

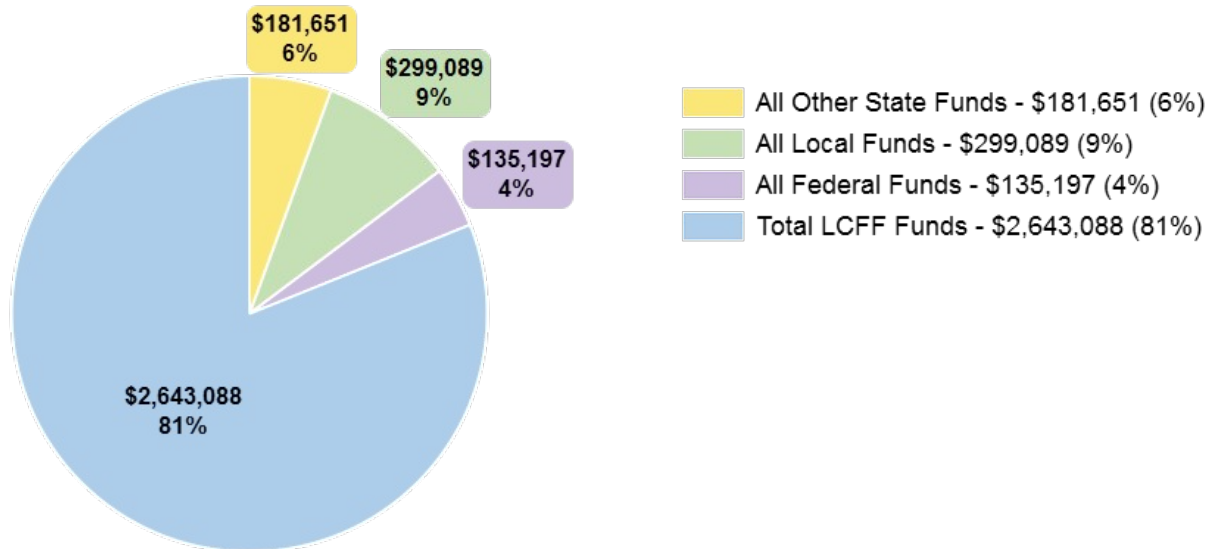
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Freshwater Elementary  
 CDS Code: 12628280000000  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA Contact Information: Si Talty | stalty@freshwatersd.org | (707) 442-2969

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

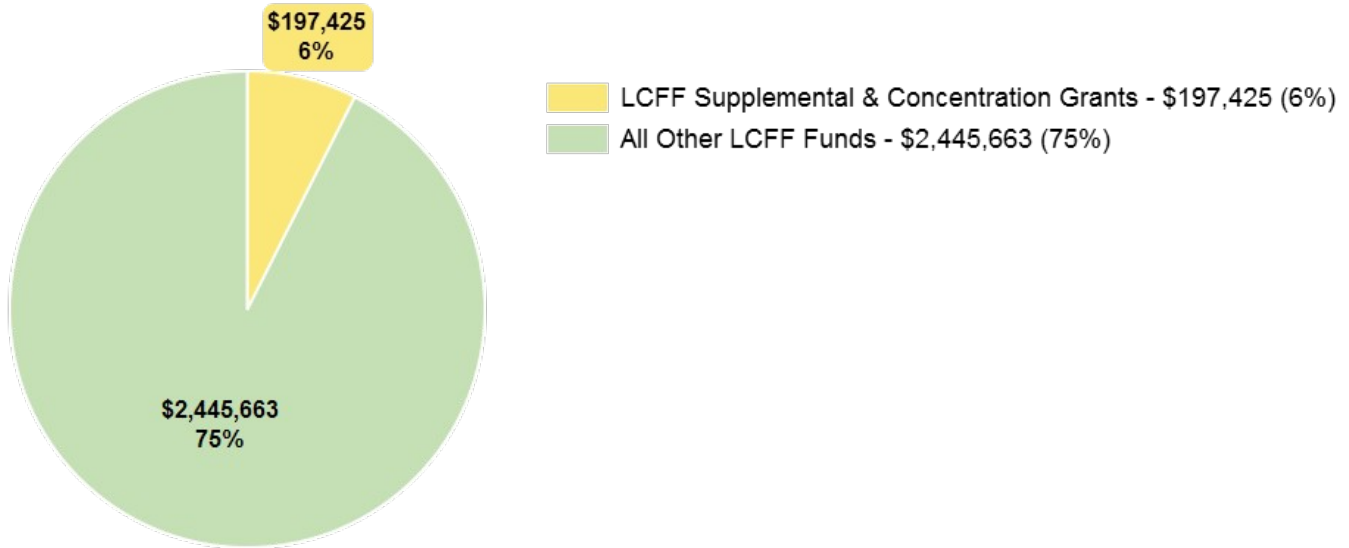
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$181,651	6%
All Local Funds	\$299,089	9%
All Federal Funds	\$135,197	4%
Total LCFF Funds	\$2,643,088	81%

## Breakdown of Total LCFF Funds



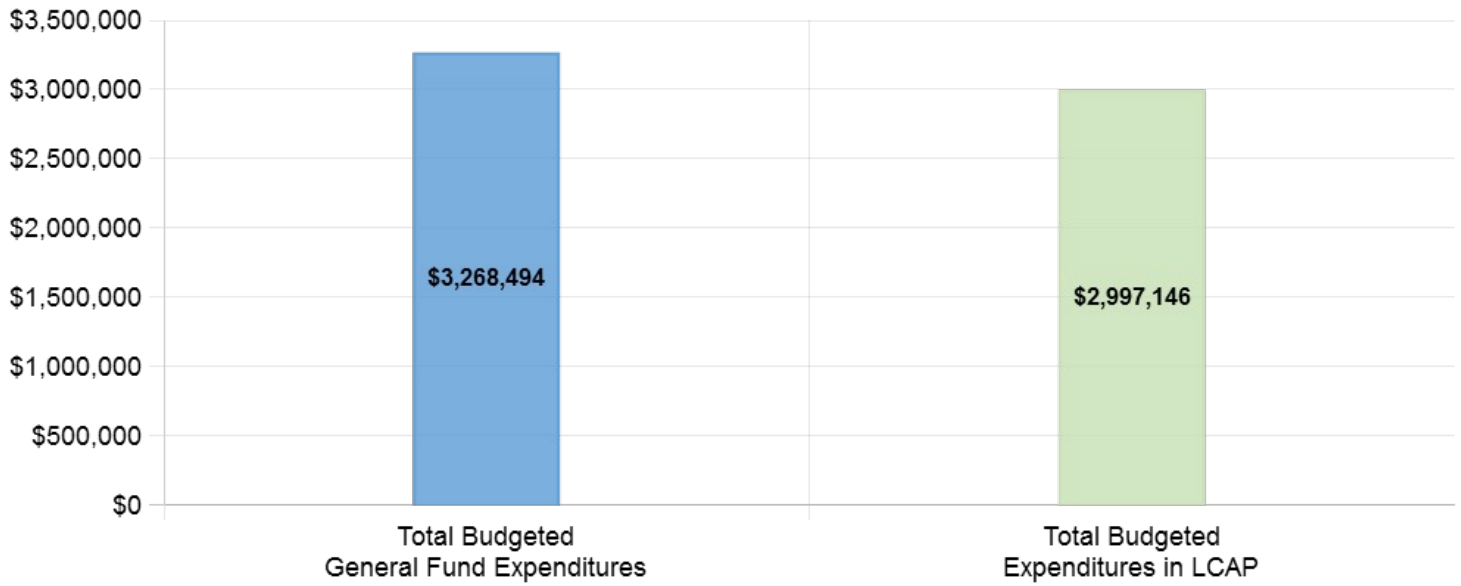
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$197,425	6%
All Other LCFF Funds	\$2,445,663	75%

*These charts show the total general purpose revenue Freshwater Elementary expects to receive in the coming year from all sources.*

The total revenue projected for Freshwater Elementary is \$3,259,025, of which \$2,643,088 is Local Control Funding Formula (LCFF), \$181,651 is other state funds, \$299,089 is local funds, and \$135,197 is federal funds. Of the \$2,643,088 in LCFF Funds, \$197,425 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$3,268,494
Total Budgeted Expenditures in LCAP	\$2,997,146

*This chart provides a quick summary of how much Freshwater Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Freshwater Elementary plans to spend \$3,268,494 for the 2019-20 school year. Of that amount, \$2,997,146 is tied to actions/services in the LCAP and \$271,348 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total General Fund Budget Expenditures that are not included in the LCAP is \$271,348. These costs are associated with services and fees that are not directly tied to LCAP goals such as central administration, Contracted Services, supplies, retired teacher benefits, utilities, OPEB, pupil insurance, copiers, legal and audit fees, INS fees, STRS liability, and Coop fees.

