

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

2017-20 Plan Summary

THE STORY

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

The Freshwater Charter Middle School has an enrollment of 50 students and is located in the beautiful Freshwater valley just 5 miles outside Eureka. Freshwater Charter Middle School (FCMS) provides a safe, caring, student-centered environment for 7th and 8th graders, focused on dynamic, engaging and rigorous learning, so that our students will be well prepared for future academic success and responsible citizenship. Our campus setting promotes a love of nature, and a natural environment for study. We provide a comprehensive curriculum, enabling all students to excel as they meet the challenges and opportunities of our changing world.

The following metrics do not apply to our LEA:

API, UC/CSU course completion, AP scores, EAP college preparedness, High School Graduation & Dropout rates

We have fewer than 5 Foster Youth and English Language Learners, and 31% Socioeconomically Disadvantaged Students.

LCAP HIGHLIGHTS

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

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

Technology: Increased digital access

Community Involvement: Maintain high attendance at community offered events

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

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

Implementation of District writing rubrics

REVIEW OF PERFORMANCE

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

Our academic performance indicators in both Math and ELA are reported High. Our overall Math scores were 20.5 points above level 3 and our ELA scores were 29 points above level 3. These high scores reflect the hard work and dedication of our staff that has regularly participated in professional development opportunities and school wide PLCs. One of our LCAP goals is to meet the new technology standards by increasing digital access for our students this year and that was done by providing students with improved technology in their classrooms.

We also implemented a new school wide character education program and began using Restorative Practice techniques with our students. Staff also continued to participate in a "Connect the Dots" teacher/student buddy program. This has contributed to an improved school climate, as supported by our decreased suspension rate of just 3.7%. In addition we continue to offer our families extra opportunities to connect with our school community such as providing monthly lego nights, movie nights, afterschool enrichment classes, homework club, athletic games and tournaments, festivals, and performances.

GREATEST PROGRESS

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

**GREATEST
NEEDS**

Continued access and upgrades to technology

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

**PERFORMANCE
GAPS**

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

INCREASED OR IMPROVED SERVICES

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

We will provide the following services to better serve our low-income students: afterschool homework club, classroom aides, office aide, student support provider, and field trips.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$385,746

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

\$375,189

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

The total General Fund Budget Expenditures that are not included in the LCAP is \$10,557.

These costs are associated with services and fees that are not directly tied to LCAP goals such as central administration, Prop 39, Contracted Services, OPEB, and INS fees.

\$388,166

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2>Goal 1</h2>	Provide additional supports for high quality learning experiences for all students in need including low-income pupils, foster youth, and English Learners.
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<u>Metric</u>	
Qualitative district classroom assessments.	
District Writing Rubrics	
SBAC Results	
EI Development	
EL Reclassification Rate	
CCSS Implementation	
<u>Outcome</u>	
1. Improved educational outcomes for all students, including low-income pupils, foster youth, and English Learner as measured by qualitative district classroom assessments.	1. ELA scores in 2014/15 were 60% Met or Exceeded and scores in 2015/16 were 62% Met or Exceeded, which is an increase of 2%. Math scores in 2014/15 were 47% Met or Exceeded, and Math Scores in 2015/16 were 60% Met or Exceeded, which is an increase of 13%. In 2016/17, the California Dashboard will be used to track progress of SBAC results.

- 2. 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.
- 3. SBAC results in Math/ELA will increase by 1% including subgroups. To be determined based on prior year indicators
- 4. N/A We have fewer than five EL students, and they have not been in the district for more than two years.
- 5. 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.

