

Introduction:

Freshwater Charter Middle School is a 7-8 Grade School therefore some portions of the state priorities are not applicable.

These include:

Priority 4 – Student Achievement

- share of students who are college and career ready
- 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

- High school dropout rates
- High School graduation rates

LEA: Freshwater Charter Middle

Contact: Si Talty, Superintendent, stalty@freshwatersd.org, (707)442-2969

LCAP Year: 2016-17

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
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<p>Describe activities for this year planning for 2016-17</p> <p>LCAP has been an ongoing Board Agenda item since September, 2015</p> <p>Stakeholder Input Session with Parent Advisory Committee (SSC) on January 11, 2016: Discussed CAASPP test scores that established our baseline at Freshwater. Reviewed goals and progress towards them in current year.</p> <p>Stakeholder input session with Certificated Employees including FTA representatives on February 4, 2016: Reviewed LCAP goals and discussed current metrics for student achievement.</p> <p>Stakeholder input session with Classified Employees (Classified employees were all invited despite the fact that they do not have a bargaining unit) on April 8, 2016: Reviewed LCAP goals and discussed progress towards goals.</p> <p>Stakeholder input session with Community Club on March 7, 2016: Discussed LCAP goals and progress in current year. Also discussed ways to strengthen outcomes in the out years.</p> <p>California Healthy Kids Survey for Students: February 24, 2016</p> <p>California Healthy Kids Survey for Staff: February 4, 2016</p> <p>California Healthy Kids School Climate Survey for Parents: February 8, 2016</p> <p>Board Meeting on March 8, 2016: Discussed LCAP goals and reviewed progress towards goals in annual update.</p> <p>Parent Preview informational night on March 3, 2016</p>	<p>Describe activities for this year planning for 2016-17</p> <p>Stakeholder suggestions:</p> <p>Continue afterschool intervention program</p> <p>Track chronic tardies and establish a baseline in 2016/17</p> <p>Hold Parent informational nights/technology nights</p> <p>Continue Afterschool Enrichment Classes</p> <p>Start Student Council to promote student involvement in school decision making</p> <p>Adopt CCSS curriculum</p> <p>Increase technology instruction</p> <p>Improve facilities: sewer lines and roofs will be bid and prioritized for repair</p> <p>Continue to implement technology in the classroom</p> <p>Continue to provide afterschool daycare and summer camp program</p> <p>Continue having a PE Teacher to provide instruction to students in Grades 7-8</p> <p>Reduce unexcused tardies</p>
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<p>Annual Update:</p> <p>Describe activities for this year planning for 2016-17</p> <p>Charter Council meeting January 13, 2016</p> <p>Certificated Employee including FTA representatives Annual Update Meeting: April 7, 2016 (Reviewed LCAP goals and discussed current metrics for student achievement).</p> <p>Classified Employee Annual Update Meeting: April 8, 2016 (Reviewed LCAP goals and discussed progress towards goals).</p> <p>Parent Advisory Committee (SSC) Annual Update Meeting: March 7, 2016 (Goal #1 Metrics were discussed at length and the need for additional metrics was apparent. A parent involvement survey will be generated to pilot this year)</p> <p>Board Meeting: March 8, 2016 (Discussed LCAP goals and progress in current year. Also discussed ways to strengthen outcomes in the out years).</p> <p>Parent Advisory Committee (SSC) Meeting: May 9, 2016</p> <p>Board Meeting: May 10, 2016</p> <p>Public Hearing: June 21, 2016</p> <p>Public Review and Board Approval: June 23, 2016</p>	<p>Annual Update:</p> <p>Describe activities for this year planning for 2016-17</p> <p>Stakeholders input:</p> <p>Develop facility plan for new sewage lines, roof, and classroom</p> <p>Establish baseline from California Healthy Kids Survey and set goal for 2016/17</p> <p>Enhance school website to promote parent involvement</p> <p>Develop more ore pre/post assessments to measure student progress</p> <p>Provide more opportunities for student input by creating a student council</p> <p>Explore digital assessment options</p> <p>Implement a parent involvement survey</p>
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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:	<p><u>Goal #1</u></p> <p>Provide additional supports for high quality learning experiences for all students in need including low-income pupils, foster youth, and English Learners.</p>	<p>Related State and/or Local Priorities: <input type="checkbox"/>_1 X <input type="checkbox"/>_2 <input type="checkbox"/>_3 X <input type="checkbox"/>_4 <input type="checkbox"/>_5 <input type="checkbox"/>_6 X <input type="checkbox"/>_7 <input type="checkbox"/>_8 Local: N/A</p>
Identified Need:	<p>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 will be used to guide instruction.</p> <p>SBAC results from 2014/15 established a baseline score for Freshwater School. In ELA, 59% of students Met or Exceeded the Standards compared to 39% in Humboldt County and 44% in California. In Math, 48% of students Met or Exceeded the Standards compared to 29% in Humboldt County and 33% in California.</p> <p>District-wide writing skills curriculum need to be implemented to improve student performance in ELA.</p>	

Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<u>Metric</u>	<p>Qualitative district classroom assessments.</p> <p>District Writing Rubrics</p> <p>SBAC Results</p> <p>EI Development</p> <p>EL Reclassification Rate</p> <p>CCSS Implementation</p>
	<u>Outcome</u>	<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>District writing rubrics will be utilized by data teams to analyze scores in Argumentative Writing. The number of students that move up a performance level on rubrics or are proficient will establish a baseline for the District.</p> <p>SBAC results in Math/ELA will increase by 1% including subgroups</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>Continued implementation of CCSS-aligned material as measured by curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to use services of Changing Tides, ERMHS, and RST. Use aides for individualized instruction and assistance.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classroom Aides: \$13,226 (RS 0000, LCFF)
Classroom Aides	School-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration)
After School Homework Club	School-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Homework Help: \$1,512 (RS 0001) (Supplemental Concentration)

<p>Implementation of Digital Assessment tool to establish benchmark scores in Math and ELA.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>Monitor and review SBAC scores. Set goal for the following year.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Qualitative district classroom assessments.</p> <p>District Writing Rubrics</p> <p>SBAC Results</p> <p>EI Development</p> <p>EL Reclassification Rate</p> <p>CCSS Implementation</p> <p><u>Outcome</u></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>District writing rubrics will be utilized by data teams to analyze scores in Informational Writing. The number of students that move up a performance level on rubrics or are proficient will establish a baseline for the District.</p> <p>SBAC results in Math/ELA will increase by 1% including subgroups</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>Continued implementation of CCSS-aligned material as measured by curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classroom Aides: \$13,226 (RS 0000, LCFF)</p>

Classroom Aides	School-Wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration)
After School Homework Club	School-Wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Homework Help: \$1,512 (RS 0001) (Supplemental Concentration)
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.	School-Wide Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0
Track student growth using Digital Assessment tool for Math and ELA.	School-wide Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0

<p>Monitor and review SBAC scores. Set goal for the following year.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Qualitative district classroom assessments.</p> <p>District Writing Rubrics</p> <p>SBAC Results</p> <p>EI Development</p> <p>EL Reclassification Rate</p> <p>CCSS Implementation</p>
	<p><u>Outcome</u></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>District writing rubrics will be utilized by data teams to analyze scores in Narrative Writing. The number of students that move up a performance level on rubrics or are proficient will be compared to baseline scores from 2015/16.</p> <p>SBAC results in Math/ELA will increase by 1% including subgroups</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>Continued implementation of CCSS-aligned material as measured by curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings.</p>

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 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classroom Aides: \$13,226 (RS 0000, LCFF)
After School Homework Club	School-Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Homework Help: \$1,512 (RS 0001) (Supplemental Concentration)
Classroom Aides	School-Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration)