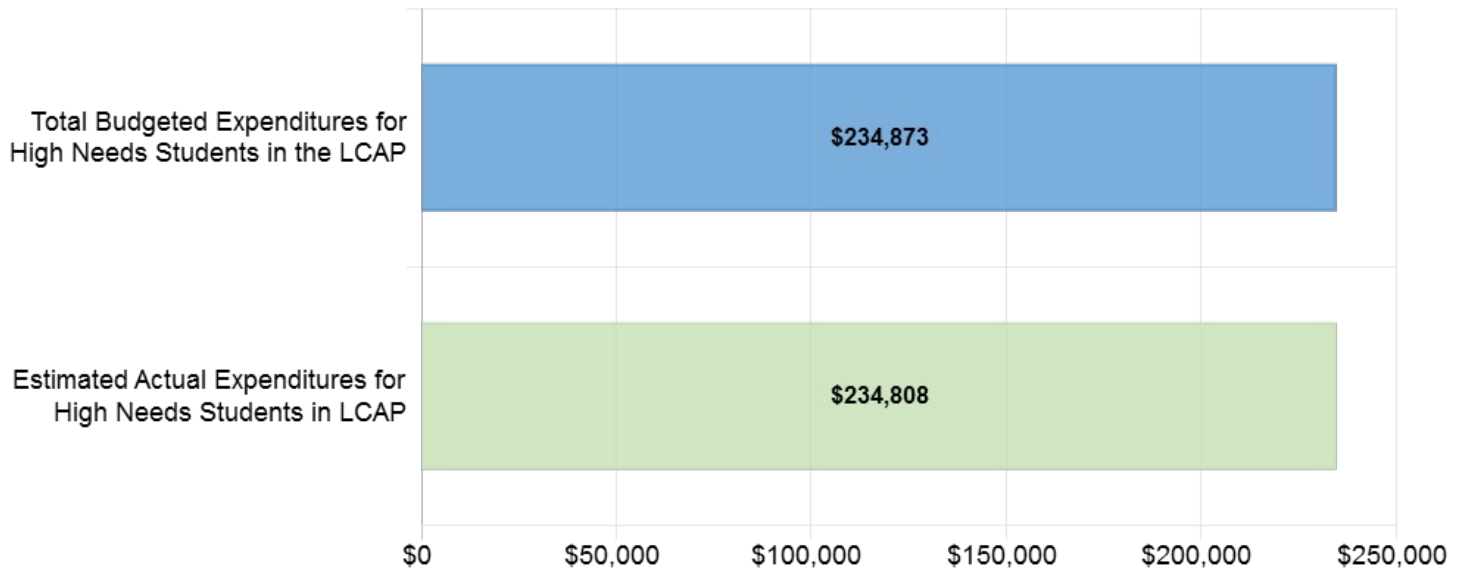
## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Freshwater Elementary is projecting it will receive \$197,425 based on the enrollment of foster youth, English learner, and low-income students. Freshwater Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Freshwater Elementary plans to spend \$197,425 on actions to meet this requirement.

## Update on Increased or Improved Services for

# High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$234,873
Estimated Actual Expenditures for High Needs Students in LCAP	\$234,808

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

In 2018-19, Freshwater Elementary's LCAP budgeted \$234,873 for planned actions to increase or improve services for high needs students. Freshwater Elementary estimates that it will actually spend \$234,808 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$65 had the following impact on Freshwater Elementary's ability to increase or improve services for high needs students:

Actual expenditures were less than .003% of the budgeted amount. This very minimal change did not impact services. All actions and programs were provided as planned.

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

Freshwater Elementary

## Contact Name and Title

Si Talty

Superintendent

## Email and Phone

stalty@freshwatersd.org

(707) 442-2969

## 2017-20 Plan Summary

### The Story

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

Freshwater Elementary School has an enrollment of 301 students and is located in the beautiful Freshwater valley just 5 miles outside of Eureka. Freshwater School prides itself in being one of the top schools in Humboldt County that nurtures the abilities, talents, and interests of every child. Our campus setting promotes a love of nature, and is a natural environment for study. We provide a comprehensive curriculum, enabling all students to excel as they meet the challenges and opportunities of our changing world.

The following metrics do not apply to our LEA:

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

We have fewer than 10 Foster Youth and English Language Learners, and 42.9% Socioeconomically Disadvantaged Students.

### LCAP Highlights

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

Freshwater Elementary School's LCAP is designed to meet our District's vision of providing high-quality learning experiences for all students in an effort for them to reach their fullest potential. Our LCAP has three goals: 1) providing additional supports for all students in need including our unduplicated student population, and students with disabilities, 2) maintaining high academic achievement in ELA and Math,

and 3) maintaining the high level of student, parent, and community involvement that has been a tradition at Freshwater for over 100 years.

Technology: Continue to increase digital access

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

Character Education: Continue Character Education program and Restorative Practices

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

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

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

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

## Review of Performance

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

## Greatest Progress

All student groups are in Green performance level in ELA and Math. Suspension rate is 1.6%, a Green Rating. Community support was evident in passing of school bond to address facility needs. New part-time position has been effective in addressing EL student needs and math intervention support. This position has also helped to reduce student/teacher ratios. District was awarded a SUMS grant to provide training and support for further implementation of MTSS. Increased outreach efforts to all families to encourage regular attendance were developed. Additional supports to assist families to overcome barriers to chronic absenteeism were provided through incentives, personal contacts and Student Support Provider. A local GO bond was passed in June 2018 which will address facility needs.

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

improvement?

## Greatest Needs

Chronic absenteeism and aging facilities have been identified as the district's highest needs. Efforts to reduce chronic absenteeism will continue with an increased, school-wide emphasis on the critical importance of regular attendance. Families will be notified of students "at-risk" of becoming chronically absent. The administration will also continue to meet with families and strategize solutions to overcoming barriers to regular attendance. Professional development focused on MTSS will reduce the need for disciplinary actions. The behavior tracking system SWIS will be utilized to identify necessary interventions and support for student behaviors. In addition, further implementation of PBIS Tier I interventions and support will decrease negative behaviors and improve school climate. The school has recently prioritized and devoted resources to improving student performance in Math which will continue.

Referring to the California School Dashboard, 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

While overall suspension rate is green, and Hispanic students are in the blue performance level, students of two or more races and students with disabilities have a suspension rate in orange. The suspension rate for both these groups declined from prior year, however, which indicates practices introduced last year were beginning to show a positive effect. (Students of two or more races declined 8.5%. SWD declined 4.8%.) The district is making a commitment in 2019-20, to further implementation of MTSS and PBIS. This is evident in the decision to join the MTSS consortium and the 3-year SUMS grant that was funded. As these strategies and effective practices become more integrated in all classrooms, and familiar to students, we anticipate a further reduction in the suspension rate for both of these groups. Other actions related to SWD are specified in the PIR plan. It should also be noted, that with a small student population large changes in percentages can be attributed to 2-3 individuals.

## Comprehensive Support and Improvement

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

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

NA

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be

addressed through the implementation of the CSI plan.

NA

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA



# Annual Update

## LCAP Year Reviewed:

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

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4, 7

**Local Priorities:** N/A

## Annual Measurable Outcomes

### Expected

Maintain high status in Math

### Actual

MET - Green status on Dashboard. District is .2 above Level 3. Although a 3.9 decline from prior year, status is still High.  
MET - Low Income student group also designated as Green, 17.3 points below Level 3 with an increase of 3.6 points

**Expected**

Each EL student will advance at least 1 fluency level on the ELPAC

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

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

All ELs have access to ELD and CSS.

**Actual**

Not Met - 29% of ELs moved up a level on ELPAC. It should be noted 73% are in highest fluency levels (L4, L3)

NOT REPORTED - Due to small number of ELs enrolled and concerns for confidentiality LEA does not report this rate.

Met - As reported on Dashboard Local Indicator teachers responded that CCSS in ELA and Math are Fully Implemented.

Met - ELs were provided instruction in ELD and CSS aligned courses

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1A After school intervention classes will be provided by certificated staff to further support students that did not score High in Math on CAASPP scores from the previous year.

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

1A After school intervention classes were provided by certificated staff to further support students who did not score High in Math on CAASPP scores from the previous year. Math intervention support was added during the school day. This enabled students who were unable to stay after school to receive additional support.