- Our academic performance indicators in both Math and ELA are reported High. Our overall Math scores were 20.5 points above level 3 and our ELA scores were 29 points above level 3.
- 2. In 2015/16 District writing rubrics were utilized to record scores in Narrative Writing. 23% of students moved up a level on the rubric. In 2016/17 Argumentative Writing data will be scored to report in 2017/18.
 - 3. See #1 Above
 - 4. N/A
 - 5. CCSS Instructional Materials were used. CCSS strategies were documented in teacher lesson plans, classroom observations, writing rubrics, and student portfolios. Review of student work in PLC collaboration meetings showed evidence of student learning aligned to state standards.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED	ACTUAL
Continue to use services of Changing Tides ERMHS Services RST Program Use aides for individualized instruction and assistance.	Continued to use Changing Tides services to assist low-income families that utilize our child care services Continued to receive services through ERMHS for students with special needs Continued to provide support through our RST program for students with IEPs and 504s Classroom aides were utilized to provide individualized instruction and assistance

Expenditures	BUDGETED Classroom Aides: \$13,226 (RS 0000, LCFF)	ESTIMATED ACTUAL Classroom Aides: \$14,735 (RS 0000, LCFF)
Action	2	
Actions/Services	PLANNED Classroom Aides	ACTUAL Classroom aides were utilized to provide individualized instruction and assistance
Expenditures	BUDGETED Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration)	ESTIMATED ACTUAL Classroom Aides: \$1,237 (RS 0001) (Supplemental Concentration)
Action	3	
Actions/Services	PLANNED After School Homework Club	ACTUAL After School Homework Help was provided for students
Expenditures	BUDGETED Homework Help: \$1,512 (RS 0001) (Supplemental Concentration)	ESTIMATED ACTUAL Homework Help: \$1,511 (RS 0001) (Supplemental Concentration)
Action	4	
Actions/Services	PLANNED Implementation of Digital Assessment tool to establish benchmark scores in Math and ELA.	ACTUAL SBAC Interim Assessments were administered
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

Action

5

Actions/Services

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

ACTUAL
Principal shared SBAC scores with staff and at stakeholder meetings

Expenditures

BUDGETED
\$0

ESTIMATED ACTUAL
\$0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions for this goal were fully implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our academic performance indicators in both Math and ELA are reported High. Our overall Math scores were 20.5 points above level 3 and our ELA scores were 29 points above level 3. In 2015/16 District writing rubrics were utilized to record scores in Narrative Writing. 23% of students moved up a level on the rubric.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Only minor cost variations between planned and actual expenditures
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Outcomes for Goal 1 will be to aligned with dashboard indicators, which express CAASPP performance as the average from level 3, rather than % met and exceeded.

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Metric

Qualitative district classroom assessments.
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

1. Improved educational outcomes for all students, including low-income pupils,

foster youth, and English Learner as measured by CAASPP scores

2. Maintain HQT at 100%
3. Math/ELA Baseline plus 1% increase, including subgroups
4. Establish a baseline for students who identify as healthy and physically fit from the beginning of the year to the end of the year
5. Track student growth in Math/ELA using digital assessment tools
6. Continued implementation of CCSS-aligned material as measured by curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings.
7. District writing rubrics will be utilized by data teams to analyze scores in Argumentative Writing. The number of students that move up a performance level on rubrics or are proficient will establish a baseline for the District.
8. N/A We have fewer than five EL students, and they have not been in the District for more than two years.
9. All students have access to state standards-aligned instructional materials
10. All students, including students with disabilities will have access to art, music, language, and other enrichment activities.

1. As stated, this is a goal, not an outcome
2. Personnel records were updated to reflect proper credentialing
3. Math/ELA was actually 8% increase, including subgroups
4. No results as of 5/18/17
5. SBAC Interim Assessments were administered, but progress not tracked
6. See Goal 1 outcome 5
7. See Goal 1 Outcome 2
8. Outcome is N/A
9. Sufficiency of Instructional Materials Resolution documented; all students had access to CCSS Instructional Materials
10. All students participated in art, music and other enrichment activities as evidenced in teacher lesson plans and classroom observations

[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services

	PLANNED	ACTUAL
	Classroom Aides	Classroom Aides were utilized to improve student performance

Expenditures	BUDGETED Classroom Aides: \$13,226 (RS 0000, LCFF)	ESTIMATED ACTUAL Classroom Aides: \$14,735 (RS 0000, LCFF)
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Action **2**

Actions/Services	PLANNED Employ HQT to deliver CCSS, E backpack, Google Apps.	ACTUAL HQT were employed to deliver CCSS curriculum:
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Expenditures	BUDGETED HQT Salaries: \$183,020 (RS 0000) (RS1400)	ESTIMATED ACTUAL HQT: \$182,877 RS 0000, 1400
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Action **3**

