

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

1 (b) “English learner parent advisory committee,” as used in Education Code sections
2 52063 and 52069 for those school districts or schools and programs operated by county
3 superintendents of schools whose enrollment includes at least 15 percent English
4 learners and at least 50 pupils who are English learners, shall be composed of a
5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in
6 Education Code section 42238.01(c) applies. A governing board of a school district or a
7 county superintendent of schools shall not be required to establish a new English
8 learner parent advisory committee if a previously established committee meets these
9 requirements.

10 (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA
11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
12 conformance with the LCAP and annual update template found in section 15497.5.

13 (d) “Local educational agency (LEA)” means a school district, county office of
14 education, or charter school.

15 (e) “Parents” means the natural or adoptive parents, legal guardians, or other
16 persons holding the right to make educational decisions for the pupil pursuant to
17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
18 56055, including foster parents who hold rights to make educational decisions.

19 (f) “Parent advisory committee,” as used in Education Code sections 52063 and
20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of
21 pupils and include parents of pupils to whom one or more of the definitions in Education
22 Code section 42238.01 apply. A governing board of a school district or a county
23 superintendent of schools shall not be required to establish a new parent advisory
24 committee if a previously established committee meets these requirements, including
25 any committee established to meet the requirements of the federal No Child Left Behind
26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
27 Title I of that act.

28 (g) “Prior year” means one fiscal year immediately preceding the fiscal year for
29 which an LCAP is approved.

30 (h) “Services” as used in Education Code section 42238.07 may include, but are not
31 limited to, services associated with the delivery of instruction, administration, facilities,
32 pupil support services, technology, and other general infrastructure necessary to

1 operate and deliver educational instruction and related services.

2 (i) “State priority areas” means the priorities identified in Education Code sections
3 52060 and 52066. For charter schools, “state priority areas” means the priorities
4 identified in Education Code section 52060 that apply for the grade levels served or the
5 nature of the program operated by the charter school.

6 (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant
7 to Education Code section 52052.

8 (k) “to improve services” means to grow services in quality.

9 (l) “to increase services” means to grow services in quantity.

10 (m) “unduplicated pupil” means any of those pupils to whom one or more of the
11 definitions included in Education Code section 42238.01 apply, including pupils eligible
12 for free or reduced price meals, foster youth, and English learners.

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
16 6312.

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18 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
19 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
20 **Supplemental and Concentration Grants.**

21 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding
22 apportioned on the basis of the number and concentration of unduplicated pupils,
23 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to
24 support such pupils. This funding shall be used to increase or improve services for
25 unduplicated pupils as compared to the services provided to all pupils in proportion to
26 the increase in funds apportioned on the basis of the number and concentration of
27 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
28 shall include in its LCAP an explanation of how expenditures of such funding meet the
29 LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall
30 determine the percentage by which services for unduplicated pupils must be increased
31 or improved above services provided to all pupils in the fiscal year as follows:

32 (1) Estimate the amount of the LCFF target attributed to the supplemental and

1 concentration grants for the LEA calculated pursuant to Education Code sections
2 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

3 (2) Estimate the amount of LCFF funds expended by the LEA on services for
4 unduplicated pupils in the prior year that is in addition to what was expended on
5 services provided for all pupils. The estimated amount of funds expended in 2013-14
6 shall be no less than the amount of Economic Impact Aid funds the LEA expended in
7 the 2012-13 fiscal year.

8 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

9 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage
10 calculated by the Department of Finance that represents how much of the statewide
11 funding gap between current funding and full implementation of LCFF is eliminated in
12 the fiscal year for which the LCAP is adopted.

13 (5) Add subdivision (a)(4) to subdivision (a)(2).

14 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
15 to Education Code sections 42238.02 and 2574, as implemented by Education Code
16 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
17 Instructional Improvement Grant program and the Home to School Transportation
18 program, in the fiscal year for which the LCAP is adopted.

19 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

20 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
21 or when LCFF is fully implemented statewide, then an LEA shall determine its
22 percentage for purposes of this section by dividing the amount of the LCFF target
23 attributed to the supplemental and concentration grant for the LEA calculated pursuant
24 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
25 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
26 Targeted Instructional Improvement Grant program and the Home to School
27 Transportation program.

28 (b) This subdivision identifies the conditions under which an LEA may use funds
29 apportioned on the basis of the number and concentration of unduplicated pupils for
30 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
31 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
32 services for unduplicated pupils under subdivision (a) of this section by using funds to

1 upgrade the entire educational program of a schoolsite, a school district, a charter
2 school, or a county office of education as follows:

3 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or
4 more of the district's total enrollment in the fiscal year for which an LCAP is adopted or
5 in the prior year may expend supplemental and concentration grant funds on a
6 districtwide basis. A school district expending funds on a districtwide basis shall do all of
7 the following:

8 (A) Identify in the LCAP those services that are being funded and provided on a
9 districtwide basis.

10 (B) Describe in the LCAP how such services are principally directed towards, and
11 are effective in, meeting the district's goals for its unduplicated pupils in the state and
12 any local priority areas.

13 (2) A school district that has an enrollment of unduplicated pupils less than 55
14 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted
15 may expend supplemental and concentration grant funds on a districtwide basis. A
16 school district expending funds on a districtwide basis shall do all of the following:

17 (A) Identify in the LCAP those services that are being funded and provided on a
18 districtwide basis.