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

1A \$9,668  
\$1,500

1B Included in 1A

AMOUNT:  
1A \$9,728  
\$1,500  
1B Included in 1A  
SOURCE:  
Suppl/Conc RS 0001  
BUDGET REFERENCE:  
1A Salaries & benefits -  
Certificated  
Afterschool snacks  
1B Referenced in 1A

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

2A To further support classroom instruction, Classroom Aides will be employed to increase the student/adult ration in the classroom and provide individualized assistance to identified students

2B Reading Specialist will utilize Running Records and provide reading intervention to students in need

2A Classroom Aides were employed and provided individualized assistance to identified students

2B The Reading Specialist utilized Running Records and provided reading intervention to students identified below grade level standard

2A \$76,831

2B \$91,802

AMOUNT:

2A \$76,868

2B \$93,659

SOURCE:

2A Suppl/Conc RS 0001

2B Suppl/Conc RS 0001

BUDGET REFERENCE:

2A Salaries & benefits - certificated

2B Salaries & benefits classified

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3A Utilize district-wide CCSS aligned writing rubrics to benchmark and assess Argumentative writing to establish a baseline.

3B Track student growth in Math and ELA using digital assessment tools

3C Monitor and review SBAC scores. Maintain high status in both Math and ELA.

3A Writing rubrics in Argumentative writing were implemented and a baseline was calculated for each grade level.

3B Student growth in Math and ELA was tracked in classrooms using both digital and curriculum-based assessment tools

3C The Supt/Principal reviewed district and grade level SBAC results.

\$0

\$0

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

4A. Teachers continued to utilize existing technology. No new devices were purchased. Maintenance was performed and replacement of broken devices occurred as needed.

4A \$9,159

4B \$15,000

4C \$11,520

AMOUNT:  
 4A \$11,443  
 4B \$15,000  
 4C \$11,520  
 SOURCE:  
 4A LCFF (RS 0000, 0221)  
 4B LCFF  
 4C LCFF  
 BUDGET REFERENCE:  
 4A (GL-FN 1133-1000) Salary & Benefits - Classified  
 4B Supplies  
 4C Services

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

5A Math Teacher provided additional instruction and intervention services in order to accommodate needs of larger classes and combination classrooms.  
5B ELPAC coordinator administered ELPAC and other assessments and coordinated services for EL students.

Both services were provided by a single teacher. Salary was not divided by specific duty.

\$26,504

AMOUNT:  
\$26,504  
SOURCE:  
Suppl/Conc  
BUDGET REFERENCE:  
Salaries & Benefits -Certificated

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

## Analysis

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

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

All fully implemented. Baseline data for genre of argumentative writing which applies to all students as well as the LI group was set at year's end. An EL coordinator continued to manage ELPAC and other assessments and services for ELs. Restructured staffing from prior year was continued. Math teacher and additional aide time enabled teachers to spend more direct time with students and provide more quality instructional time.

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

Adult/student ratio decreased from 1:10 to 1:5 and in-school Math Intervention was successful in improving student performance in Math. Freshwater Elementary maintained green rating on the CA Dashboard in ELA and Math for all students. Low Income students performance improved to green in both ELA and Math.

The outcomes for EL reclassification and EL proficiency were not aligned to state reports. This will be revised for 2019-20. Due to very small EL population, however, this data is for internal use and no performance color is assigned on the Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was an increase in library aide time (See Goal 2, Action 2).

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 EL progress will be revised to reflect use of ELPAC data, vs. CELDT



Action 3 Writing will shift from argumentative to narrative

Action 4 Funds for Chromebook cart and possible sound system will be added

Action 5 Classified staff FTE will be increased to support math intervention

# Goal 2

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4, 7, 8

**Local Priorities:**

# Annual Measurable Outcomes

## Expected

Maintain high status in both Math and ELA

Establish baseline for Informational Writing 2017-18

## Actual

MET - Math academic achievement as reported on Calif Dashboard was .2 above Level 3, with only a slight decrease of 3.9 points, achieving a Green performance rating  
ELA academic achievement was 20.1 above Level 3, Green performance rating. The small decrease of 1.8 was within the "Maintained" quadrant on the 5x5 matrix.

Met - Baseline was set: 76% of students moved up one level or more on the district writing rubric for Informational Writing

### Expected

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

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

Evidenced in 100% of classrooms

100% of students, including students with disabilities, had access to art, music, and other enrichment activities

100% of teachers are properly credentialed and assigned

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

### Actual

- MET - 1. Average growth of students served by the Reading Specialist was 1.03 years
- MET - 2. Average growth in classrooms for grades K-5 was 16.5%, reading at grade level from fall to spring. 75% of students were reading at grade level by the end of the year.

- MET - A. 75% of 5th graders were in the HFZ
- MET - B. 79% passed Local fitness test in Spring

MET - All students were provided state-standards aligned instruction as evidenced in teacher lesson plans and schedules and review of student work

MET - All students, including students with disabilities, had access a broad course of study which included all academic subjects as well as PE, art music and other enrichment activities as evidenced in teacher lesson plans and report cards

100% of teachers are properly credentialed and assigned

MET - All students had access to state-standards aligned instructional materials as reported on Board Resolution and SARC

# Actions/Services

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

## Action 1

### Planned Actions/Services

1A High Quality teachers and instructional aides will continue to be employed to provide classroom instruction and support, reading and math intervention, PE, and homework assistance.

1B Teachers will implement a new SS Aligned ELA program, administer SBAC interim assessments, and continue to integrate new technologies into the classroom.

1C Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans

1D Administration provides

### Actual Actions/Services

1A High Quality teachers and instructional aides were employed and provided classroom instruction and support, reading and math intervention, PE, and homework assistance.

1B The district adopted and teachers implemented a new CSS-aligned ELA program Fountas and Pinnell in grades K-3 and National Geographic in 4-6th grades. SBAC interim assessments and curriculum-imbedded assessments were utilized. Technology in a variety of forms is integrated into instruction in all classrooms.

1C Resource Specialist Program (which includes

### Budgeted Expenditures

1A  
 a \$1,186,832 (teachers)  
 b \$143,793 (aides, monitors, subs)  
 1B \$115,112  
 1C  
 a \$195,855  
 b \$118,846  
 c \$419  
 d \$57,689  
 e \$82,052  
 1D  
 a \$151,524  
 b \$8,404  
 c \$2,750

### Estimated Actual Expenditures

AMOUNT:  
 1A  
 a \$1,186,832  
 b \$143,793  
 1B \$150,778  
 1C  
 a \$198,625  
 b \$90,191  
 c \$469  
 d \$52,727  
 e \$68,859  
 1D  
 a \$145,942  
 b \$10,329  
 c \$2,822  
 SOURCE:  
 1A  
 a LCFF, Title I, EPA, Title II, REAP, Lottery (RS 0000, 3010, 1400, 4035, 5820, 7690)  
 b LCFF Lottery, Title I, REAP (RS 0000, 0221, 1100, 3010, 5820)

**Planned Actions/Services**

instructional leadership for staff and supports implementation of SS aligned materials

**Actual Actions/Services**

teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans

1D Administration provided instructional leadership for staff during curriculum adoption process and supported PD related to implementation of SS aligned materials

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1B LCFF, Lottery, Restricted Lottery (RS 0000, 0015, 0016, 0212, 1100, 6300)  
 1C Spec Ed (RS 0000, 3310, 6500, 7690);  
 1D  
 a LCFF, Lottery (RS 0000, 7690, 1100)  
 b LCFF  
 c Title II (RS 4035)  
 BUDGET REFERENCE:  
 1A  
 a Salaries & benefits - Certificated (teachers) (exclude 1199 w/benefits & 3701)  
 b Salaries & benefits - Classified (aides, monitors, subs)  
 1B Instructional Materials (GL-FN 1110-1000; OB 4110, 4310, 4312)  
 1C  
 a Salaries & benefits - Certificated (GL 5XXX)  
 b Salaries & benefits - Classified  
 c Supplies  
 d Services  
 e Chargeback & indirect  
 1D  
 a Salaries & benefits -

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Certificated (GL-FN 1192-7100)  
 b Services (GL-FN 1110-2700;  
 OB 5201-5300)  
 c Co-Op contract (OB 5811)

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

2A CCSS aligned writing rubrics were used district-wide to assess Informational Writing and measure growth over the year

2G \$12,470  
 A. \$5,220  
 B. \$7,250

2G  
 AMOUNT:  
 A. \$5,220  
 B. \$7,250  
 SOURCE:  
 RS 0000, 0016 (GL-FN 1110-2420)  
 BUDGET REFERENCE:  
 A Supplies  
 B Contracted services

2B Utilize Summative Math Assessments to measure student growth

2B Summative Math Assessments were piloted to measure student growth

2C Continue to administer SBAC Interim Assessments

2C SBAC Interim Assessments were used in many classrooms

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

2D [This is an outcome not an action. Will be deleted in 2019-20]

2E Increase the reading level of students

2E [This is an outcome not an action. Will be deleted in 2019-20]

2F Monitor reading proficiency

**Planned Actions/Services**

scores

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

**Actual Actions/Services**

2F Teachers, reading intervention teacher and administration regularly monitored reading proficiency scores

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

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

## Analysis

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

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

Fully Implemented. All staff were employed as planned.  
CCSS materials were adopted and implemented and support provided for PD and collaboration.  
TK-5 math assessment was piloted and results were tabulated.