Monitor and review SBAC scores. Set goal for the following year.	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0
Track student growth using digital assessment tool for Math and ELA.	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0
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.	School-Wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$0

GOAL:	<p><u>Goal #2</u></p> <p>Maintain or improve language arts and math proficiencies aligned to CCSS, by employing highly qualified teachers and paraprofessionals, and implementing CCSS curricula and programs.</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 X 8 Local: N/A</p>
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:	<p>Schools: All</p> <p>Grades: All</p>	
Applicable Pupil Subgroups:	All	
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>Qualitative district classroom assessments.</p> <p>Implementation of CCSS-aligned instructional materials</p> <p>Rate of Teacher misassignments,</p> <p>SBAC results</p> <p>District Writing Rubrics</p> <p>EL Development</p> <p>EL Reclassification Rate</p> <p>CCSS Implementation</p> <p>Physical Fitness Test results.</p>	

Utilize Digital Assessment tool.

Weekly student schedules, report cards

Outcome

Improved educational outcomes for all students, including low-income pupils, foster youth, and English Learner as measured by CAASPP scores

Maintain HQT at 100%

Math/ELA Baseline plus 1% increase, including subgroups

Establish a baseline for students who identify as healthy and physically fit from the beginning of the year to the end of the year

Track student growth in Math/ELA using digital assessment tools

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

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

N/A We have fewer than five EL students, and they have not been in the District for more than two years.

All students have access to state standards-aligned instructional materials

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Classroom Aides	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Classroom Aides: \$13,226 (RS 0000, LCFF)

Employ HQT to deliver CCSS, E backpack, Google Apps.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	HQT Salaries: \$183,020 (RS 0000) (RS1400)
Teacher Training, tech training; Digital Assessment training, Data Teams	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Development: \$2,000 (RS 0000)
Continue to utilize a PE instructor	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	P.E. Teacher: \$10,313 (RS 0000)

<p>After School Homework Club; Library Aide: Technology Aide Office Aide Implement CCSS aligned Math and ELA curriculum</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration) Homework Help: \$1,512 (RS 0001) (Supplemental Concentration) Office Aide: \$7,904 (RS 0001) (Supplemental Concentration)</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. Improved scores in ELA and Math using Digital Assessment tool. Monitor and review SBAC scores. Set goal for the following year.</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric Qualitative district classroom assessments.</p>		

Implementation of CCSS-aligned instructional materials

Rate of Teacher misassignments,

SBAC results

District Writing Rubrics

EL Development

EL Reclassification Rate

CCSS Implementation

Physical Fitness Test results.

Utilize Digital Assessment tool.

Weekly student schedules, report cards

Outcome

Improved educational outcomes for all students, including low-income pupils, foster youth, and English Learner as measured by CAASPP scores

Maintain HQT at 100%

Math/ELA Baseline plus 1% increase, including subgroups

Establish a baseline for students who identify as healthy and physically fit from the beginning of the year to the end of the year

Track student growth in Math/ELA using digital assessment tools

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

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

N/A We have fewer than five EL students, and they have not been in the District for more than two years.

All students have access to state standards-aligned instructional materials

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Classroom Aides	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classroom Aides: \$13,226 (RS 0000, LCFF)
Employ HQT to deliver CCSS, E backpack, Google Apps.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	HQT Salaries: \$183,020 (RS 0000) (RS1400)
Teacher Training, tech training; Digital Assessment training, Data Teams	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Development: \$2,000 (RS 0000, LCFF)

Library computer system update and training	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Library System Update: \$0
Continue to utilize a PE instructor	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	P.E. Teacher: \$10,313 (RS 0000)
Classroom Aides; After School Homework Club; Implement CCSS aligned Math and ELA curriculum	School-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration) Homework Help: \$1,512 (RS 0001) (Supplemental Concentration) Office Aide: \$7,904 (RS 0001) (Supplemental Concentration)