Actions/Services	PLANNED Teacher Training, tech training; Digital Assessment training, Data Teams	ACTUAL Professional Development opportunities were provided along with teacher release time to work in PLCs and Data Teams
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Expenditures	BUDGETED Professional Development: \$2,000 (RS 0000)	ESTIMATED ACTUAL Professional Development: \$2,000 (RS 0000)
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Action **4**

Actions/Services	PLANNED Continue to utilize a PE instructor	ACTUAL PE Instructor was employed to teach students
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Expenditures	BUDGETED P.E. Teacher: \$10,313 (RS 0000)	ESTIMATED ACTUAL P.E. Teacher: \$10,190 (RS 0000)
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Action

5

Actions/Services

PLANNED
 After School Homework Club;
 Library Aide: Technology Aide
 Office Aide
 Implement CCSS aligned Math and ELA curriculum

ACTUAL
 Afterschool Homework Club provided
 Office Aide was employed
 100% CCSS aligned curriculum

Expenditures

BUDGETED
 Classroom Aides: \$1,238 (RS 0001)
 (Supplemental Concentration)
 Homework Help: \$1,512 (RS 0001)
 (Supplemental Concentration)
 Office Aide: \$7,904 (RS 0001)
 (Supplemental Concentration)

ESTIMATED ACTUAL
 Classroom Aides: \$1,237 (RS 0001)
 (Supplemental Concentration)
 Homework Help: \$1,511 (RS 0001)
 (Supplemental Concentration)
 Office Aide: \$8,102 (RS 0001)
 (Supplemental Concentration)

Action

6

Actions/Services

PLANNED
 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.

ACTUAL
 CCSS aligned District writing rubrics were utilized to assess and establish a benchmark for Argumentative student writing.
 SBAC Interim Assessments were administered in Math and ELA
 Academic performance indicators in both Math and ELA are reported High for all students. Our overall Math scores were 20.5 points above level 3 and our ELA scores were 29 points above level 3. Our goal is to maintain High scores for all students in both Math and ELA in 2017/18

Expenditures

BUDGETED
 \$0

ESTIMATED ACTUAL
 \$0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions for this goal were fully implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our academic performance indicators in both Math and ELA are reported High. Our overall Math scores were 20.5 points above level 3 and our ELA scores were 29 points above level 3. In 2015/16 District writing rubrics were utilized to record scores in Narrative Writing. 23% of students moved up a level on the rubric.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Only minor cost variations between planned and actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Outcomes for Goal 2 will be to aligned with dashboard indicators, which express CAASPP performance as the average from level 3, rather than % met and exceeded.

Goal 3

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Metric

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

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

Attendance rate Schoolwise SIS Chronic Absenteeism rate Truancy Rates Schoolwise SIS William's FIT

Reports/Suspension rates

Expulsion Data

CA Healthy Kids Survey

Outcome

1. 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.

2. Maintain 90% or greater

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

2. High level of parent participation was maintained for parent conferences,

3. Maintain high attendance rate of 95% or greater
4. Decrease chronic absenteeism rate, and stay below the state average
5. Decrease truancy rates, and stay below the state average
6. Maintain good score on annual inspection
7. Maintain low suspension rate below the state average, which is currently 3.8%
8. Maintain low expulsion rate below the state average, which is currently .09%
9. Set school climate goal based on CA Healthy Kids Survey

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

3. High attendance rates maintained at <95%
4. As of April 14th we have 2 Chronically Absent students
5. Truancies stayed below the state average
6. Received Good score on annual FIT report
7. Dashboard suspension rate was reported as 3.7% on the California Dashboard (declined significantly by -4%).
8. Expulsion rate was 0.
9. CA Healthy Kids Survey indicated 91% of our students felt safe at school.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Alert Now phone notifications; Weekly Bulletin, Jupiter Grades, classroom newsletters encourage parents & community members to participate in and attend events, meetings, and classroom activities.