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

Low-income student performance in ELA and Math improved (see metrics/outcomes in Goal 1)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1A. Classroom teachers and subs increased by \$26,691 due to a raise. Classroom aides, monitors and subs was reduced by \$15,987, due to budgeting for health insurance for employees that no longer needed it.  
1B. Textbooks increased by \$35,666 due to textbook adoption.  
1C. B. Classified salaries for Special Education were decreased by \$28,655 due to not needing SCIA aides that were budgeted for.  
1C.E. The Special Education charge back to HCOE decreased by \$13,193.

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.

Math assessment will be changed in 2019-20 in grades 3-6. TK-2 will continue to utilize Core Growth assessments.



Action 2D Will be revised in 2019-20, as stated it is an outcome.

Action 2E Will be revised in 2019-20, as stated it is an outcome.

Narrative Writing rubric outcome results will be compared to results from four years ago.

# Goal 3

Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater School a safe and welcoming learning environment, where students attend and are connected to their school.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 3, 5, 6

**Local Priorities:** NA

# Annual Measurable Outcomes

## Expected

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

95% of teachers will indicate they felt safe at school all or most of the time

Maintain over 95% participation in parent conferences

## Actual

MET - 100% of parents responded they felt school was safe for them and their children

100% of teachers responded they felt safe at school

MET - 100% of students had a parent attend Parent Conferences

**Expected**

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

Maintain 95% or greater

Maintain Good Score on the annual FIT report

Improve suspension rate to yellow as reported on CA Dashboard

Maintain low expulsion rate in green or higher as reported on CA Dashboard

At least 85% of students will indicate that they feel safe at and connected to school as reported on the CA Healthy Kids Survey 2017-18 results (lagging year data)

**Actual**

MET - 95% of families attended at least one school event as reported on CHKS  
MET - NEW DATA ADDED TO METRIC - 76% of parents indicated they agreed or strongly agreed they had opportunities to provide input in school decision making as reported on CHKS

MET - Attendance rate was 95%

NOT MET - FIT reported FAIR rating average based on identified infrastructure needs. This data was presented to community to explain need for Bond measure

MET - 1.6% Green Status on Dashboard, decline of 2.4%. State rate was 3.5%

MET - 0%

MET - 100% of students responded they agree or strongly agree they feel safe at and connected to school as reported on the CA Healthy Kids Survey 2017-18 results (lagging year data)

**Expected**

Chronic absenteeism rate of 5% or less

**Actual**

NO MET - Chronic absenteeism rate was 5.8%, Orange designation on Dashboard, an increase of 1.1%

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1A Utilize a variety of communication strategies including Alert Now notifications, Weekly Bulletin, Jupiter Grades, School Wise SIS, School Website, and classroom newsletters to inform parents of school programs, promote regular attendance and to encourage participation in school events.

1A A variety of communication strategies were utilized to inform parents of school news and to promote regular attendance and to encourage participation in school events, such as Weekly Bulletin, Jupiter Grades, School Wise SIS was in place of Alert Now, School Website.

1A \$11,990

AMOUNT:

1B Increase parent participation in attending Community Club, Technology Committee, FEF, Site Council and Board attendance, Concerts, and Sports Events and

1B Parents were invited to, and participated in, a variety of school events including: Community Club, Technology Committee, FEF, Site Council and Board attendance,

1B \$0

1A \$13,249

1C \$0

1B \$0

1D \$9,000

1C \$0

1D \$22,940

1E \$0

1E \$0

1F \$22,086

1F \$21,747

1G \$0

1H \$26,430

1G \$0

1I \$109,178

1H \$26,487

a. \$42,966

b. \$42,947

c. \$8,052

d. \$3,023

e. \$7,975

f. \$2,800

**Planned Actions/Services**

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 Professional Development for staff to address socio-emotional needs of students, including training for Healthy Play and Restorative Practices to create a safe school climate. Share Restorative Practices techniques with our families.

**Actual Actions/Services**

Concerts, Honor Volunteers annual breakfast celebrations and Sports Events. Informational displays at these events showcased participation options available to parents.

1C A range of school activities were conducted and designed for parents to learn more about the school, such as OpenHouse, 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. A new event was added this year to educate parents and students on Digital Citizenship.

1D Professional Development for both certificated and classified staff was conducted

**Budgeted Expenditures**

1I  
a. \$42,185  
b. \$38,058  
c. \$3,169  
d. \$3,023  
e. \$11,775  
f. \$2,800  
g. \$8,168

1J Expense is included in 1A

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

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

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

1N \$44,874

**Estimated Actual Expenditures**

g. \$8,168  
1J Expense is included in 1A  
1K \$204,416  
a. \$119,759  
b. \$14,844  
c. \$69,413  
1L \$75,046  
a. \$40,142  
b. \$6,271  
c. \$28,633  
1M \$157,940  
a. \$146,400  
b. \$8,000  
c. \$3,540  
1N \$45,921  
SOURCE:  
1A LCFF, Lottery (RS 0000, 1100)  
1D LCFF (RS 0000)  
1F Title II (RS 3010)  
1H LCFF, Lottery (RS 0000, 0016, 1100)  
1I  
a-d LCFF, Donations (RS 0000, 0202, 0015)  
e-g Athletics (RS 0035)  
1J Included in 1A  
1K LCFF (RS 0000, 8150, 6230)  
1L Transportation (RS 0210)

**Planned Actions/Services**

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

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

1G Continue implementing schoolwide Character Strengths program

1H Continue using Little Buddies program, and provide fieldtrip opportunities such as swimming each year.

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

1J Continue administering the CA

**Actual Actions/Services**

with a particular emphasis this year on socio-emotional needs of students. MTSS training was provided for both certificated and classified staff through participation in HCOE MTSS coalition. The district also received a SUMS grant which trained a team to lead the implementation of MTSS. Healthy Play and Restorative Practices were in place. No additional training was needed for those programs.

1E Connect the Dots program was continued as a Staff to Student mentorship program

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

1G The school-wide Character Strengths program continued

**Budgeted Expenditures****Estimated Actual Expenditures**

1M Daycare (RS 0010)  
 1N LCFF (RS 0000)  
 BUDGET REFERENCE:  
 1A Services (GL-FN 1110-1000; OB 5800, 5805, 5884)  
 1D Services (OB 5210)  
 1F Salaries & Benefits - Classified (GL-FN 1110-3900)  
 1H Services (OB 5801, 5715)  
 1I  
 a. Salaries & Benefits - Certificated (GL-FN 1228-1000)  
 b. Salaries & Benefits - Classified  
 c. Supplies  
 d. Services (OB 5300, 5800, 5801)  
 e. Salaries & benefits - Classified (GL-FN 1300-4200)  
 f. Supplies (OB 4310)  
 g. Services (OB 5800, 5801)  
 1J Included in 1A  
 1K (GL-FN 1193-8100)  
 a. Salaries & Benefits  
 b. Supplies  
 c. Services  
 1L (GL-FN 1194-3600, 1194-8100)  
 a. Salaries & benefits - Classified

**Planned Actions/Services**

Healthy Kids Survey to gather parent, student, and staff input on our school climate.

1K Maintenance staff will repair and maintain the facility to maintain good score on FIT

1L Continue to provide transportation for students in need

1M Continue to provide child care at our daycare facility and work with Changing Tides to accommodate our low income families

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

**Actual Actions/Services**

1H The Little Buddies program and fieldtrip opportunities, such as swimming, continued

1I Students were given opportunities to participate in community events through sports and music programs

1J The CA Healthy Kids Survey was administered to gather parent, student, and staff input on school climate.

1K Maintenance staff repaired and maintained the facility following needs identified on FIT, although more significant facility repairs are planned for 2019-20.

1L Home to school transportation was provided

1M Child care was provided at the district daycare facility. A contract with Changing Tides enabled low income families to receive services

**Budgeted Expenditures**

**Estimated Actual Expenditures**

b. Supplies  
 c. Services  
 1M (GL-FN 8500-5000)  
 a. Salaries & benefits - Classified  
 b. Supplies  
 c. Services  
 1N Secretary salaries & Benefits - Classified (GL-FN 1110-2700)

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1N Office staff increased outreach efforts to educate parents and encourage good attendance. School attendance was actively tracked and reported as required.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide transportation for students in need

Transportation for students in need continued.