<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>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Qualitative district classroom assessments.</p> <p>Implementation of CCSS-aligned instructional materials</p> <p>Rate of Teacher misassignments,</p> <p>SBAC results</p> <p>District Writing Rubrics</p> <p>EL Development</p> <p>EL Reclassification Rate</p> <p>CCSS Implementation</p> <p>Physical Fitness Test results.</p> <p>Utilize Digital Assessment tool.</p> <p>Weekly student schedules, report cards</p> <p><u>Outcome</u></p> <p>Improved educational outcomes for all students, including low-income pupils, foster youth, and English Learner as measured by CAASPP scores</p>
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	<p>Maintain HQT at 100%</p> <p>Math/ELA Baseline plus 1% increase, including subgroups</p> <p>Establish a baseline for students who identify as healthy and physically fit from the beginning of the year to the end of the year</p> <p>Track student growth in Math/ELA using digital assessment tools</p> <p>Continued implementation of CCSS-aligned material as measured by curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings.</p> <p>District writing rubrics will be utilized by data teams to analyze scores in Narrative Writing. The number of students that move up a performance level on rubrics or are proficient will be compared to baseline scores from 2015/16.</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>All students have access to state standards-aligned instructional materials</p> <p>All students, including students with disabilities will have access to art, music, language, and other enrichment activities.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Classroom Aides	All Grades: All	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	Classroom Aides: \$13,226 (RS 0000, LCFF)

<p>Classroom Aides; After School Homework Club; Implement CCSS aligned Math and ELA curriculum</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration) Homework Help: \$1,512 (RS 0001) (Supplemental Concentration) Office Aide: \$7,904 (RS 0001) (Supplemental Concentration)</p>
<p>Employ HQT to deliver CCSS, E backpack, Google Apps.</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>HQT Salaries: \$183,020 (RS 0000) (RS1400)</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. Improved scores in ELA and Math using Illuminate Data and Assessment. Monitor and review SBAC scores. Set goal for the following year.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>

Library computer system update and training	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Library System Update: \$0
Continue to utilize a PE instructor	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	P.E. Teacher: \$10,313 (RS 0000)
Teacher Training, tech training; Digital Assessment training, Data Teams	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Development: \$2,000 (RS 0000, LCFF)

GOAL:	<p><u>Goal #3</u></p> <p>Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater Charter Middle School a safe and welcoming learning environment, where students attend and are connected to their school.</p>	<p>Related State and/or Local Priorities: X 1 _2 X3 _4 X5 X6 _7 X8 Local: N/A</p>
Identified Need:	<p>Need: Efforts to seek more parent and student input; Stakeholder meetings for LCAP, CHK Survey. Promote parental participation in Technology Committee, Community Club, FEF.</p> <p>Need: Decrease chronic absenteeism (&le; 10 days or more each school year)</p>	
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>Parent participation in school decision making as evidenced in response to surveys, attendance at educational foundation, teacher meetings, Community Club, Technology Committee, FEF, FCMS meetings, and Board attendance</p> <p>Participation at parent conferences, back to school night, picnic, open house, invention convention, science fair, concerts, and sports events</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><u>Outcome</u></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 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 3.8%</p> <p>Maintain low expulsion rate below the state average, which is currently .09%</p> <p>Set school climate goal based on CA Healthy Kids Survey</p>
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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, and classroom activities.</p> <p>Lewis and Clark canoe trip, Science Fair, College presentations at CR and HSU, World Music, Foreign Language exposure, monologues, buddy activities.</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>AlertNow Phone System: \$226 (RS 0000)</p>