Lewis and Clark canoe trip, Science Fair, College presentations at CR and HSU, World Music, Foreign Language exposure, monologues, buddy activities.

ACTUAL

Communication strategies to engage parents were conducted: Alert Now phone notifications, Weekly Bulletin, Jupiter Grades, classroom newsletters to encourage parents & community members to participate in and attend events including meetings, classroom activities, and participation at parent conferences. Enhanced school website to promote parent and student involvement in school events.

The following outreach activities were offered: open house, back to school night, parent volunteer orientation, all school picnic, holiday craft fairs, invention convention science fair, fall festival, lego nights, and

	<p>movie nights.</p> <p>Maintained high levels of parent participation in attending Community Club, Technology Committee, FEF, Board attendance, Concerts, and Sports Events. FEF provided afterschool enrichment clubs.</p> <p>Professional development was provided to address socio-emotional needs of students, training for Healthy Play, Restorative Practices, and support from Student Support Provider helped create and maintain a safe school climate. Implemented new character education program that included character strengths, and staff continued to participate in "Connect the Dots" teacher/student buddy program.</p> <p>Encourage students to be involved in community and school by providing opportunities for students to volunteer and participate in decision-making. Continued to use Little Buddies program, and provide fieldtrip opportunities such as Pan Arts, Lewis and Clark, and college visitations each year. Continue to provide opportunities to participate in community events through our music program like playing in the Rhododendron Parade and participating in the All County Music Festival.</p> <p>Security cameras were upgraded in prior year.</p>
<p>BUDGETED</p> <p>AlertNow Phone System: \$226 (RS 0000)</p>	<p>ESTIMATED ACTUAL</p> <p>AlertNow Phone System: \$210 (RS 0000)</p>

Expenditures

Action **2**

<p>PLANNED</p> <p>Classroom Aides;</p> <p>After School Homework Club;</p> <p>Student Support Provider</p> <p>Office Aide</p>	<p>ACTUAL</p> <p>Classroom Aide provided extra support to students in the classrooms.</p> <p>Homework Club was provided</p> <p>Student Support Provider supported Socio-emotional programs on campus such as restorative practices and listening groups</p> <p>Office Aide was employed</p>
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Actions/Services

	Field Trips	All students participated in field trips such as Pan Arts, Lewis and Clark, and college visitations
Expenditures	BUDGETED Classroom Aides: \$1,238 (RS 0001) (Supplemental Concentration)	ESTIMATED ACTUAL Classroom Aides: \$1,237 (RS 0001) (Supplemental Concentration)
	Homework Help: \$1,512 (RS 0001) Supplemental Concentration)	Homework Help: \$1,511 (RS 0001) Supplemental Concentration)
	Office Aide: \$7,904 (RS 0001) (Supplemental Concentration)	Office Aide: \$8,102 (RS 0001) (Supplemental Concentration)
	Student Support Provider: \$9,491 (RS 0001) (Supplemental Concentration)	Student Support Provider: \$12,417 (RS 0001) (Supplemental Concentration)
	Field Trips: \$316 (RS 0001) (Supplemental Concentration)	Field Trips: \$316 (RS 0001) (Supplemental Concentration)

Action **3**

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

Action **4**

Actions/Services	PLANNED Continue to maintain and upgrade security camera system for student safety.	ACTUAL Security cameras upgraded prior year.
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were fully implemented to achieve Goal 3.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	91% of students feel safe at school as reported on the CA Healthy Kids Survey Parent participation and engagement remained high at Freshwater Charter Middle School
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Only minor cost variations between planned and actual expenditures
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	New outcome will be added to Goal 3 to address School Connectedness.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Teachers Meeting: 1/19/17, 5/4/17
Charter Meeting: 5/11
Board Meeting: 2/14/17, 4/11/17
FEF: 4/13/17
Technology Committee: 5/17/17
Community Club: 5/1/17
Classified Staff: 4/7/17
CHKS for students: 2/15/17