\$12,081

AMOUNT:  
\$15,827  
SOURCE:  
Suppl/Conc (RS 0001)  
BUDGET REFERENCE:  
Transportation contribution

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

The Freshwater Educational Foundation held meetings and provided information to parents and support for school activities.

\$0

\$0



### Action 4

#### Planned Actions/Services

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

#### Actual Actions/Services

3.4 [SEE 1N \*\*] Information was given to families on the importance of regular attendance at Back to School Night, other school events and in written communications. Support staff tracked attendance and identified students at risk of becoming chronically absent at end of each quarter and met with families to assess any barriers to attendance.

#### Budgeted Expenditures

\$0

#### Estimated Actual Expenditures

\$0

### Action 5

#### Planned Actions/Services

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

#### Actual Actions/Services

3.5 An incentive and/or recognition program was not created, as more effort was placed on promoting information on the importance of attendance to families, with special focus given to chronically absent students.

#### Budgeted Expenditures

\$0

#### Estimated Actual Expenditures

\$0

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

## Analysis

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

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

Fully implemented - MTSS/SUMS grant was added to help improve school climate. Staff were trained and a leadership team was identified to support program implementation. Outreach efforts to improve student attendance were increased. Facility needs continue. School bond was passed to address structural repairs.

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

Actions designed to improve parent involvement and participation were effective as shown in increased numbers at events and meetings. PD on MTSS was extensive. Full implementation will begin in 2019-20

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A1.D. Professional development was increased by \$13,940 due to two new grants, classified professional development and SUMS grant. Classified salary and benefits were increased by \$4,889 due to more hours in the library.  
 A1.I. Supplies for the band were increased by \$4,883 due to purchases that were not budgeted for.  
 A1.I. Athletics were over budgeted \$3,800 for coaches.

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.

A new action (Action 6) will be added related to PBIS and SWIS to track student behavior.

Action 5 was also modified to expand attendance outreach.

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# Stakeholder Engagement

**LCAP Year:** 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?

LCAP Annual Update Meetings with teachers and FTA bargaining unit: 2/7/19  
CHKS survey for Students, Staff and Parents: 3/18/19  
LCAP Annual Update School Site Council Meetings: 2/5/19, 5/7/19  
LCAP Annual Update Board Meetings: 2/12/19, 5/14/19  
LCAP Annual Update Classified Staff Meeting: 4/5/19  
Community Club Meeting: 4/1/19  
Freshwater Educational Foundation: 4/9/19

## Impact on LCAP and Annual Update

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

Stakeholders were supportive of current goals and programs and services and wish to see them continue. At various meetings they recommended: Rather than just announcing stakeholder meetings, educate the community that important decisions are made at these meetings that the public can provide input to  
In addition, other suggestions to explore were offered:  
Increasing awareness and encouraging participation in community stakeholder groups by placing recruiting tables in the gymnasium at Back to School Night rather than the cafeteria to recruit more members.  
Texting families CHK Survey to increase participation rates

Sending alert messages to further promote participation at stakeholder meetings  
Include using SWIS to track student behaviors in our School Safety Plan  
Increasing schoolwide use of PBIS to improve student behaviors and school climate  
The need to update our parent handbook

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

## Goal 1

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 7

**Local Priorities:** N/A

### Identified Need:

Authentic assessments are needed to identify gaps in student learning for all students and for low-income pupils, foster youth, and English Learners. Our academic performance indicators in both Math and ELA are reported High. Our overall Math scores were .2 points above level 3 and our ELA scores were 20.1 points above level 3.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC results in Math for Socioeconomically Disadvantaged Students as reported on the California Dashboard	Math scores are reported Medium, 13 points below level 3. These scores declined significantly (-16.5 points).	Math scores in the High range	Maintain high status in Math	Maintain high status in Math
EL Development based on CELDT (ELPAC) scores	Out of the 5 EL students that have been in our program, 60% moved up at least one level.	Each EL student will advance at least 1 fluency level on the ELPAC	Each EL student will advance at least 1 fluency level on the ELPAC	Baseline will be established using results from ELPAC. In subsequent years, student progress will be calculated by comparing student scores to prior year's.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

EL Reclassification Rate

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

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

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

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

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

Evidenced in 100% of classrooms

Evidenced in 100% of classrooms

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL reports to parents with detail on English Language Development progress and progress on other Calif State Standards.	All ELs have access to ELD and CSS.	All ELs have access to ELD and CSS.	All ELs have access to ELD and CSS.	All ELs have access to ELD and CSS.

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**



English Learners, Low Income

Schoolwide

All Schools, Freshwater Elem

### Actions/Services

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

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

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

Modified

Modified

Modified

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

1A After school intervention classes will be provided by certificated staff to further support students that did not score High in Math on CAASPP scores from the previous year.

1A After school intervention classes will be provided by certificated staff to further support students that did not score High in Math on CAASPP scores from the previous year.

1A After school intervention classes will be provided by certificated staff to further support students that did not score High in Math on CAASPP scores from the previous year.

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

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

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

### Budgeted Expenditures

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

<b>Amount</b>	1A \$7,080 \$1,500  1B Included in 1A	1A \$9,668 \$1,500  1B Included in 1A	1A \$10,087 \$1,500  1B Included in 1A
<b>Source</b>	1A Sup/Con RS0001  1B Referenced in 1A	1A Sup/Con RS0001  1B Referenced in 1A	1A Sup/Con RS0001  1B Referenced in 1A
<b>Budget Reference</b>	1A Salaries/Benefits Afterschool snacks  1B Referenced in 1A	1A Salaries/Benefits Afterschool snacks  1B Referenced in 1A	1A Salaries/Benefits Afterschool snacks  1B Referenced in 1A

## Action #2

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

**Students to be Served**

N/A

**Location(s)**

N/A

### OR

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

## Actions/Services

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

Modified

### 2017-18 Actions/Services

2A To further support classroom instruction, Classroom Aides will be employed to increase the student/adult ration in the classroom and provide individualized assistance to identified students

2B Reading Specialist will utilize Running Records and provide reading intervention to students in need

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

Modified

### 2018-19 Actions/Services

2A To further support classroom instruction, Classroom Aides will be employed to increase the student/adult ration in the classroom and provide individualized assistance to identified students

2B Reading Specialist will utilize Running Records and provide reading intervention to students in need

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

Modified

### 2019-20 Actions/Services

2A To further support classroom instruction, Classroom Aides will be employed to increase the student/adult ration in the classroom and provide individualized assistance to identified students

2B Reading Specialist will utilize Running Records and provide reading intervention to students in need

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2A \$57,786 2B \$88,602	2A \$76,831 2B \$91,802	2A \$76,893 2B \$96,664

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

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

Unchanged

**2017-18 Actions/Services**

3A Utilize district-wide CCSS aligned writing rubrics to benchmark and assess Argumentative writing to establish a baseline.

3B Track student growth in Math and ELA using digital assessment tools

3C Monitor and review SBAC scores. Maintain high status in both Math and ELA.

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

Unchanged

**2018-19 Actions/Services**

3A Utilize district-wide CCSS aligned writing rubrics to benchmark and assess Argumentative writing to establish a baseline.

3B Track student growth in Math and ELA using digital assessment tools

3C Monitor and review SBAC scores. Maintain high status in both Math and ELA.

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

Modified

**2019-20 Actions/Services**

3A Utilize district-wide CCSS aligned writing rubrics to benchmark and assess Narrative writing and compare to baseline scores from past years.

3B Track student growth in Math and ELA using digital assessment tools

3C Monitor and review SBAC scores. Maintain high status in both Math and ELA.

