chronic absentee rate is 3.6%				Maintain under 5%
6. Physical Fitness Test Results	2019 - 77% of students in HFZ on 5/6 standards on CDE's Physical Fitness Test				70% or higher in HFZ on 5/6 standards
7. Maintain low suspension rate below the state average, which is currently 3.8%	2019 Dashboard suspension rate was reported as 0.6%				Green status or better
8. Maintain low expulsion rate below the state average,	Expulsion rate was reported as 0 on the California Dashboard.				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
which is currently .09%					
9. William's FIT Report	2020-21 Fair rating reported on the FIT for our annual inspection				Overall Good rating
10. IEP Records	100% of families participated in IEP Meetings				Maintain 100%
11. Records of communications to parents detailing programs for unduplicated students and outlining opportunities for parental input	No tracking in prior year				Quarterly communications will be sent to parents

Actions

Action #	Title	Description	Total Funds	Contributing
1	Home/School Communication Programs	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.	\$32,263.00	No
2	Transportation	Provide transportation for students in need.	\$67,373.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	FEF Foundation/Community Club	Promote Freshwater Educational Foundation and the Community Club to further enhance educational programs and our campus.		No
4	Improving Attendance Communication/Outreach	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. Administrator will expand outreach efforts to inform families of importance of regular attendance and will meet with families to identify challenges to regular attendance and strategize solutions to overcome barriers. Individual incentive plans will be developed to encourage regular attendance.		Yes
5	Positive Behavior Programs	Provide ongoing support for positive behavior programs, to include: 1. PBIS, beginning with Tier 1 interventions and support. Use SWIS to track student behavior and identify interventions needed and to maintain a positive and healthy school climate and ensure that identified students receive the supports they need when they need them. 2. Continue to utilize Healy Play philosophy with staff and students to ensure safe and positive interactions on campus. 3. Continue using Connect the Dots as a Staff to Student mentorship program 4. Continue utilizing a Student Support Provider to teach Second Step and Steps to Respect program to help create and maintain a safe school climate. 5. Continue implementing schoolwide Character Strengths program 6. Continue implementing MTSS practices and Restorative Practices.	\$13,800.00	No
6	Promoting Parent Involvement	Promote participation options available to parents such as Community Club, School Site Council, FEF, and Board meetings. Set up informational displays at Concerts, and Sports Events with information about opportunities for parent input and involvement in both classroom		No

Action #	Title	Description	Total Funds	Contributing
		and school committees. Honor volunteers with annual breakfast celebration.		
7	School/Community Events	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/game nights, school spirit days, movie nights, enrichment classes, musical performances, community service elective and sports events.		No
8	PD on climate and social/emotional needs	Provide Professional Development for staff to address socio--emotional needs of students, including training for Healthy Play, PBIS, MTSS and Restorative Practices to create and maintain a safe school climate. Share resources with our families. Student Support Provider to provide additional socio-emotional supports to students and families in need.	\$62,806.00	No
9	Student extra-curricular opportunities	Continue engaging students with community events and experiences, such as fieldtrip opportunities and swimming each year, sports and music programs, community service, and cross-age interactions in the Little Buddies program.	\$5,712.00	Yes
10	Facilities Maintenance and operations	Maintenance staff will repair and maintain the facility to achieve good score on FIT. Additional supplies will be purchased to sanitize and clean facilities. Single desks will be ordered school wide to accommodate any social distancing requirements required in the fall.	\$211,115.00	No
11	Child Care and Referrals	Continue to provide child care at our daycare facility and work with Changing Tides to accommodate our low income families.	\$164,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Office Staff	Office staff tracks and reports school attendance and communicates with families. Business manager provides administrative support for personnel and fiscal oversight for the District.	\$141,994.00	No
13	Food Services: Meal Program	Nutritious meals are provided to all students.	\$167,273.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.81%	\$167,019

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

Required Descriptions

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

The needs of foster youth, English Learners, and low-income students were considered first when drafting the LCAP. The actions Freshwater School will deliver schoolwide were determined to be effective in meeting the needs of our unduplicated students via surveys, stakeholder meetings, phone calls, and assessment data. These include: increasing the student:adult ratio in the classroom to provide targeted and differentiated support, providing targeted interventions in math intervention and homework club after school to address learning gaps, providing technology offering additional reading support from our Reading Specialist Teacher, offering additional math support from our Math Specialist, providing summer school to address learning loss, providing support and assistance from our Resource Specialist Program (RSP), meeting with families to provide individualized attendance support plans, and providing transportation and childcare to families in need. These actions and strategies will continue to be measured and re-assessed through the 2021-24 LCAP stakeholder engagement process. Other actions which are an increase but are limited to a specific group include meals for households in need, providing targeted EL supports and interventions through our EL director, and providing no cost extra curricular opportunities for community engagement via sports, band, enrichment clubs, and field trips for SED students. The actions that are being continued in our LCAP have proven to be effective for our students and is reflected in our high CAASPP scores, our improving rates of chronically absent students and our reduced suspension rates.