19 (B) Describe in the LCAP how such services are principally directed towards, and
20 are effective in, meeting the district's goals for its unduplicated pupils in the state and
21 any local priority areas.

22 (C) Describe how these services are the most effective use of the funds to meet the
23 district's goals for its unduplicated pupils in the state and any local priority areas. The
24 description shall provide the basis for this determination, including, but not limited to,
25 any alternatives considered and any supporting research, experience, or educational
26 theory.

27 (3) A school district that has an enrollment of unduplicated pupils at a school that is
28 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP
29 is adopted or in the prior year may expend supplemental and concentration grant funds
30 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
31 all of the following:

32 (A) Identify in the LCAP those services that are being funded and provided on a

1 schoolwide basis.

2 (B) Describe in the LCAP how such services are principally directed towards, and
3 are effective in, meeting the district's goals for its unduplicated pupils in the state and
4 any local priority areas.

5 (4) A school district that has an enrollment of unduplicated pupils that is less than 40
6 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is
7 adopted may expend supplemental and concentration grant funds on a schoolwide
8 basis. A school district expending funds on a schoolwide basis shall do all of the
9 following:

10 (A) Identify in the LCAP those services that are being funded and provided on a
11 schoolwide basis.

12 (B) Describe in the LCAP how such services are principally directed towards, and
13 are effective in, meeting the district's goals for its unduplicated pupils in the state and
14 any local priority areas.

15 (C) Describe how these services are the most effective use of the funds to meet the
16 district's goals for its unduplicated pupils in the state and any local priority areas. The
17 description shall provide the basis for this determination, including, but not limited to,
18 any alternatives considered and any supporting research, experience, or educational
19 theory.

20 (5) A county office of education expending supplemental and concentration grant
21 funds on a countywide basis or a charter school expending supplemental and
22 concentration grant funds on a charterwide basis shall do all of the following:

23 (A) Identify in the LCAP those services that are being funded and provided on a
24 countywide or charterwide basis.

25 (B) Describe in the LCAP how such services are principally directed towards, and
26 are effective in, meeting the county office of education's or charter school's goals for its
27 unduplicated pupils in the state and any local priority areas, as applicable.

28 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
29 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
30 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
31 6312.

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1 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
2 **Proportionality.**

3 In making the determinations required under Education Code section 52070(d)(3),
4 the county superintendent of schools shall include review of any descriptions of
5 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through
6 (b)(4) when determining whether the school district has fully demonstrated that it will
7 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a
8 county superintendent of schools does not approve an LCAP because the school district
9 has failed to meet its requirement to increase or improve services for unduplicated
10 pupils as specified in this section, it shall provide technical assistance to the school
11 district in meeting that requirement pursuant to Education Code section 52071.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
15 6312.

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23 8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

Freshwater Elementary School is a TK-6 district; therefore some portions of the state priorities are not applicable.

These include:

Priority 2B -

-EL access to English Language Development and CCSS

Priority 4 – Student Achievement

-share of students who are college and career ready

-share of English learners who become English proficient

- English learner reclassification rate

-share of students who pass AP exams with three or higher

-share of students determined to be prepared for college by the EAP

Priority 5 – Student Engagement

-Middle and high school dropout rates

-High School graduation rates

There are no English Learners who have been enrolled long enough to be reclassified, therefore, the following metrics do not apply to our district:

-share of English learners who become English proficient

- English learner reclassification rate

LEA: Freshwater Elementary School

Contact: Si Talty, Superintendent/Principal 707.442.2969

LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>LCAP has been an ongoing Board Agenda item since September Technology Survey: January 21, 2014 Stakeholder Input Session with Parent Advisory Committee (SSC): April 27, 2015 Stakeholder input session with Certificated Employees including FTA representatives: April 30, 2015 Stakeholder input session with Classified Employees (Classified employees were all invited despite the fact that they do not have a bargaining unit) : April 30, 2015 Stakeholder input session with Community Club: May 4, 2015 Stakeholder input session with students: May, 5, 2015</p>	<p>Stakeholder suggestions: Implement afterschool intervention program Provide attendance awards Parent informational nights Afterschool enrichment/clubs Student Council More pre/post assessments to measure student progress Health Education in upper grades Adopt CCSS curriculum Increase technology instruction More aide time to assist students Improve facilities Hire a PE Teacher</p>
<p>Annual Update: Certificated Employee including FTA representatives Annual Update Meeting: March 5, 2015 Classified Employee Annual Update Meeting: March 6, 2015 Parent Advisory Committee (SSC) Annual Update Meeting: March 23, 2015 Board Meeting: May 19, 2015 Public Hearing: June 23, 2015 Public Review and Board Approval: June 25, 2015</p>	<p>Annual Update: Stakeholders input: Develop facility plan for new parking lot, roof, and classroom Begin using California Healthy Kids Survey in 2015/16 Enhance school website to promote parent involvement Send home paper version of bulletin and make it more appealing Provide more opportunities for student input</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	<u>Goal #1</u> Provide additional supports for high quality learning experiences for all students in need including low-income pupils, foster youth, and English Learners.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Authentic assessments are needed to identify gaps in student learning for all students and for low-income pupils, foster youth, and English Learners. SBAC results are not available. District-wide writing skills curriculum need to be implemented to improve student performance in ELA.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	Qualitative district classroom assessments.	Improved educational outcomes for all students, including low-income pupils, foster youth, and English Learner as measured by qualitative district classroom assessments.	
	District Writing Rubrics	The number of students assessed below proficient will move to the next performance level by the end of the year.	
	SBAC Results	SBAC results not available as of May, 2015.	
	API Performance	No API for 2014-15	
	EL Reclassification Rate	N/A We have fewer than five EL students, and they have not been in the district for more than two years.	
	CCSS Implementation	75% implementation of CCSS-aligned materials.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school academic intervention classes, Continue to use services of Changing Tides, ERMHS, and RST. Use aides for individualized instruction and assistance.	All	X_ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classroom Aides: \$30,831 (RS 0221, 0000, 5820, 3010) Intervention Classes: \$12,312 (RS 0000) (OB 1150)