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholders indicated that they were satisfied with the progress that's being made and wanted the programs to continue. Suggestions were made to continue providing "Connect the Dots" staff/student buddy program to improve school climate and student connectedness. Due to the importance of securing funding for our unduplicated student count, it was recommended to send additional information home to families at the start of each new school year emphasizing the importance of getting family income forms filled out accurately and returned promptly, also explaining the confidentiality of such forms. To address chronic absenteeism and tardies, provide more information to families at the beginning of the school year regarding attendance policies and procedures. It was recommended to promote the new California dashboard with our families to share important information about our District. For school climate, it was recommended to provide training to all staff regarding our character education and restorative practices. Consider adding a "school spirit day" each Friday for students to wear school colors; possible have a friendly competition for participation rates. Add Character Education Assemblies to school calendar and post on website to encourage more parent attendance. Add the community service to Goal #3 Set goal for students reporting feeling safe at school to 85% Provide opportunities for school organizations such as FEF, Community Club, and School Site Council to recruit more members and share what they do. Possible

provide snacks at Back To School Night in the auditorium where each of these groups could man a table to share information.
Encourage classroom teachers to spread the word about our school organizations through their weekly bulletins and on their websites.
We need to be more accurate and consistent with recordings when testing students
Honor school volunteers by providing a breakfast to honor them. Implemented May, 2017.
Train students to become Leaders to hold restorative circles with elementary school students
Pass out Restorative Practices cards to families at the beginning of the new school year
Plan to host a digital citizenship presentation for our families

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Authentic assessments are needed to identify gaps in student learning for all students and for low-income pupils, foster youth, and English Learners. SBAC results will be used to guide instruction.

Academic performance indicators in both Math and ELA are reported High for all students. Our overall Math scores were 20.5 points above level 3 and our ELA scores were 29 points above level 3. Our goal is to maintain High scores for all students in both Math and ELA in 2017/18

District-wide writing skills curriculum need to be implemented to improve student performance in ELA.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Writing Rubrics	23% of students moved up a level on the Narrative Writing rubric	Establish baseline for Argumentative Writing	Establish a baseline for Informational Writing	Increase percent of students moving up a level on Narrative Writing rubric
SBAC Results as reported on the California Dashboard	Math and ELA are reported High. Math scores 20.5 points and ELA scores 29 points above level 3.	Maintain high status in both Math and ELA	Maintain high status in both Math and ELA	Maintain high status in both Math and ELA

<p>EL Development based on CELDT (ELPAC) scores</p>	<p>N/A We currently have 0 EL students</p>	<p>Each EL student will advance at least 1 fluency level on the CELDT Test</p>	<p>Each EL student will advance at least 1 fluency level on the CELDT Test</p>	<p>Each EL student will advance at least 1 fluency level on the CELDT Test</p>
<p>EL Reclassification Rate</p>	<p>N/A No EL students were eligible for reclassification this year as per CELDT guidelines.</p>	<p>Maintain 30% or greater reclassification rate for students that have been in our program for 3 years</p>	<p>Maintain 30% or greater reclassification rate for students that have been in our program for 3 years</p>	<p>Maintain 30% or greater reclassification rate for students that have been in our program for 3 years</p>
<p>CCSS Implementation as measured by CCSS-aligned material, curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings</p>	<p>Evidenced in 100% of classrooms</p>	<p>Evidenced in 100% of classrooms</p>	<p>Evidenced in 100% of classrooms</p>	<p>Evidenced in 100% of classrooms</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1A After school Homework Club 1B Continue to use services of Changing Tides 1C Continue to use ERMHS services 1D RST Program 1E Use aides for individualized instruction and assistance.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1A \$1,394 1E \$1,484	Amount	Amount

Source	1A Sup/Con RS0001 1E Sup/Con RS0001	Source		Source	
Budget Reference	1A (GL-FN 1110-1000) Salaries/Benefits 1E (GL-FN 1110-1000) Salaries/Benefits	Budget Reference		Budget Reference	

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$1,484	Amount
Source	Sup/Con RS0001	Source
Budget Reference	(GL-FN 1110-1000) Salaries/Benefits	Budget Reference

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
After school Homework Help will be provided by certificated staff to provide additional supports for students in need.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$1,394	Amount		Amount	
Source	Sup/Con RS0001	Source		Source	
Budget Reference	(GL-FN 1110-1000) Salaries/Benefits	Budget Reference		Budget Reference	

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize district-wide CCSS aligned writing rubrics to benchmark and assess Argumentative writing to establish a baseline.		