**Budgeted Expenditures**

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

## Action #4

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Unchanged

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

Modified

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

Modified

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

be purchased to increase student access to technology-based learning. District will explore sound system needs and purchase upgraded equipment as needed.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	4A \$9,807 4B \$19,320 4C \$11,520	4A \$9,159 4B \$15,000 4C \$11,520	4A \$10,102 4B \$15,000 4C \$11,520 4D \$20,000
<b>Source</b>	4A LCFF (RS 0000, 0221) 4B LCFF 4C LCFF	4A LCFF (RS 0000, 0221) 4B LCFF 4C LCFF	4A LCFF (RS 0000, 0221, 4127) 4B LCFF 4C LCFF 4D LCFF

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	4A (GL-FN 1133-1000) Classified Salary/Benefits	4A (GL-FN 1133-1000) Classified Salary/Benefits	4A (GL-FN 1133-1000) Classified Salary/Benefits
	4B Supplies	4B Supplies	4B Supplies
	4C Services	4C Services	4C Services
			4D Supplies

## Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

Limited to Unduplicated Student Groups

Specific Schools, Freshwater School

## Actions/Services



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

Unchanged

**2017-18 Actions/Services**

Unchanged because this action was not in the current year LCAP

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

New

**2018-19 Actions/Services**

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

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

Modified

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$26,504	\$26,889 \$3,681 \$8,389

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Source</b>	NA	Supp/Con	Supp/Con LPSBG RS 7510 LPSBG RS 7510
<b>Budget Reference</b>	NA	Certificated Salary & Benefits	Certificated Salary & Benefits Certificated Salary & Benefits Classified Salary & Benefits

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

Modified

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4, 7, 8

**Local Priorities:**

### Identified Need:

Increase the number of students who score proficient or above in Math/ELA on the SBAC assessment. Need: Increase the number of students who identify as healthy and physically fit.

### Expected Annual Measureable Outcomes

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

SBAC results as reported on the California Dashboard

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

Maintain high status in both Math and ELA

Maintain high status in both Math and ELA

Maintain high status in both Math and ELA

District Writing Rubrics

In 2015-16 64% of students grades K-2 moved up a level on the Narrative Writing rubric. In grades 3-6, 69% of students moved up a level.

Establish baseline for Argumentative Writing 2016-17

Establish baseline for Informational Writing 2017-18

70% percent of all students will move up a level on Narrative Writing rubric

Running Records for reading intervention and for classroom program

1. Reading Specialist Program - Average growth was 1.2 years for reading proficiency in grades 1-5.  
2. Baseline for classroom programs not yet established

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

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

1. Reading Specialist will increase the reading level of students in grades 1-5 by an average of .75 year's growth  
2. Student growth in reading from fall to spring measured in classrooms grades K-5 will exceed 16.5%

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Physical Fitness Test Results

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

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

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

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

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

Evidenced in 100% of classrooms

Evidenced in 100% of classrooms

Evidenced in 100% of classrooms

Evidenced in 100% of classrooms

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

## Planned Actions/Services

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

# Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

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

Modified

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

Modified

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

Modified

**2017-18 Actions/Services**

1A High Quality teachers and instructional aides will continue to be employed to provide classroom instruction and support, reading and math intervention, PE, and homework assistance.

**2018-19 Actions/Services**

1A High Quality teachers and instructional aides will continue to be employed to provide classroom instruction and support, reading and math intervention, PE, and homework assistance.

**2019-20 Actions/Services**

1A High Quality teachers and instructional aides will continue to be employed to provide classroom instruction and support, reading and math intervention, PE, and homework assistance.

1B Teachers will pilot and adopt a State Standards Aligned ELA program, administer SBAC interim assessments, and continue to integrate new technologies into the classroom.

1C Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans

1D Administration provides instructional leadership for staff and supports implementation of SS aligned materials

1B Teachers will implement a new SS Aligned ELA program, administer SBAC interim assessments, and continue to integrate new technologies into the classroom.

1C Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans

1D Administration provides instructional leadership for staff and supports implementation of SS aligned materials

1B Teachers will continue to implement a new SS Aligned ELA program, administer SBAC interim assessments, and continue to integrate new technologies into the classroom.

1C Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans

1D Administration provides instructional leadership for staff and supports implementation of SS aligned materials

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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**Amount**

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

1A\$1,156,832 (teachers) \$143,793  
(aides, monitors, subs)

1A\$1,206,914(teachers) \$128,641 (aides,  
monitors, subs)

1B \$115,112

1B \$57,715

1C

1C

A\$195,855

A\$208,121

B\$118,846

B\$116,758

C\$419

C\$669

D\$57,689

D\$52,727

E\$82,052

E\$70,337

1D

1D

A\$151,524

A\$161,591

B\$8,404

B\$10,329

C\$2,750

C\$2,822

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

1A LCFF, Title 1, EPA, Title II, REAP, Lottery,  
(RS 0000, 3010, 1400, 4035, 5820, 7690, 0221, 1100)

1B LCFF, Lottery, Restricted Lottery  
(RS 0000, 0015, 0016, 1100, 6300)

1C

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

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

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

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

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

1D

a. LCFF, Lottery (RS 0000, 7690, 1100)

b. LCFF

c. Title II (RS 4035)

1A LCFF, Title 1, EPA, Title II, REAP, Lottery,  
(RS 0000, 3010, 1400, 4035, 5820, 7690, 0221, 1100)

1B LCFF, Lottery, Restricted Lottery  
(RS 0000, 0015, 0016, 0212, 1100, 6300)

1C

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

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

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

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

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

1D

a. LCFF, Lottery (RS 0000, 7690, 1100)

b. LCFF

c. Title II (RS 4035)

1A LCFF, Title 1, EPA, Title II, REAP, Lottery,  
(RS 0000, 3010, 1400, 4035, 5820, 7690, 0221, 1100)

1B LCFF, Lottery, Restricted Lottery  
(RS 0000, 0015, 0016, 1100, 6300)

1C

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

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

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

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

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

1D

a. LCFF, Lottery (RS 0000, 7690, 1100)

b. LCFF

c. Title II (RS 4035)

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	<p>1A Salaries/Benefits (GL-FN 1110-1000, 1310-1000)</p> <p>1B Instructional Materials (GL-FN 1110-1000), (OB 4110, 4310, 4312)</p> <p>1C. a. Certificated Salaries/Benefits (Goal 5XXX) b. Classified Salaries/Benefits c. Supplies d. Services e. Chargeback and Indirect</p> <p>1D a. (GL-FN 1192-7100) Certificated Salary and Benefits b. Services (GL-FN 1110-2700) (OB 5201-5300) c. Co-op Contract (OB 5811)</p>	<p>1A Salaries/Benefits (GL-FN 1110-1000, 1310-1000)</p> <p>1B Instructional Materials (GL-FN 1110-1000), (OB 4110, 4310, 4312)</p> <p>1C. a. Certificated Salaries/Benefits (Goal 5XXX) b. Classified Salaries/Benefits c. Supplies d. Services e. Chargeback and Indirect</p> <p>1D a. (GL-FN 1192-7100, GL-FN 1110-2700) Certificated Salary and Benefits b. Services (GL-FN 1110-2700) (OB 5201-5300) c. Co-op Contract (OB 5811)</p>	<p>1A Salaries/Benefits (GL-FN 1110-1000, 1310-1000)</p> <p>1B Instructional Materials (GL-FN 1110-1000), (OB 4110, 4310, 4312)</p> <p>1C. a. Certificated Salaries/Benefits (Goal 5XXX) b. Classified Salaries/Benefits c. Supplies d. Services e. Chargeback and Indirect</p> <p>1D a. (GL-FN 1192-7100 GL-FN1110-2700) Certificated Salary and Benefits b. Services (GL-FN 1110-2700) (OB 5201-5300) c. Co-op Contract (OB 5811)</p>

## Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

2B Develop Summative Math Assessments and establish a baseline

2C Continue to administer SBAC Interim Assessments

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

2B Utilize Summative Math Assessments to measure student growth

2C Continue to administer SBAC Interim Assessments

2A Utilize district-wide CCSS aligned writing rubrics to assess Argumentative writing.

2B Utilize Summative Math Assessments to measure student growth

2C Continue to administer SBAC Interim Assessments

2D Utilize best practices for effective

2D Monitor SBAC scores and maintain high status in both Math and ELA

2E Reading Specialist will utilize running records to measure student growth and provide reading intervention to increase the reading level of students in grades 1-5

2F Teachers will utilize running records to establish a baseline for reading proficiency in their grade

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

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

2E Increase the reading level of students

2F Monitor reading proficiency scores

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

instruction in Math and ELA

2E Utilize best practices for effective instruction in reading

2F Monitor reading proficiency scores

2G Art, music, library, and other enrichment activities are offered for all grades.

## Budgeted Expenditures

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

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

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

Modified

## Goal 3

Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater School a safe and welcoming learning environment, where students attend and are connected to their school.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 3, 5, 6

**Local Priorities:** NA

### Identified Need:

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

Need: Decrease chronic absenteeism (= 10 days or more each school year) and reduce suspension rate for SWD and students of 2 or more races (Orange).