<p>Classroom Aides Reading specialist After School Homework Club Library Aide Technology Aide</p> <p>Developed and implemented new district-wide CCSS aligned writing rubrics to benchmark and assess student writing. Rubrics will be utilized as a metric for student growth in ELA.</p> <p>Establish baseline from SBAC testing scores.</p>	<p>School-wide 1-6 4-6 School-wide 3-6</p>	<p><input checked="" type="checkbox"/> ALL ----- ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Classroom Aides: \$50,407 (RS 0001) (OB 2100) Reading Specialist: \$52,468 (RS 0001) (OB 1133) Homework Help: \$3,917 (RS 0001) (OB 1150) Library Aide: \$8,002 (RS 0001) (OB 2100) Technology Aide: \$8,097 (RS0001) (OB 2900)</p>
<p>Implementation of Illuminate Data and Assessment tool to establish benchmark scores in Math and ELA.</p>		<p><input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Budgeted expense of Illuminate is shown in Goal #2</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Qualitative district classroom assessments.</p> <p>District Writing Rubrics</p> <p>SBAC Results</p> <p>API Performance</p>	<p>Improved educational outcomes for all students, including low-income pupils, foster youth, and English Learner as measured by qualitative district classroom assessments.</p> <p>The number of students assessed below proficient will move to the next performance level by the end of the year.</p> <p>SBAC results will increase by 1%</p> <p>To be determined based on prior year indicators</p>

	<p>EL Reclassification Rate</p> <p>CCSS Implementation</p>	<p>N/A We have fewer than five EL students, and they have not been in the district for more than two years.</p> <p>100% implementation of CCSS-aligned materials.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>After school academic intervention classes, Continue to use services of Changing Tides, ERMHS, and RST. Use aides for individualized instruction and assistance.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Classroom Aides: \$30,831 (RS 0221, 0000, 5820, 3010)</p> <p>Intervention Classes: \$12,312 (RS 0000) (OB 1150)</p>
<p>Classroom Aides; Reading specialist; After School Homework Club; Library Aide: Technology Aide</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Classroom Aides: \$50,407 (RS 0001) (OB 2100)</p> <p>Reading Specialist: \$52,468 (RS 0001) (OB 1133)</p> <p>Homework Help: \$3,917 (RS 0001) (OB 1150)</p> <p>Library Aide: \$8,002 (RS 0001) (OB 2100)</p> <p>Technology Aide: \$8,097 (RS0001) (OB 2900)</p>

<p>Utilize district-wide CCSS aligned writing rubrics to benchmark and assess student writing. Rubrics will be utilized as a metric for student growth in ELA.</p> <p>Implementation of Illuminate Data and Assessment tool to establish benchmark scores in Math and ELA.</p> <p>Monitor and review SBAC scores. Set goal for the following year.</p>		<p><u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<p>Budgeted expense of Illuminate is shown in Goal #2</p>
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	<p>Qualitative district classroom assessments.</p> <p>District Writing Rubrics</p> <p>SBAC Results</p> <p>API Performance</p> <p>EL Reclassification Rate</p> <p>CCSS Implementation</p>	<p>Improved educational outcomes for all students, including low-income pupils, foster youth, and English Learner as measured by qualitative district classroom assessments.</p> <p>The number of students assessed below proficient will move to the next performance level by the end of the year.</p> <p>SBAC results will increase by 1%</p> <p>To be determined based on prior year indicators</p> <p>N/A We have fewer than five EL students, and they have not been in the district for more than two years.</p> <p>100% implementation of CCSS-aligned materials.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

				Local: Specify _____
Identified Need:	<p>Need: Increase the number of students who score proficient or above in Math/ELA on the SBAC assessment.</p> <p>Need: Increase the number of students who identify as healthy and physically fit.</p>			
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups: All			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Metric	Outcome		
	Implementation of CCSS-aligned instructional materials;	75% implementation of CCSS-aligned materials		
	Rate of Teacher misassignments,	Maintain HQT at 100%		
	SBAC results; Improve proficiency scores, including subgroup performance	Baseline year for SBAC Math/ELA		
	Show improvement in State Physical Fitness Test results.	Establish baseline for the number of students who identify as being healthy and physically fit.		
	Illuminate Data and Assessment tool	Establish grade level benchmarks in ELA and Math using Illuminate Data and Assessment tool.		
	Weekly student schedules, report cards, and portfolios	All students, including students with disabilities will have access to art, music, and other enrichment activities		
Annual Board Resolution of sufficiency of Instructional Materials	All students have access to state standards-aligned instructional materials			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures

<p>Classroom Aides; computer programs: Curricula Development Programs; Teacher Training, tech training; library computer system update and training, Illuminate Data and Assessment training, Data Teams, Implement district wide running club, employ HQT to deliver CCSS. Hire a PE Specialist.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>HQT Salaries: \$941,554 (RS 0000, RS 1400, RS 4035, RS 5820) Professional Development: \$6,000 (RS 0218, 0000) (OB 5210) Teacher Training: \$500 (RS 0000) (OB 5210)) Library System Update: \$1,500 (RS 0016, FN 2420, OB 4310) Classroom Aides: \$30,831 (RS 0221, 0000, 5820, 3010) P.E. Teacher: \$16,403 (RS 0000) (OB 1133)</p>
<p>Classroom Aides; Reading specialist; After School Homework Club; Library Aide: Technology Aide</p> <p>Research and pilot a new CCSS aligned Math program.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Classroom Aides: \$50,407 (RS 0001) Reading Specialist: \$56,657 (RS 0001) Homework Help: \$3,917 (RS 0001) Library Aide: \$8,002 (RS 0001) (OB 2100) Technology Aide: \$8,097 (RS0001)</p>
<p>Utilize district-wide CCSS aligned writing rubrics to benchmark and assess student writing. Rubrics will be utilized as a metric for student growth in ELA.</p> <p>Implementation of Illuminate Data and Assessment tool to establish benchmark scores in Math and ELA.</p> <p>Monitor and review SBAC baseline scores. Set goal for the following year.</p>		<p><input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Illuminate: \$5,000 (RS 0000) (OB 4341)</p>

LCAP Year 2: 2016-17

Expected Annual	Metric	Outcome
	Implementation of CCSS-aligned instructional materials	100% implementation of CCSS-aligned materials

<p>Measurable Outcomes:</p>	<p>Rate of Teacher misassignments, SBAC results; Improve proficiency scores, including subgroup performance Show improvement in State Physical Fitness Test results. Utilize Illuminate Digital Assessment tool. Weekly student schedules, report cards, and portfolios Annual Board Resolution of sufficiency of Instructional Materials</p>	<p>Maintain HQT at 100% Math/ELA Baseline plus 1% increase, including subgroups Increase the number of students who identify as healthy and physically fit by 1% Track student growth in Math/ELA using Illuminate. All students, including students with disabilities will have access to art, music, and other enrichment activities All students have access to state standards-aligned instructional materials</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Classroom Aides; computer programs: Curricula Development Programs; Teacher Training, tech training; library computer system update and training, continued training with Illuminate Data and Assessment tool, Data Teams, Running club, employ HQT to deliver CCSS. Continue to utilize a PE Specialist.</p>	<p>All</p>	<p><u>X</u>_ALL ----- ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>HQT Salaries: \$941,554 (RS 0000, RS 1400, RS 4035, RS 5820) Professional Development: \$6,000 (RS 0218, 0000) (OB 5210) Teacher Training: \$500 (RS 0000) (OB 5210)) Library System Update: \$1,500 (RS 0016, FN 2420, OB 4310) Classroom Aides: \$30,831 (RS 0221, 0000, 5820, 3010) Illuminate: \$5,000 (RS 0000) (OB 4341) P.E. Teacher: \$16,403 (RS 0000) (OB 1133)</p>

<p>Classroom Aides; Reading specialist; After School Homework Club; Library Aide: Technology Aide</p> <p>Implement new CCSS Math Adoption</p> <p>Review CCSS aligned ELA adoptions.</p>	<p>School-wide</p>	<p><u><input checked="" type="checkbox"/></u> ALL ----- ----- OR: <u><input checked="" type="checkbox"/></u> Low Income pupils <u><input checked="" type="checkbox"/></u> English Learners <u><input checked="" type="checkbox"/></u> Foster Youth <u><input type="checkbox"/></u> Redesignated fluent English proficient <u><input type="checkbox"/></u> Other Subgroups:(Specify) _____</p>	<p>Classroom Aides: \$50,407 (RS 0001) Reading Specialist: \$56,657 (RS 0001) Homework Help: \$3,917 (RS 0001) Library Aide: \$8,002 (RS 0001) (OB 2100) Technology Aide: \$8,097 (RS0001)</p>
<p>Utilize district-wide CCSS aligned writing rubrics to benchmark and assess student writing. Rubrics will be utilized as a metric for student growth in ELA.</p> <p>Improved scores in ELA and Math using Illuminate Data and Assessment tool.</p> <p>Monitor and review SBAC scores. Set goal for the following year.</p>		<p><u><input checked="" type="checkbox"/></u> ALL ----- ----- OR: <u><input type="checkbox"/></u> Low Income pupils <u><input type="checkbox"/></u> English Learners <u><input type="checkbox"/></u> Foster Youth <u><input type="checkbox"/></u> Redesignated fluent English proficient <u><input type="checkbox"/></u> Other Subgroups:(Specify) _____</p>	<p>Illuminate: \$5,000 (RS 0000) (OB 4341)</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Implementation of CCSS-aligned instructional materials</p> <p>Rate of Teacher misassignments,</p> <p>SBAC results; Improve proficiency scores, including subgroup performance</p> <p>Show improvement in State Physical Fitness Test results.</p>	<p>100% implementation of CCSS-aligned materials</p> <p>Maintain HQT at 100%</p> <p>Math/ELA Baseline plus 1% increase, including subgroups</p> <p>Increase the number of students who identify as healthy and physically fit by 1%</p>