<p>Classroom Aides; After School Homework Club; Student Support Provider Office Aide Field Trips</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration) Homework Help: \$1,512 (RS 0001) (Supplemental Concentration) Office Aide: \$7,904 (RS 0001) (Supplemental Concentration) Student Support Provider: \$9,491 (RS 0001) (Supplemental Concentration) Field Trips: \$316 (RS 0001) (Supplemental Concentration)</p>
<p>Promote Freshwater Educational Foundation and Technology Committee to further enhance educational programs and our campus.</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>

<p>Continue to maintain and upgrade security camera system for student safety.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Parent participation in school decision making as evidenced in response to surveys, attendance at educational foundation, teacher meetings, Community Club, Technology Committee, FEF, FCMS meetings, and Board attendance</p> <p>Participation at parent conferences, back to school night, picnic, open house, invention convention, science fair, concerts, and sports events</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><u>Outcome</u></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 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 3.8%</p> <p>Maintain low expulsion rate below the state average, which is currently .09%</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
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.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	AlertNow Phone System: \$226 (RS 0000)

<p>Classroom Aides; After School Homework Club; Student Support Provider Office Aide Field Trips</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration) Homework Help: \$1,512 (RS 0001) (Supplemental Concentration) Office Aide: \$7,904 (RS 0001) (Supplemental Concentration) Student Support Provider: \$9,491 (RS 0001) (Supplemental Concentration) Field Trips: \$316 (RS 0001) (Supplemental Concentration)</p>
<p>Promote Freshwater Educational Foundation and Technology Committee to further enhance educational programs and our campus.</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>

<p>Continue to maintain and upgrade security camera system for student safety.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0</p>
<p style="text-align: center;">LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Parent participation in school decision making as evidenced in response to surveys, attendance at educational foundation, teacher meetings, Community Club, Technology Committee, FEF, FCMS meetings, and Board attendance</p> <p>Participation at parent conferences, back to school night, picnic, open house, invention convention, science fair, concerts, and sports events</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><u>Outcome</u></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 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 3.8%</p> <p>Maintain low expulsion rate below the state average, which is currently .09%</p> <p>Set school climate goal based on CA Healthy Kids Survey</p>
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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.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	AlertNow Phone System: \$226 (RS 0000)

<p>Classroom Aides; After School Homework Club; Student Support Provider Office Aide Field Trips</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration) Homework Help: \$1,512 (RS 0001) (Supplemental Concentration) Office Aide: \$7,904 (RS 0001) (Supplemental Concentration) Student Support Provider: \$9,491 (RS 0001) (Supplemental Concentration) Field Trips: \$316 (RS 0001) (Supplemental Concentration)</p>
<p>Continue to maintain and upgrade security camera system for student safety.</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>

<p>Promote Freshwater Educational Foundation and Technology Committee to further enhance educational programs and our campus.</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$0</p>
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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?

Original Goal from prior year LCAP:	<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 X 2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p><u>Metric</u></p> <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><u>Outcome</u></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 not available as of May, 2015.</p> <p>No API for 2014-15</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>75% implementation of CCSS-aligned materials.</p>		<p>Improved educational outcomes for all students, including low-income pupils, foster youth, and English Learner as measured by CAASPP scores.</p> <p>Classroom assessments reported on report cards and Jupiter Grades</p> <p>District writing rubrics were implemented this year and data teams analyzed scores to determine the number of students that moved up a performance level on rubrics or were proficient on Narratives. 23% of students moved up a level and 77% were proficient in the first trimester. These scores will establish a baseline for Narratives in our District and next year we will establish a baseline for Argumentative writing.</p> <p>SBAC results from 2014/15 established a baseline score for Freshwater School. In ELA, 59% of students Met or Exceeded the Standards compared to 39% in Humboldt County and 44% in California. In Math, 48% of students Met or Exceeded the Standards compared to 29% in Humboldt County and 33% in California.</p> <p>API: N/A for 2014/15 and 2015/16</p> <p>SBAC scores for 2015/16 are not yet compiled.</p> <p>Adopted CCSS aligned Math curriculum and are still reviewing ELA adoptions</p>