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

Freshwater Elementary School will demonstrate that our planned actions and services will increase or improve services for high needs students (foster youth, English learners, and low-income students) compared to the services all students receive by significantly more than 6.81%. Unduplicated students, students with disabilities, and disengaged students will receive expanded academic and social-emotional intervention and supports. Increasing the current support of paraprofessionals in our classrooms will increase differentiated instruction and support to meet the specific needs of individual students from aides and will enable teachers to spend additional time with their students. Freshwater School District will offer a summer school program in Summer 2021 for students identified by their classroom teachers using classroom assessments and engagement data. This will be an increase in instructional time for students served. It is anticipated many of our high needs students will participate in this extended learning opportunity. Title 1 Reading support, math intervention, and homework club will be offered to students in need of additional support. The Food Service program clearly addressed needs of low-income families. An After School Daycare will also be provided and is designed primarily to support working families and those without private daycare options. Connectivity and digital access will be provided to those families in need by providing internet connectivity, and issuing hotspots and devices which they had not previously had in their homes.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,130,438.00	\$498,143.00		\$185,839.00	\$2,814,420.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,581,329.00	\$233,091.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	After school intervention	\$46,182.00	\$21,922.00			\$68,104.00
1	2	English Learners Foster Youth Low Income	Classroom Aides	\$172,505.00	\$20,913.00		\$26,806.00	\$220,224.00
1	3	All	Writing Rubrics					
1	4	All	Technology (devices and software)		\$29,699.00			\$29,699.00
1	5	English Learners Foster Youth Low Income	Math Intervention		\$7,238.00			\$7,238.00
1	6	English Learners Foster Youth Low Income	Homework Help		\$28,950.00			\$28,950.00
1	7	English Learners	ELD and EL Support					
1	8	All	Digital Assessments					
1	9	All	Curriculum/Assessment Coordinator		\$3,861.00			\$3,861.00
1	10	English Learners Foster Youth Low Income	Reading Specialist	\$100,887.00			\$9,239.00	\$110,126.00
1	11	All	Certificated Staff	\$860,908.00	\$17,994.00		\$23,942.00	\$902,844.00
1	12	All	Integrated Technology		\$9,147.00			\$9,147.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	Students with Disabilities	Special Education Program and Services		\$106,776.00		\$2,991.00	\$109,767.00
1	14	All	Administrative Leadership	\$205,136.00	\$5,328.00			\$210,464.00
1	15	All	Classroom Instruction and Assessment				\$64,998.00	\$64,998.00
1	17	All	Visual/Performing arts	\$129,628.00				\$129,628.00
1	18	All	Library services	\$52,041.00				\$52,041.00
2	1	All	Home/School Communication Programs	\$32,263.00				\$32,263.00
2	2	English Learners Foster Youth Low Income	Transportation	\$67,373.00				\$67,373.00
2	3	All	FEF Foundation/Community Club					
2	4	English Learners Foster Youth Low Income	Improving Attendance Communication/Outreach					
2	5	All	Positive Behavior Programs	\$6,623.00	\$3,014.00		\$4,163.00	\$13,800.00
2	6	All	Promoting Parent Involvement					
2	7	All	School/Community Events					
2	8	All	PD on climate and social/emotional needs	\$2,568.00	\$10,000.00		\$50,238.00	\$62,806.00
2	9	English Learners Foster Youth Low Income	Student extra-curricular opportunities	\$5,712.00				\$5,712.00
2	10	All	Facilities Maintenance and operations	\$139,345.00	\$68,308.00		\$3,462.00	\$211,115.00
2	11	Foster Youth Low Income	Child Care and Referrals		\$164,993.00			\$164,993.00
2	12	All	Office Staff	\$141,994.00				\$141,994.00
2	13	All	Food Services: Meal Program	\$167,273.00				\$167,273.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$392,659.00	\$672,720.00
LEA-wide Total:	\$392,659.00	\$672,720.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	After school intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 2-6	\$46,182.00	\$68,104.00
1	2	Classroom Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$172,505.00	\$220,224.00
1	5	Math Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 2-6		\$7,238.00
1	6	Homework Help	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 4-6		\$28,950.00
1	7	ELD and EL Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	10	Reading Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 1-6	\$100,887.00	\$110,126.00
2	2	Transportation	LEA-wide	English Learners Foster Youth Low Income		\$67,373.00	\$67,373.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Improving Attendance Communication/Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	9	Student extra-curricular opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,712.00	\$5,712.00
2	11	Child Care and Referrals	LEA-wide	Foster Youth Low Income			\$164,993.00

Annual Update Table Year 1 [2021-22]

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

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.