	<p>Utilize Illuminate Digital Assessment tool.</p> <p>Weekly student schedules, report cards, and portfolios</p> <p>Annual Board Resolution of sufficiency of Instructional Materials</p>	<p>Track student growth in Math/ELA using Illuminate.</p> <p>All students, including students with disabilities will have access to art, music, and other enrichment activities</p> <p>All students have access to state standards-aligned instructional materials</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Classroom Aides; computer programs: Curricula Development Programs; Teacher Training, tech training; library computer system update and training, continued training with Illuminate Data and Assessment tool, Data Teams, Running Club, employ HQT to deliver CCSS. Continue to utilize a PE Specialist.</p>		<p><u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>HQT Salaries: \$941,554 (RS 0000, RS 1400, RS 4035, RS 5820) Professional Development: \$6,000 (RS 0218, 0000) (OB 5210) Teacher Training: \$500 (RS 0000) (OB 5210)) Library System Update: \$1,500 (RS 0016, FN 2420, OB 4310) Classroom Aides: \$30,831 (RS 0221, 0000, 5820, 3010) Illuminate: \$5,000 (RS 0000) (OB 4341) P.E. Teacher: \$16,403 (RS 0000) (OB 1133)</p>
<p>Classroom Aides; Reading specialist; After School Homework Club; Library Aide: Technology Aide</p> <p>Implement new CCSS Math Adoption</p> <p>Adopt CCSS aligned ELA program</p>		<p><u>X</u> ALL ----- ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Classroom Aides: \$50,407 (RS 0001) Reading Specialist: \$56,657 (RS 0001) Homework Help: \$3,917 (RS 0001) Library Aide: \$8,002 (RS 0001) (OB 2100) Technology Aide: \$8,097 (RS0001)</p>

<p>Utilize district-wide CCSS aligned writing rubrics to benchmark and assess student writing. Rubrics will be utilized as a metric for student growth in ELA.</p> <p>Improved scores in ELA and Math using Illuminate Data and Assessment.</p> <p>Monitor and review SBAC scores. Set goal for the following year.</p>		<p><u> X </u> ALL ----- -----</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p>Illuminate: \$5,000 (RS 0000) (OB 4341)</p>

<p>GOAL:</p>	<p><u>Goal #3</u> 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.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>Need: Efforts to seek more parent and student input; CHK Survey. Promote parental participation in School Site Council, Technology Committee, Community Club, FEF. Need: Decrease chronic absenteeism (≤ 10 days or more each school year)</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	

Applicable Pupil Subgroups: All			
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Metric	Outcome	
	Parent participation in school decision making as evidenced in response to surveys, attendance at educational foundation, teacher meetings, Community Club, Technology Committee, FEF, Site Council and Board attendance	A baseline count of all parents and parents of students with disabilities who participate in at least one school decision making opportunity, or school family events will be recorded this year.	
	Participation at parent conferences	Maintain 90% or greater	
	Attendance rate Schoolwise SIS	Maintain high attendance rate of 95% or greater	
	Chronic Absenteeism rate	Decrease chronic absenteeism rate, and stay below the state average	
	Truancy Rates Schoolwise SIS	Decrease truancy rates, and stay below the state average	
	William's FIT	Maintain Good score on annual inspection	
	Reports/Suspension rates	Maintain low suspension rate below the state average, which is currently 4.4%	
Expulsion Data	Maintain low expulsion rate below the state average, which is currently .1%		
CA Healthy Kids Survey	Gather student data on school climate from CA Healthy Kids Survey		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Alert Now phone notifications; Weekly Bulletin, Jupiter Grades, classroom newsletters encourage parents & community members to participate in and attend events, meetings, classroom activities and parent education offerings. Professional development for staff, training for Healthy Play, and support from Student Support Provider for Second Step program to create a safe school climate. Encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decision-making. Provide afterschool enrichment clubs. Receive training on new character education program.	All	<input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	AlertNow Phone System: \$1,635 (RS 0000) Professional Development: \$6,000 (RS 0218, OB 5210) Student Support Provider: \$34,855 (RS 3010, RS 6500, OB 2220)

<p>Classroom Aides; Reading specialist; After School Homework Club; Library Aide: Technology Aide</p>	<p>School-wide</p>	<p><u> X </u> ALL ----- ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Classroom Aides: \$50,407 (RS 0001) (OB 2100) Reading Specialist: \$52,468 (RS 0001) (OB 1133) Homework Help: \$3,917 (RS 0001) (OB 1150) Library Aide: \$8,002 (RS 0001) (OB 2100) Technology Aide: \$8,097 (RS 0001) (OB 2900)</p>
<p>Resurface and paint parking lot to improve student safety during drop off and pick up times. Re-establish the Freshwater Educational Foundation and Technology Committee to further enhance educational programs and our campus.</p>		<p><u> X </u> ALL ----- ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Parking Lot: \$28,000 (RS 0230)</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
		<p>Parent participation in school decision making as evidenced in response to surveys, attendance at educational foundation, teacher meetings, Community Club, Technology Committee, FEF, Site Council and Board attendance</p> <p>Participation at parent conferences</p> <p>Attendance rate Schoolwise SIS</p> <p>Chronic Absenteeism rate</p> <p>Truancy Rates Schoolwise SIS</p> <p>William's FIT</p>