LCAP Year: 2015-16					
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: \$8,076 (RS 0000, LCFF)	This service was not provided.		\$0
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Classroom Aides		Classroom Aides: \$1,214 (RS 0001)	Use aides for individualized instruction and assistance, and to support implementaiton of CCSS.		Classroom Aides: \$1,212 (RS 0001)
Scope of service:	School-Wide Grades: All		Scope of service:	School-wide Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
After School Homework Club		Homework Help: \$3,033 (RS 0001)	Provide additional support for students with homework after school.		Homework Help: \$1,137 (RS 0001)
Scope of service:	School-Wide Grades: All		Scope of service:	School-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		\$0	Teachers implemented CCSS aligned Math Program: CPM. We implemented new district wide CCSS writing rubrics and worked in Data Teams to analyze results to establish a benchmark for Narrative writing in our District.		\$0
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Establish baseline from SBAC testing scores.		\$0	We received a baseline score on the SBAC Test in ELA and Math. In ELA 59% of students Met or Exceeded the Standards compared to 39% in the County and 44% in the State. In Math 48% of students Met or Exceeded the Standards compared to 29% in the County and 33% in the State.		\$0
Scope of service:	School-Wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Receive training on Illuminate Data and Assessment tool.		\$0	Recieved training on SBAC Interim Assessments		\$0

Scope of service:	School-Wide Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	API metric will be removed Increase SBAC scores in Math/ELA by 1% including subgroups Utilize Writing Rubric Assessments to establish a baseline for each genre, and then measure student growth Implement more technology in the classroom Implement SBAC Interim Assessments or other digital assessment tools				

Original Goal from prior year LCAP:	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.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All Grades: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p><u>Metric</u></p> <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>Illuminate Data and Assessment tool</p> <p><u>Outcome</u></p> <p>75% implementation of CCSS-aligned materials</p> <p>Maintain HQT at 100%</p> <p>Baseline year for SBAC Math/ELA</p> <p>Establish baseline for the number of students who identify as being healthy and physically fit.</p> <p>Establish grade level benchmarks in ELA and Math using Illuminate Data and Assessment tool.</p>		<p>Teachers reviewed CCSS aligned ELA adoptions at the Humboldt County Office of Education, and are aligning lessons and assessments in ELA and Math with CCSS.</p> <p>All of our teachers are properly credentialed and we had no teacher misassignments.</p> <p>We received a baseline score on the SBAC Test in ELA and Math. In ELA 59% of students Met or Exceeded the Standards compared to 39% in the County and 44% in the State. In Math 48% of students Met or Exceeded the Standards compared to 29% in the County and 33% in the State.</p> <p>Presidential Fitness Test results not yet available</p> <p>Teachers implemented a new CCSS aligned Math Program: CPM.</p> <p>We implemented new district wide CCSS writing rubrics and worked in Data Teams to analyze results to establish a benchmark for Narrative writing in our District. 23% of students moved up a performance level on rubrics and 77% were proficient in the first trimester.</p> <p>All students have access to a broad course of study including Core subjects, PE, Music, Technology, and enrichment activities.</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Classroom Aides		Classroom Aides: \$8,076 (RS 0000, LCFF)	Classroom aides provided student support and assisted with implementation of CCSS.		Classroom Aides: \$13,563 (RS 0000, LCFF)
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Employ HQT to deliver CCSS, E backpack, Google Apps.		HQT Salaries: \$174,526 (RS 0000) (RS1400)	Employ Highly Qualified Teachers for delivery of CCSS		HQT Salaries: \$177,632 (RS 0000) (RS1400)
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Teacher Training, tech training; Illuminate Data and Assessment training, Data Teams		Professional Development: \$2,000 (RS 0000, LCFF)	Staff received training on Healthy Play, STEAM and SHIFT trainings.		Professional Development: \$2,000 (RS 0000, LCFF)
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Library computer system update and training		Library System Update: \$500 (RS 0000, LCFF)	No library system update was done at this time.		Library System Update: \$0
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>PE Specialist. Implement district wide running club.</p>		<p>P.E. Teacher: \$9,696 (RS 0000)</p>	<p>Utilized PE Specialist to implement Healthy Play and promote health and fitness standards</p>	<p>P.E. Teacher: \$8,496 (RS 0000)</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>School-wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Classroom Aides; After School Homework Club; Implement CCSS aligned Math and ELA curriculum</p>		<p>Classroom Aides: \$1,214 (RS 0001) Homework Help: \$3,033 (RS 0001) Office Aide: \$8,564 (RS 0001) Field Trips: \$316 (RS 0001)</p>	<p>After school homework club was provided by teachers to offer additional supports for students in need.</p>	<p>Classroom Aides: \$1,212 (RS 0001) (Supplemental Concentration) Homework Help: \$1,137 (RS 0001) (Supplemental Concentration) Office Aide: \$8,480 (RS 0001) (Supplemental Concentration) Field Trips: \$316 (RS 0001) (Supplemental Concentration) Student Support Provider: \$8,269 (RS 0001) (Supplemental Concentration)</p>
<p>Scope of service:</p>	<p>School-wide Grades: All</p>		<p>Scope of service:</p>	<p>School-wide Grades: All</p>