### Expected Annual Measureable Outcomes

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

**Metrics/Indicators**

2017-18 - Parent and community input and participation, including parents of students with disabilities, in school decision making as evidenced in response to surveys, Community Club, Technology Committee, FEF, Site Council, Board Meetings.  
 2018-19 - METRIC REVISED - Surveys to parents, in alternating years, local survey in 2018-19,  
 2019-20 - CHK survey will be administered to students, parents and staff

**Baseline**

36% of parents provided input through one of the following: LCAP community survey, participation in Community Club, the Technology Committee, Freshwater Educational Foundation, School Site Council, or by attending Board Meetings. (2016-17)

**2017-18**

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

**2018-19**

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

**2019-20**

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



**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Participation at parent conferences and back to school night.

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

98% of families attended parent conferences

Maintain over 95% participation in parent conferences

Maintain over 95% participation in parent conferences

METRIC REVISED  
2108-20 -  
Participation at parent conferences

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

90% of families attended at least one school event

90% of families attended at least one school event

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance data from Schoolwise SIS and as reported on CALPADS	95%	94.5%	Maintain 95% or greater	Maintain 95% or greater
William's FIT Report	Good Score was reported on the FIT for our annual inspection	Good Score on the annual FIT report	Maintain Good Score on the annual FIT report	Receive a Good Score on the annual FIT report
Maintain low suspension rate below the state average, which is currently 3.8%	Dashboard suspension rate was reported as 0.7% on the California Dashboard.	4% suspension rate	Improve suspension rate to yellow as reported on CA Dashboard	Maintain Green performance rating for Suspension Rate as reported on CA Dashboard
Maintain low expulsion rate below the state average, which is currently .09%	Expulsion rate was reported as 0 on the California Dashboard.	0 expulsions	Maintain low expulsion rate in green or higher as reported on CA Dashboard	Maintain 0% expulsion rate

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

## Planned Actions/Services

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

### Action #1

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

#### Students to be Served

All Students, Students with Disabilities

#### Location(s)

Specific Schools, Freshwater Elem

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1A Utilize a variety of communication strategies including Alert Now notifications, Weekly Bulletin, Jupiter Grades, School Wise SIS, School Website, and classroom newsletters to inform parents of school programs, promote regular attendance and to encourage participation in school events.

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.

1A Utilize a variety of communication strategies including School Wise 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

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

1B Increase parent participation in attending Community Club, Technology Committee, FEF, Site Council and Board attendance, Concerts, and Sports Events and provide

promote participation options available to parents. Honor volunteers with annual breakfast celebration.

1C Continue to offer activities such as: open house, back to school night, parent volunteer orientation, all school picnic, holiday craft fairs, invention convention science fair, character education assemblies, fall festival, lego nights, school spirit days, movie nights, enrichment classes, musical performances, community service elective and sports events.

1D Provide Professional Development for staff to address socio-emotional needs of students, including training for Healthy Play and Restorative Practices to create a safe school climate. Share Restorative Practices techniques with our families.

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

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

1G Continue implementing schoolwide

promote participation options available to parents. Honor volunteers with annual breakfast celebration.

1C Continue to offer activities such as: open house, back to school night, parent volunteer orientation, all school picnic, holiday craft fairs, invention convention science fair, character education assemblies, fall festival, lego nights, school spirit days, movie nights, enrichment classes, musical performances, community service elective and sports events.

1D Provide Professional Development for staff to address socio-emotional needs of students, including training for Healthy Play and Restorative Practices to create a safe school climate. Share Restorative Practices techniques with our families.

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

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

1G Continue implementing schoolwide

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 Professional Development for staff to address socio-emotional needs of students, including training for MTSS, PBIS, and Restorative Practices to create a safe school climate. Share Restorative Practices techniques with our families.

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

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

Character Strengths program

1H Continue using Little Buddies program, and provide fieldtrip opportunities such as swimming each year.

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

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

1K Maintenance staff will repair and maintain the facility to maintain good score on FIT

1L Continue to provide transportation for students in need

1M Continue to provide child care at our daycare facility and work with Changing Tides to accommodate our low income families

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

Character Strengths program

1H Continue using Little Buddies program, and provide fieldtrip opportunities such as swimming each year.

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

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

1K Maintenance staff will repair and maintain the facility to maintain good score on FIT

1L Continue to provide transportation for students in need

1M Continue to provide child care at our daycare facility and work with Changing Tides to accommodate our low income families

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

1G Continue implementing schoolwide Character Strengths program

1H Continue using Little Buddies program, and provide fieldtrip opportunities such as swimming each year.

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

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

1K Maintenance staff will repair and maintain the facility to maintain good score on FIT

1L Continue to provide transportation for students in need

1M Continue to provide child care at our daycare facility and work with Changing Tides to accommodate our low income families

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1A \$9,050	1A \$11,990	1A \$13,562
	1B \$0	1B \$0	1B \$0
	1C \$0	1C \$0	1C \$0
	1D \$6,126 1E \$0	1D \$9,000	1D \$19,589
	1F \$20,93	1E \$0	1E \$0
		1F \$21,747	1F \$23,314
		1G \$0	1G \$0
		1H \$26,487	1H \$26,430
		1I	1I
		a.\$42,185	a.\$44,522
		b.\$38,058	b.\$43,012
		c.\$3,169	c.\$8,552
		d.\$3,023	d.\$3,023
		e.\$11,775	e.\$8,412
		f.\$2,800	f.\$2,800
		g.\$8,168	g.\$8,168
		1J Expense is included in 1A	1J Expense is included in 1A

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

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

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

1N \$44,874

1K  
 a. \$139,649  
 b. \$17,654  
 c. \$44,954

1L  
 a. \$41,142  
 b. \$6,271  
 c. \$27,633

1M  
 a. \$131,721  
 b. \$8,000  
 c. \$3,540

1N \$48,661

**Source**

1A LCFF, Lottery  
 (RS 0000, 1100)

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

1F Title II  
 (RS 3010)

1A LCFF, Lottery  
 (RS 0000, 1100)

1D LCFF  
 (RS 0000)

1F Title II  
 (RS 3010)

1A LCFF, Lottery  
 (RS 0000, 1100)

1D LCFF  
 (RS 0000)

1F Title II  
 (RS 3010)



1H LCFF, Lottery  
(RS 0000, 0016, 1100)

1I

- a. LCFF, Donations (RS 0000, 0202, 0015)
- b. LCFF, Donations (RS 0000, 0202, 0015)
- c. LCFF, Donations (RS 0000, 0202, 0015)
- d. LCFF, Donations (RS 0000, 0202, 0015)
- e. Athletics (RS 0035)
- f. Athletics
- g. Athletics

1J See Source 1A

1K

- a. LCFF (RS 0000, 8150) b. LCFF
- c. LCFF

1L

- a. Transportation (RS 0210)
- b. Transportation c. Transportation

1M

- a. Daycare (RS 0010)

1H LCFF, Lottery  
(RS 0000, 0016, 1100)

1I

- a. LCFF, Donations (RS 0000, 0202, 0015)
- b. LCFF, Donations (RS 0000, 0202, 0015)
- c. LCFF, Donations (RS 0000, 0202, 0015)
- d. LCFF, Donations (RS 0000, 0202, 0015)
- e. Athletics (RS 0035) f. Athletics
- g. Athletics

1J See Source 1A

1K

- a. LCFF (RS 0000, 8150) b. LCFF
- c. LCFF

1L

- a. Transportation (RS 0210)
- b. Transportation c. Transportation

1M

- a. Daycare (RS 0010)
- b. Daycare

1H LCFF, Lottery  
(RS 0000, 0016, 1100)

1I

- a. LCFF, Donations (RS 0000, 0202, 0015)
- b. LCFF, Donations (RS 0000, 0202, 0015)
- c. LCFF, Donations (RS 0000, 0202, 0015)
- d. LCFF, Donations (RS 0000, 0202, 0015)
- e. Athletics (RS 0035) f. Athletics
- g. Athletics

1J See Source 1A

1K

- a. LCFF (RS 0000, 8150) b. LCFF
- c. LCFF

1L

- a. Transportation (RS 0210)
- b. Transportation c. Transportation

1M

- a. Daycare (RS 0010)
- b. Daycare

b. Daycare  
c. Daycare

1N LCFF (RS 0000)

c. Daycare

1N LCFF (RS 0000)

c. Daycare

1N LCFF (RS 0000)

**Budget Reference**

1A Classroom Services: Jupiter Grades, Blackboard, School Wise SIS (GL-FN 1110-1000) (OB 5800, OB 5805, OB 5884) (GL-FN 1300-4200)

1D Professional Development (OB 5210)

1F Counselor Salary/Benefits (GL-FN 1110-3900)

1H Field Trips (OB 5801, 5715)

1I a. Music-certificated salary and benefits, (GL-FN 1228-1000)  
b. Music-classified salary and benefits  
c. Supplies  
d. Services  
e. Athletics-classified salary and benefits, (GL-FN 1300-4200)  
f. Supplies  
g. Services