	<p>Reports/Suspension rates</p> <p>Expulsion Data</p> <p>CA Healthy Kids Survey</p>	<p>Maintain low suspension rate below the state average, which is currently 4.4%</p> <p>Maintain low expulsion rate below the state average, which is currently .1%</p> <p>Set school climate goal based on CA Healthy Kids Survey</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Alert Now phone notifications; Weekly Bulletin, Jupiter Grades, classroom newsletters encourage parents & community members to participate in and attend events, meetings, classroom activities and parent education offerings. Professional development for staff, training for Healthy Play, and support from Student Support Provider for Second Step program to create a safe school climate. Encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decision-making. Provide afterschool enrichment clubs. Implement new character education program.</p>	<p>All</p>	<p><u>X</u>_ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>AlertNow Phone System: \$1,635 (RS 0000) Professional Development: \$6,000 (RS 0218, OB 5210) Student Support Provider: \$34,855 (RS 3010, RS 6500, OB 2220)</p>
<p>Classroom Aides; Reading specialist; After School Homework Club; Library Aide: Technology Aide</p>	<p>School-wide</p>	<p>__ALL ----- ----- OR: <u>X</u>_Low Income pupils <u>X</u>_English Learners <u>X</u>_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Classroom Aides: \$50,407 (RS 0001) (OB 2100) Reading Specialist: \$52,468 (RS 0001) (OB 1133) Homework Help: \$3,917 (RS 0001) (OB 1150) Library Aide: \$8,002 (RS 0001) (OB 2100) Technology Aide: \$8,097 (RS 0001) (OB 2900)</p>

<p>Promote Freshwater Educational Foundation and Technology Committee to further enhance educational programs and our campus.</p>		<p><u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>
	<p>Parent participation in school decision making as evidenced in response to surveys, attendance at educational foundation, teacher meetings, Community Club, Technology Committee, FEF, Site Council and Board attendance</p> <p>Participation at parent conferences</p> <p>Attendance rate Schoolwise SIS</p> <p>Chronic Absenteeism rate</p> <p>Truancy Rates Schoolwise SIS</p> <p>William's FIT</p> <p>Reports/Suspension rates</p> <p>Expulsion Data</p>	<p>Increase the level of parent, student, and community involvement by providing increased opportunities for participation. Show an increase in the number of parents and parents of students with disabilities who participate in at least one school decision-making opportunity, or school family events.</p> <p>Maintain 90% or greater</p> <p>Maintain high attendance rate of 95% or greater</p> <p>Decrease chronic absenteeism rate, and stay below the state average</p> <p>Decrease truancy rates, and stay below the state average</p> <p>Maintain Good score on annual inspection</p> <p>Maintain low suspension rate below the state average, which is currently 4.4%</p> <p>Maintain low expulsion rate below the state average, which is currently .1%</p>

	CA Healthy Kids Survey	Assess progress towards school climate goal based on CA Healthy Kids Survey. Set a new goal.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Alert Now phone notifications; Weekly Bulletin, Jupiter Grades, classroom newsletters encourage parents & community members to participate in and attend events, meetings, classroom activities and parent education offerings. Professional development for staff, training for Healthy Play, and support from Student Support Provider for Second Step program to create a safe school climate. Encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decision-making. Provide afterschool enrichment clubs. Evaluate new character education program.</p>		<p><u> X </u> ALL ----- ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>AlertNow Phone System: \$1,635 (RS 0000) Professional Development: \$6,000 (RS 0218, OB 5210) Student Support Provider: \$34,855 (RS 3010, RS 6500, OB 2220)</p>
<p>Classroom Aides; Reading specialist; After School Homework Club; Library Aide: Technology Aide</p>		<p><u> X </u> ALL ----- ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Classroom Aides: \$50,407 (RS 0001) (OB 2100) Reading Specialist: \$52,468 (RS 0001) (OB 1133) Homework Help: \$3,917 (RS 0001) (OB 1150) Library Aide: \$8,002 (RS 0001) (OB 2100) Technology Aide: \$8,097 (RS 0001) (OB 2900)</p>

<p>Promote Freshwater Educational Foundation and Technology Committee to further enhance educational programs and our campus.</p>		<p><input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal #1 Maintain or improve student reading, language arts proficiencies by implementing CCSS, and by employing highly qualified teachers and paraprofessionals, and implementing CCSS curricula and programs.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	<u>Metric</u> STAR results and qualitative district classroom assessments	<u>Outcome</u> The educational outcomes of low-income pupils, foster youth, and English Learners SBAC results and qualitative district classroom assessments will increase by 2%	Actual Annual Measurable Outcomes:	This year there were no STAR results in Math/ELA. Individual teachers are tracking student results with newly adopted CCSS writing rubrics to measure growth in writing, and are piloting CCSS Math assessments to indicate student progress. This year students will receive a baseline score from SBAC in Math/ELA, so there was no way to increase our scores. We also explored different digital assessment options for the district and plan to implement Illuminate Data and Assessment in 2015/16.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
After school academic intervention classes, Continue to use services of Changing Tides, ERMHS, and RST. Use aides for individualized instruction and assistance.	Classroom Aides: \$20,000 (RS 0221, LCFF)	We did not implement academic intervention classes this year, but we did provide a homework club for upper grade students to receive teacher support afterschool. We continued to use Changing Tides, ERMHS, and RST to provide student support. To improve student services, we revamped our Student Study Team meetings by	Classroom Aides: \$30,438 (RS 0221, LCFF)	