BUDGETED EXPENDITURES

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

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Track student growth using Digital Assessment tool for Math and ELA.		

BUDGETED EXPENDITURES

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

Budget Reference

Budget Reference

Budget Reference

Action 6

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount

\$0

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

New

Modified

Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

Identified Need

Need: Increase the number of students who score proficient or above in Math/ELA on the SBAC assessment.

Need: Increase the number of students who identify as healthy and physically fit.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC results as reported on the California Dashboard	Math and ELA are reported High. Math scores 20.5 points and ELA scores 29 points above level 3.	Math and ELA are reported High. Math scores 20.5 points and ELA scores 29 points above level 3	Math and ELA are reported High. Math scores 20.5 points and ELA scores 29 points above level 3	Math and ELA are reported High. Math scores 20.5 points and ELA scores 29 points above level 3
District Writing Rubrics	In 2015-16 23% of students moved up a level on the Narrative Writing rubric.	Establish baseline for Argumentative Writing 2016-17	Establish baseline for Informational Writing 2017-18	Increase the percent of students that will move up a level on Narrative Writing rubric
EI Development based on CELDT (ELPAC) scores	N/A We currently have 0 EL students	Each EL student will advance at least 1 fluency level on the CELDT Test	Each EL student will advance at least 1 fluency level on the CELDT Test	Each EL student will advance at least 1 fluency level on the CELDT Test
EL Reclassification Rate	N/A No EL students were eligible for reclassification this	Maintain 30% or greater reclassification rate for	Maintain 30% or greater reclassification rate for	Maintain 30% or greater reclassification rate for students

	year as per CELDT guidelines.	students that have been in our program for 3 years	students that have been in our program for 3 years	that have been in our program for 3 years
Physical Fitness Test Results	Establish a baseline for Seventh Grade students who identify as healthy and physically fit from the beginning of the year to the end of the year	At least 70% of Seventh Graders tested will be in the Healthy Fitness Zone	At least 70% of Seventh Graders tested will be in the Healthy Fitness Zone	At least 70% of Seventh Graders tested will be in the Healthy Fitness Zone
Digital Assessment Tools	Track student growth in Math/ELA using SBAC Interim Assessments	Track student growth in Math/ELA using SBAC Interim Assessments	Track student growth in Math/ELA using SBAC Interim Assessments	Track student growth in Math/ELA using SBAC Interim Assessments
CCSS Implementation as measured by CCSS-aligned All students, including students with disabilities, have access to state standards-aligned instructional materials as documented by adopted Board Resolution for Sufficiency of Instructional Materials, the School Accountability Report Card, teacher lesson plans, classroom observations, writing rubrics, and review of student work in PLC collaboration meetings	Evidenced in 100% of classrooms	Evidenced in 100% of classrooms	Evidenced in 100% of classrooms	Evidenced in 100% of classrooms
All students, including students with disabilities will have access to art, music, and other enrichment activities as shown in teacher lesson plans,	100% of students, including students with disabilities had access to art, music, and other enrichment activities	100% of students, including students with disabilities had access to art, music, and other enrichment activities	100% of students, including students with disabilities had access to art, music, and other enrichment activities	100% of students, including students with disabilities had access to art, music, and other enrichment activities

classroom observations, and report cards.

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PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1A High Quality teachers and instructional aides will continue to be employed to provide CCSS aligned classroom instruction and support, PE, Google Apps, and homework assistance. 1B Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans	1A High Quality teachers and instructional aides will continue to be employed to provide classroom instruction and support, PE, Google Apps, and homework assistance. Teachers will administer SBAC interim assessments, and continue to integrate new technologies, including the use of Google Apps, into the classroom. 1B Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans	1A High Quality teachers and instructional aides will continue to be employed to provide classroom instruction and support, PE, Google Apps, and homework assistance. Teachers will administer SBAC interim assessments, and continue to integrate new technologies, including the use of Google Apps, into the classroom. 1B Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1A \$233,509 (teachers/aides) 1B Included in 1A	Amount	Amount
Source 1A LCFF, EPA, RS 0000, 1400, 7690 1B included in 1A	Source	Source
Budget Reference 1A (GL-FN 1110-1000, 1310-1000) Salaries/Benefits 1B included in 1A	Budget Reference	Budget Reference