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>		\$0	<p>We implemented new district wide CCSS writing rubrics and worked in Data Teams to analyze results to establish a benchmark for Narrative writing in our District.</p>		\$0
<p>Scope of service:</p>	<p>School-wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>School-wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

What changes in actions, services, and expenditures	<p>Improve SBAC scores in Math/ELA by 1% including subgroups</p> <p>Offer PE Instruction</p> <p>Establish multiple measures for classroom assessments in Math and ELA.</p> <p>Implement District writing rubrics and work in data teams to establish a baseline and then measure student growth in each of the three genres of writing.</p> <p>Explore digital assessment tools</p>
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Original Goal from prior year LCAP:	<p><u>Goal #3</u></p> <p>Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater Charter Middle School a safe and welcoming learning environment, where students attend and are connected to their school.</p>		<p>Related State and/or Local Priorities: X 1 _2 X3 _4 X5 X6 _7 X8 Local:</p>
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>		
	<p>Applicable Pupil Subgroups:</p>	All	
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>Parent participation in school decision making as evidenced in response to surveys, attendance at educational foundation, teacher meetings, Community Club, Technology Committee, FEF, FCMS meetings, and Board attendance</p> <p>Participation at parent conferences</p> <p>Attendance rate Schoolwise SIS</p> <p>Chronic Absenteeism rate</p>	Actual Annual Measurable Outcomes:	<p>This year we have begun tracking school events, so that we can show increased parent and student participation. Our Community Club began offering Family Movie Nights and the Freshwater Educational Foundation brought back Lego Nights and afterschool Enrichment classes. In addition, we've had parents in attendance at our monthly meetings; including board meetings, Community Club, School Site Council, Freshwater Educational Foundation, and our Technology Committee. In addition parents attended a variety of events that Freshwater offered including: Trunk or Treat, Holiday crafts fair,</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><u>Outcome</u></p> <p>A baseline count of parents who participate in at least one school decision making opportunity, or school family events will be recorded this year.</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 100% score on annual inspection</p> <p>Maintain low suspension rate below the state average.</p> <p>Maintain low expulsion rate below the state average.</p> <p>Gather student data on school climate from CA Healthy Kids Survey</p>	<p>Invention Convention Science fair, All school picnic, concerts, and sports events. Students participated in Little Buddies and our Book Fair. Instead of counting individuals in attendance, we are measuring our participation rates by the number of events offered.</p> <p>Parent Involvement survey will be given to families to track community involvement and participation in school events at the end of the school year.</p> <p>We will continue to maintain a high attendance rate of 96% and will maintain chronic absenteeism and truancy rates below the state average. We maintained less than 2% suspension rate, and had zero expulsions.</p> <p>California Healthy Kids Survey was administered to students, staff, and parents to establish a baseline for school climate in our District.</p> <p>Our entire school participated in a "Pay it Forward" community service project</p> <p>Freshwater Educational Foundation began offering afterschool enrichment classes.</p> <p>Community Club utilized social media to promote student events and to increase parent participation</p>
LCAP Year: 2015-16		