		streamlining the referral process and having weekly student support meetings to better meet student needs.		
Scope of service:	All		Scope of service:	
<u>X</u> _ALL			<u>X</u> _ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Classroom Aides; Reading specialist; After School Homework Club; Library Aide: Technology Aide		Classroom Aides: \$46,892 (RS 0001) Reading Specialist: \$56,491 (RS 0001) Homework Help: \$83.76 (RS 0001) Library Aide: \$7,913 (RS 0001) Technology Aide: \$7,227 (RS0001)	Every classroom teacher has an instructional aide to assist in delivering lessons. Our reading specialist met with 46 Students for thirty minutes each day for small group reading intervention and instruction. We utilized a rotation of credentialed teachers to help students work on their assignments afterschool in our Homework Club. Our Library specialist met with all Kindergarten through sixth grade students once a week for 25-45 minutes. Our Technology aide helped students in fourth through sixth grades to become more proficient at keyboarding, exploring Google Apps, and practicing for the SBAC test.	Classroom Aides: \$53,687 (RS 0001) Reading Specialist: \$55,588 (RS 0001) Homework Help: \$3,683 (RS 0001) Library Aide: \$7,917 (RS 0001) Technology Aide: \$6,874 (RS0001)
Scope of service:	School-wide		Scope of service:	
<u>X</u> _ALL			<u>X</u> _ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are updating our metrics to include SBAC baseline scores for 2014/15. The District is purchasing Illuminate Data and Assessment tools to implement in 2015/16 to increase formative and summative assessment options for teachers. Teachers established expected outcomes for ELA/Math, and were trained in Data Teams to better assess and benchmark student writing using newly developed CCSS aligned district writing rubrics. Next year we plan on offering a technology aide to assist the third graders since they also take the SBAC test. Our technology committee is working on a strategic plan with the hope that the district will purchase more technology devices to be used in the classroom.
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Original GOAL from prior year LCAP:	<u>Goal #2</u> Maintain the educational outcomes and participation rates of low-income pupils, foster youth, and English Learners as well as the outcomes of the general student population.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<u>Metric</u> Implementation of CCSS-aligned instructional materials Rate of Teacher misassignments SBAC results; API growth and subgroup performance School Experience Survey & State Physical Fitness Test results.	<u>Outcome</u> Review of CCSS-aligned materials Maintain HQT at 100% There are no SBAC results yet, therefore we will not be able to show API growth this year. Students have not taken the Physical Fitness test yet.	Actual Annual Measurable Outcomes:	All of our teachers are properly credentialed and we had no teacher misassignments. Teachers reviewed, piloted, and implemented CCSS aligned materials. We invested time developing new district wide CCSS writing standards, aligned writing rubrics to them, and trained teachers in Data Teams to better assess student writing. There will be no API growth this year, as we will only be receiving a baseline score on SBAC. Students in grades 5 and 8 did take the STAR test for Science. Teachers piloted CPM and Engage
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				<p>NY, and reviewed other CCSS aligned math adoptions at the Humboldt County Office of Education. Teachers aligned lessons and assessments in ELA and Math with CCSS. The SBAC scores that our district has received so far show that students are scoring well being tested on the new standards. Students have not taken the Physical Fitness Test yet. Facilities are in good repair, and we are planning upgrades to our roof and parking lot next year.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Classroom Aides; computer programs: Curricula Development Programs; Teacher Training, tech training; library computer system update and training, employ HQT to deliver CCSS.</p>	<p>HQT Salaries: \$646,188 Professional Development: \$10,000 (RS 0218, LCFF) Teacher Training: \$500 (RS 0228, LCFF) Library System Update: \$1,500 (RS 0016) Classroom Aides: \$20,000 (RS 0221, LCFF)</p>	<p>New District writing rubrics were developed to assess new CCSS writing standards. These rubrics will be used at the start of next school year to set a baseline for student proficiency in writing at every grade level, and then progress will be tracked at the end of each trimester. Teachers were trained by county office staff, and implemented Data Teams to assess student writing. Piloted CCSS Math Programs: Engage NY and CPM. The majority of our teachers attended CCSS workshops offered through the county office of education. Trainings included Google Apps for education, Redwood Writing Project, and Math Games with CCSS by Kim Sutton. Teachers are developing new CCSS aligned report cards.</p>	<p>HQT Salaries: \$886,751.00 (RS 0000, RS 1400, RS 4035, RS 5820) Professional Development: \$10,000 (RS 0218, LCFF) Teacher Training: \$500 (RS 0228, LCFF) Library System Update: \$1,949 (RS 0016, LCFF) Classroom Aides: \$30,438 (RS 0221, LCFF)</p>