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2A Utilize district-wide CCSS aligned writing rubrics to benchmark and assess Informational writing to establish a baseline.	2A Utilize district-wide CCSS aligned writing rubrics to assess Narrative Writing and	2A Utilize district-wide CCSS aligned writing rubrics to assess Argumentative writing. Increase the

<p>2BContinue to administer SBAC Interim Assessments</p> <p>2C Monitor SBAC scores and maintain high status in both Math and ELA</p> <p>2D All students, including students with disabilities will have access to art, music, library, and other enrichment activities</p>	<p>measure growth from 2015-16 scores.</p> <p>2BContinue to administer SBAC Interim Assessments</p> <p>2C Monitor SBAC scores and maintain high status in both Math and ELA</p> <p>2D All students, including students with disabilities will have access to art, music, library, and other enrichment activities</p>	<p>percent of students moving up a level on rubrics.</p> <p>2BContinue to administer SBAC Interim Assessments</p> <p>2C Monitor SBAC scores and maintain high status in both Math and ELA</p> <p>2D All students, including students with disabilities will have access to art, music, library, and other enrichment activities</p>
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2D \$28,520	Amount		Amount	
Source	LCFF, Fundraising, Lottery, RS 0000, 0016, 1100	Source		Source	
Budget Reference	(GL-FN 1110-1000) supplies	Budget Reference		Budget Reference	

Action **3**

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

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide professional development opportunities		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$422	Amount:	Amount:
Source: Educator Effectiveness, LCFF (RS 6264, OB 5210)	Source: LCFF, RS 0000	Source: LCFF, RS 0000
Budget Reference: Professional Development	Budget Reference:	Budget Reference:

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
We will continue to implement new technologies in the classroom to enhance teaching practices and improve student learning.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,880	Amount:	Amount:
Source: LCFF (RS 0000, 0221)	Source:	Source:
Budget Reference: Salary/Benefits, Equipment, supplies (GL-FN 1133-1000)	Budget Reference:	Budget Reference:

Action **5**

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

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

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Administration provides instructional leadership for staff and supports implementation of SS aligned materials		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$23,398	Amount:	Amount:
Source: LCFF, Lottery, Title II (RS 0000, 7690)	Source:	Source:
Budget Reference: Certificated Salary and Benefits	Budget Reference:	Budget Reference:

New

Modified

Unchanged

Goal 3

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

Identified Need

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

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

Fair, concerts and sports events.				
Participation at parent conferences and back to school night.	More than 90% of families attended parent conferences and back to school night	Maintain 90%	Maintain 90%	Maintain 90%
Attendance data from Schoolwise SIS and as reported on CALPADS	95%	Maintain 95% or greater	Maintain 95% or greater	Maintain 95% or greater
Chronic absenteeism rate as reported in Schoolwise SIS	As of April 14, our chronic absentee rate is 2 (4%)	Maintain chronic absenteeism rate of 5% or less	Maintain chronic absenteeism rate of 5% or less	Maintain chronic absenteeism rate of 5% or less
William's FIT Report	Good Score was reported on the FIT for our annual inspection	Maintain Good Score on the annual FIT report	Maintain Good Score on the annual FIT report	Maintain Good Score on the annual FIT report
Maintain low suspension rate below the state average, which is currently 3.8%	Dashboard suspension rate was reported as 3.7% on the California Dashboard.	Maintain low suspension rate below the state average	Maintain low suspension rate below the state average	Maintain low suspension rate below the state average
CA Healthy Kids Survey Results	91% of students reported feeling safe at school.	At least 85% of students will indicate that they feel safe at school as reported on the CA Healthy Kids Survey	At least 85% of students will indicate that they feel safe at school as reported on the CA Healthy Kids Survey	At least 85% of students will indicate that they feel safe at school as reported on the CA Healthy Kids Survey