Planned Actions/Services	Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual 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.		AlertNow Phone System: \$200 (RS 0000)	Utilized alert now system to communicate with school community		AlertNow Phone System: \$226 (RS 0000)
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Professional development for staff, and training for Healthy Play 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. 8th Grade Trip, socials, World of Work, Team building, Family Life Education, FCMS meetings, Listening Groups.		Professional Development: \$2,000 (RS 0000, LCFF)	Staff recieved training in Healthy Play, STEAM, and STEM trainings.		Professional Development: \$2,000 (RS 0000, LCFF)
Scope of service:	All Grades: All		Scope of service:	School-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Classroom Aides; After School Homework Club; Student Support Provider		Classroom Aides: \$1,214 (RS 0001) Homework Help: \$3,033 (RS 0001) Student Support Provider: \$8,326 (RS 0001) Field Trips: \$316 (RS 0001)	After school homework club was provided by teachers to further support student learning. Classroom aides were utilized for individualized student instruction and assistance.	Classroom Aides: \$1,212 (RS 0001) Homework Help: \$1,137 (RS 0001) Student Support Provider: \$8,269 (RS 0001) Field Trips: \$316 (RS 0001)
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>Resurface and paint parking lot to improve student safety during drop off and pick up times.</p> <p>Upgrade security cameras for student safety.</p> <p>Re-established the Freshwater Educational Foundation and Technology Committee to further enhance educational programs and our campus.</p>		<p>Parking Lot: \$7,000 (FU 40) (RS 0009)</p>	<p>Our parking lot was resurfaced and repainted to repair damaged areas and improve students safety during drop off and pick up times.</p>	<p>Parking Lot: \$7,347 (FU 40) (RS 0009)</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>School-wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>What changes in actions, servivces, and expenditures</p>	<p>Provide activities and events that engage our students and school community such as Movie Nights, Lego Nights, Trunk or Treat, Holiday Boutique, Book Fairs, Little Buddies, and Enrichment classes.</p> <p>Adminster the California Healthy Kids Survey, Staff Survey, and Parent Survey.</p> <p>Utilize parent involvement survey at the end of the school year to compare to baseline year and set District goal</p> <p>Locate and repair faulty sewer lines and roofs</p> <p>Enhance school website to promote student and parent involvement</p> <p>Offer afterschool enrichment classes through Freshwater Educational Foundation</p>			

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:	17279
<u>For 2016-17</u>	
<p>Under LCFF in 2016-17, Freshwater Charter Middle School will receive \$17,279 in supplemental grant funding. The District will be spending \$20,461 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 Charter Middle School's Local Control and Accountability Plan. The specific expenditures for 2016-17 are as follows: Classroom Aides at a cost of \$1,238; Homework Help at a cost of \$1,512; Office Aide at a cost of \$7,904; Field Trips at a cost of \$316, and a Student Support Provider at a cost of \$9,491. Although all students will have access to these services, 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 classroom aides, homework help, field trips, and a student support provider, our unduplicated students will have a more successful learning experience at Freshwater Charter Middle 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.

5.16	%
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For 2016-17

Based on the proportionality calculator, the Freshwater Charter Middle School is required to show increased or improved services valued at 5.16%. This will be met by increasing funds spent for services to unduplicated students by increasing instructional aide supports, providing an afterschool academic intervention program, and homework help.

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).