		Teachers are using Jupiter Grades to report student progress to parents.	
Scope of service:	All	Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Classroom Aides; Reading specialist; After School Homework Club; Library Aide: Technology Aide	Classroom Aides: \$46,892 (RS 0001) Reading Specialist: \$56,491 (RS 0001) Homework Help: \$83.76 (RS 0001) Library Aide: \$7,913 (RS 0016) Technology Aide: \$7,227 (RS0001)	See Goal #1	Classroom Aides: \$53,687 (RS 0001) Reading Specialist: \$55,588 (RS 0001) Homework Help: \$3,683 (RS 0001) Library Aide: \$7,917 (RS 0001) Technology Aide: \$6,874 (RS0001)
Scope of service:	School-wide	Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

				truancy rates below the state average. We maintained less than 2% suspension rate, and had zero expulsions. We did not administer the California Healthy Kids Survey this year, but we plan to implement it next year.	
LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Alert Now phone notifications; Weekly Bulletin, classroom newsletters, encourage parents & community members to participate in and attend events, meetings, classroom activities and parent education offerings. Professional development for staff, training for Healthy Play, and Second Step program to create a safe school climate. Encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decision-making.		AlertNow Phone System: \$1,000 (RS 0000) Professional Development: \$4,000 (RS 0218, LCFF)	We have continued to use our Alert Now and Jupiter Grades systems to notify and update parents with Weekly Bulletins and grade updates. Teachers send classroom newsletters and we encourage parents and community members to participate and attend events, meetings, classroom activities, and parent education offerings. This year we rebooted our Freshwater Educational Foundation that had not met in nearly a decade in an effort to enhance the educational programs at Freshwater. The Technology Committee then began work on a strategic plan to further implement technology at our school. The Freshwater Community Club sent representatives to every board meeting to improve communication between stakeholder groups. We offered professional development for staff to encourage a safer school climate. We continued to implement Healthy Play strategies in PE and on the playground, and our Student Support specialist utilized Second Step curriculum in each classroom. We continue to encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decision-making. Students were interviewed to gather input on LCAP goals. Many of our students participated in the county science fair, spelling bee, musical performances, and community awareness projects. Next year, the number of students participating will be tracked to establish a baseline. Our entire school continues to offer a cross-age tutoring and Buddy Program to foster student interactions and relationships. We revamped our Student Study Team referral process and met weekly to address concerns regarding student behavior and academic concerns. We are planning improvements to our facility next year, including a new roof and parking lot.		AlertNow Phone System: \$1,635 (RS 0000) Professional Development: \$4,000 (RS 0218, LCFF)

Scope of service:	All		Scope of service:		
<input checked="" type="checkbox"/> ALL					
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Classroom Aides; Reading specialist; After School Homework Club; Library Aide: Technology Aide		Classroom Aides: \$46,892 (RS 0001) Reading Specialist: \$56,491 (RS 0001) Homework Help: \$83.76 (RS 0001) Library Aide: \$7,913 (RS 0016) Technology Aide: \$7,227 (RS0001)	See Goal #1		Classroom Aides: \$53,687 (RS 0001) Reading Specialist: \$55,588 (RS 0001) Homework Help: \$3,683 (RS 0001) Library Aide: \$7,917 (RS 0001) Technology Aide: \$6,874 (RS0001)
Scope of service:	School-wide		Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		This year we did not administer a School Experience survey, but more than half of our families completed a Technology survey since one of our district's goals is to increase and improve technology at our school. We did not participate in the California Healthy Kids Survey, but our			

and/or changes to goals?	<p>School Site Council approved it to be implemented next year. We also rebooted our Freshwater Educational Foundation, which has been inactive for almost a decade in an effort to enhance student programs and improve school culture. To increase student attendance we are considering providing attendance incentives for our students next year. We did not have a system in place for tracking family participation at all of our events, and we will improve our participation rates but not by 3%. Rather than decreasing chronic truancy by 3% Freshwater School will continue to stay below the state average in this area. Freshwater will maintain its less than 2% suspension rate, and zero expulsions. One area of school safety that we plan to improve is our parking lots. We are planning to resurface and restripe both parking lots this summer to ensure student safety during drop off and pick up times. In addition, we are planning to replace our roof and install new solar panels as a result of Prop 39 funding. Our school is also in the process of researching character education programs, with the goal of researching and implementing something new next year to further supplement our Healthy Play and Second Step programs. In addition, there has been an interest in providing parent education nights, afterschool enrichment clubs, student council, and health education to upper grade students to further improve school climate.</p>
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Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$119,053
For 2015-16	
<p>Under LCFF in 2015-16, Freshwater Elementary School District will receive \$119,053 in supplemental grant funding. The District will be spending \$127,415 on services for unduplicated students. We will meet the targeted expenditures and the full list of expenditures is aligned with the goals of the Freshwater Elementary School District’s Local Control and Accountability Plan. The specific expenditures for 2015-16 are as follows: Classroom Aides at a cost of \$50,407; Reading Specialist at a cost of \$52,468; Homework Help at a cost of \$3,917; Library Aide at a cost of \$8,002; and a Technology Aide at a cost of \$8,097. Although services are delivered school-wide, research has shown that our unduplicated student population has less access to technology, books, and academic resources in the home. By providing increased support in the areas of technology, library services, homework help and instructional assistants, our unduplicated students will have a more successful learning experience at Freshwater School.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.28	%
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For 2015-16

Based on the proportionality calculator, the Freshwater Elementary School District is required to show increased or improved services valued at 6.28%. This will be met by increasing funds spent for services to unduplicated students by increasing instructional aide supports, providing an afterschool academic intervention program, a reading specialist, and homework help.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).