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1A Utilize a variety of communication strategies including Alert Now notifications, Weekly Bulletin, Jupiter Grades, School Wise SIS, School Website, and classroom newsletters to inform parents of school programs, promote regular attendance and to encourage participation in school events. 1B Increase parent participation in attending Community Club, Technology Committee, FEF, Site Council and Board attendance, Concerts, and Sports Events and provide informational displays at these events to promote participation options available to parents. Honor volunteers with annual breakfast celebration. 1C Continue to offer activities such as: open house, back to school night, parent volunteer orientation, all school picnic, holiday craft fairs, invention convention		

science fair, character education assemblies, fall festival, lego nights, school spirit days, movie nights, enrichment classes, musical performances, community service elective and sports events.

1D Provide training for staff to address socio-emotional needs of students, including training for Healthy Play and Restorative Practices to create a safe school climate. Share Restorative Practices techniques with our families, and train students to become Leaders to hold restorative circles with the elementary students.

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

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

1G Continue implementing schoolwide Character Strengths program, and continue using advisory groups to support our students' needs.

1H Continue using Little Buddies program, and provide fieldtrip opportunities such as Pan Arts, canoe trip, and eighth grade trip each year.

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

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

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

1L Prepare students for college and careers by

providing Job interview day, college research and library day, I've been accepted to college program, world of work, career presenters, job shadow day, and community service opportunities.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1C \$44,230 1F \$14,434 1H \$8,115 1K \$8,444 All other actions are covered within teacher salaries/benefits, no extra costs. See Goal 2, Action 1A	Amount	Amount
Source	1C LCFF, RS 0000, 0035 1F Supp/Conc RS 0001 1H Supp/Conc RS 0001, 0016 1K Supp/Conc RS 0001	Source	Source
Budget Reference	1C (GL-FN 1228-1000) Music Salary and Benefits (GL-FN 1300-4200) Athletics Salary and Benefits 1F (GL-FN 1110-3900) Student Support Provider Salary and Benefits 1H Field Trips 1K (GL-FN 1110-2700) Salary and Benefits	Budget Reference	Budget Reference

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide fieldtrip opportunities such as Pan Arts, canoe trip, and eighth grade trip each year.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,115	Amount:	Amount:
Source: Supp/Conc RS 0001, 0016	Source:	Source:
Budget Reference: Field Trips	Budget Reference:	Budget Reference:

Action **3**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

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

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue utilizing a Student Support Provider to teach Steps to Respect program and incorporate Restorative Practice Techniques to help create and maintain a safe school climate.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$14,434	Amount:	Amount:
Source: Supp/Concentration (RS 0001)	Source:	Source:
Budget Reference: GL-FN 1110-3900 Classified salary/benefits	Budget Reference:	Budget Reference:

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 22,491

Percentage to Increase or Improve Services:

6.07 %

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

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

For 2017-18 under LCFF, Freshwater Elementary School District will receive \$22,491 in supplemental grant funding. The District will be spending \$33,871 on services for unduplicated students.

We will meet the targeted expenditures for services to be provided to our unduplicated students as reflected in the Actions section of this Local Control and Accountability Plan.

Freshwater Elementary School District will provide the following services to support the needs of our unduplicated students: Classroom Aides, Homework Help, office aide, student support provider, and field trips.. Aides are provided in all classrooms, school-wide, and will further support classroom instruction by increasing the student/adult ratio in the classroom and provide individualized assistance to identified students. Homework Club will be provided by certificated staff to provide additional supports for students in need. Snacks will be provided. Research has shown that our unduplicated student population has less access to books, and academic resources and support in the home. Strategies which stakeholders identified that would best address those needs and improve outcomes for our unduplicated students include providing a student support provider, office aide, instructional assistants, homework help, and working with the classroom teachers to increase individualized support. The effectiveness of these practices are evident in our growth in performance in both ELA and Math, and our academic performance indicators were reported High in both ELA and Math on the California School Dashboard. In addition field trips will be provided to enrich the classroom learning experience of our unduplicated students by enabling them to interact and work within our larger community.