1A Classroom Services: Jupiter Grades, Blackboard, School Wise SIS (GL-FN 1110-1000) (OB 5800, OB 5805, OB 5884) (GL-FN 1300-4200)

1D Professional Development (OB 5210)

1F Counselor Salary/Benefits (GL-FN 1110-3900)

1H Field Trips (OB 5801, 5715)

1I a. Music-certificated salary and benefits, (GL-FN 1228-1000)  
b. Music-classified salary and benefits  
c. Supplies  
d. Services  
e. Athletics-classified salary and benefits, (GL-FN 1300-4200)  
f. Supplies

1A Classroom Services: Jupiter Grades, Blackboard, School Wise SIS (GL-FN 1110-1000) (OB 5800, OB 5805, OB 5884) (GL-FN 1300-4200)

1D Professional Development (OB 5210)

1F Counselor Salary/Benefits (GL-FN 1110-3900)

1H Field Trips (OB 5801, 5715)

1I a. Music-certificated salary and benefits, (GL-FN 1228-1000)  
b. Music-classified salary and benefits  
c. Supplies  
d. Services  
e. Athletics-classified salary and benefits, (GL-FN 1300-4200)  
f. Supplies  
g. Services

1J See Budget Reference 1A 1K  
a. Maintenance/Operations-classified salary and benefits, (GL-FN 1193- 8100)  
b. Supplies  
c. Services

1L  
a. Transportation- classified salary and benefits, (GL-FN 1194-3600)  
b. Supplies  
c. Services

1M  
a. Daycare- classified salary and benefits, (GL-FN 8500-5000)  
b. Supplies c. Services

1N Office-Secretary-classified salary and benefits  
(GL-FN 1110-2700)

g. Services

1J See Budget Reference 1A 1K  
a. Maintenance/Operations-classified salary and benefits, (GL-FN 1193- 8100)  
b. Supplies  
c. Services

1L  
a. Transportation- classified salary and benefits, (GL-FN 1194-3600)  
b. Supplies  
c. Services

1M  
a. Daycare- classified salary and benefits, (GL-FN 8500-5000)  
b. Supplies c. Services

1N Office-Secretary-classified salary and benefits  
(GL-FN 1110-2700)

1J See Budget Reference 1A 1K  
a. Maintenance/Operations-classified salary and benefits, (GL-FN 1193- 8100)  
b. Supplies  
c. Services

1K  
a. LCFF (RS 0000, 8150) b. LCFF  
c. LCFF

1L  
a. Transportation- classified salary and benefits, (GL-FN 1194-3600)  
b. Supplies  
c. Services

1M  
a. Daycare- classified salary and benefits, (GL-FN 8500-5000)  
b. Supplies c. Services

1N Office-Secretary-classified salary and benefits  
(GL-FN 1110-2700)

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Freshwater Elem

**Actions/Services**

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

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

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

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide transportation for students in need

Provide transportation for students in need

Provide transportation for students in need

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$9,840	\$12,081	\$16,518
<b>Source</b>	Sup/Con RS0001	Sup/Con RS0001	Sup/Con RS0001
<b>Budget Reference</b>	Transportation Contribution	Transportation Contribution	Transportation Contribution

### Action #3

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

**Students to be Served**

**Location(s)**

All Students, Students with Disabilities

Specific Schools, Freshwater Elem

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

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

**Action #4**

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

**Students to be Served**

**Location(s)**

All Students, Students with Disabilities

Specific Schools, Freshwater Elementary

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

(NOT IN PLAN)

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$0	\$0	\$0
<b>Source</b>	NA	NA	NA
<b>Budget Reference</b>	NA	NA	NA

## Action #5

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

### Students to be Served

### Location(s)

All Students, Students with Disabilities

Specific Schools, Freshwater Elementary

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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



Unchanged

New

Modified

**2017-18 Actions/Services**

(NOT IN PLAN)

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

3.5 Administrator will expand outreach efforts to inform families of importance of regular attendance and will meet with families to identify challenges to regular attendance and strategize solutions to overcome barriers. Individual incentive plans will be developed to encourage regular attendance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	\$0	\$200
Source	NA	NA	Lottery
Budget Reference	NA	NA	Supplies

**Action #6**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

N/A

Further implement PBIS, beginning with Tier 1 interventions and support. Use SWIS to track student behavior and identify interventions needed.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	N/A	N/A	N/A
<b>Source</b>	N/A	N/A	N/A
<b>Budget Reference</b>	N/A	N/A	N/A

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 146,729

Percentage to Increase or Improve Services

6.93 %

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

For 2017-18 under LCFF, Freshwater Elementary School District will receive \$146,729 in supplemental grant funding. The District will be spending \$164,808 on services for unduplicated students. We will meet the targeted expenditures for services to be provided to our unduplicated students as reflected in the Actions section of this Local Control and Accountability Plan. Freshwater Elementary School District will provide the following services to support the needs of our unduplicated students: Classroom Aides, a Reading Specialist, Math Intervention, Homework Help, and Transportation. Aides are provided in all classrooms, school-wide, and will further support classroom

instruction by increasing the student/adult ratio in the classroom and provide individualized assistance to identified students. A Reading Specialist will provide reading intervention to increase the reading level of students in grades 1-5. Math Intervention and Homework Club will be provided by certificated staff to further support students that did not score High in Math on CAASPP from the previous year and to provide additional supports for students in need. Snacks will be provided. Transportation will continue to be provided for students in need to increase student attendance. Research has shown that our unduplicated student population has less access to books, and academic resources and support in the home. Strategies which stakeholders identified that would best address those needs and improve outcomes for our unduplicated students include reading intervention, math intervention, homework help, instructional assistants working with the classroom teachers to increase individualized support, and providing transportation. The effectiveness of these practices are evident in our growth in performance in both ELA and Math, and our academic performance indicators were reported High in both ELA and Math on the California School Dashboard. We will continue to provide transportation to students in need to maintain our high attendance rate of 95%.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$192,943

Percentage to Increase or Improve Services

8.36%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Freshwater Elementary School District will provide the following services to support the needs of our unduplicated students: Classroom Aides, a Reading Specialist, Math and Reading Intervention, Homework Help, and Transportation. Aides are provided in all classrooms, school-wide, and will further support classroom instruction by increasing the student/adult ratio in the classroom and provide individualized assistance to identified students. Aide time will be increased in 2018-19. A Reading Specialist will provide reading intervention to increase the reading level of students in grades 1-5. Math Intervention and Homework Club will be provided by certificated staff to further support students that did not score High in Math on CAASPP from the previous year and to provide additional supports for students in need. Snacks will be provided. An additional certificated staff member will provide differentiated math instruction, math intervention and will coordinate services for ELs. Transportation will continue to be provided for students in need to increase student attendance. Research has shown that our unduplicated student population has less access to books, and academic resources and support in the home. Strategies which stakeholders identified that would best address those needs and improve outcomes for our unduplicated students include reading intervention, math intervention, homework help, instructional assistants working with the classroom teachers to increase individualized support, and providing transportation. The cost of these services is \$218,386, which exceeds that supplemental concentration grant amount of \$192,943. The effectiveness of these practices will be reflected in growth in performance in both ELA and Math, and our academic performance indicators on the Dashboard. We will continue to provide transportation to students in need to maintain our high attendance rate of 95%.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$197,425

Percentage to Increase or Improve Services

8.33%

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).

Freshwater Elementary School District will provide the following services to support the needs of our unduplicated students: Classroom Aides, a Reading Specialist, a Math Specialist Teacher, Math and Reading Intervention, Homework Help, and Transportation. Aides are provided in all classrooms, school-wide, and will further support classroom instruction by increasing the student/adult ratio in the classroom and provide individualized assistance to identified students. Aide time which was increased in 2018-19 will be continued. A Reading Specialist will provide reading intervention to increase the reading level of students in grades 1-6. Math Intervention and Homework Club will be provided by certificated staff to further support students that did not score High in Math on CAASPP from the previous year and to provide additional supports for students in need. Snacks will be provided. An additional certificated staff member will provide differentiated math instruction, math intervention and will coordinate services for ELs. Transportation will continue to be provided for students in need to increase student attendance. Research has shown that our unduplicated student population has less access to books, and academic resources and support in the home. Strategies which stakeholders identified that would best address those needs and improve outcomes for our unduplicated students include reading intervention, math intervention, homework help, instructional assistants working with the classroom teachers to increase individualized support, and providing transportation. The cost of these services is \$228,551, which exceeds that supplemental concentration grant amount of \$197,425. The effectiveness of these practices will be reflected in growth in performance in both ELA and Math, and our academic performance indicators on the Dashboard. We will continue to provide transportation to students in need to maintain our high attendance rate of 95%.