

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Freshwater Charter Middle School

CDS Code: 12628286116289

School Year: 2021-22

LEA contact information:

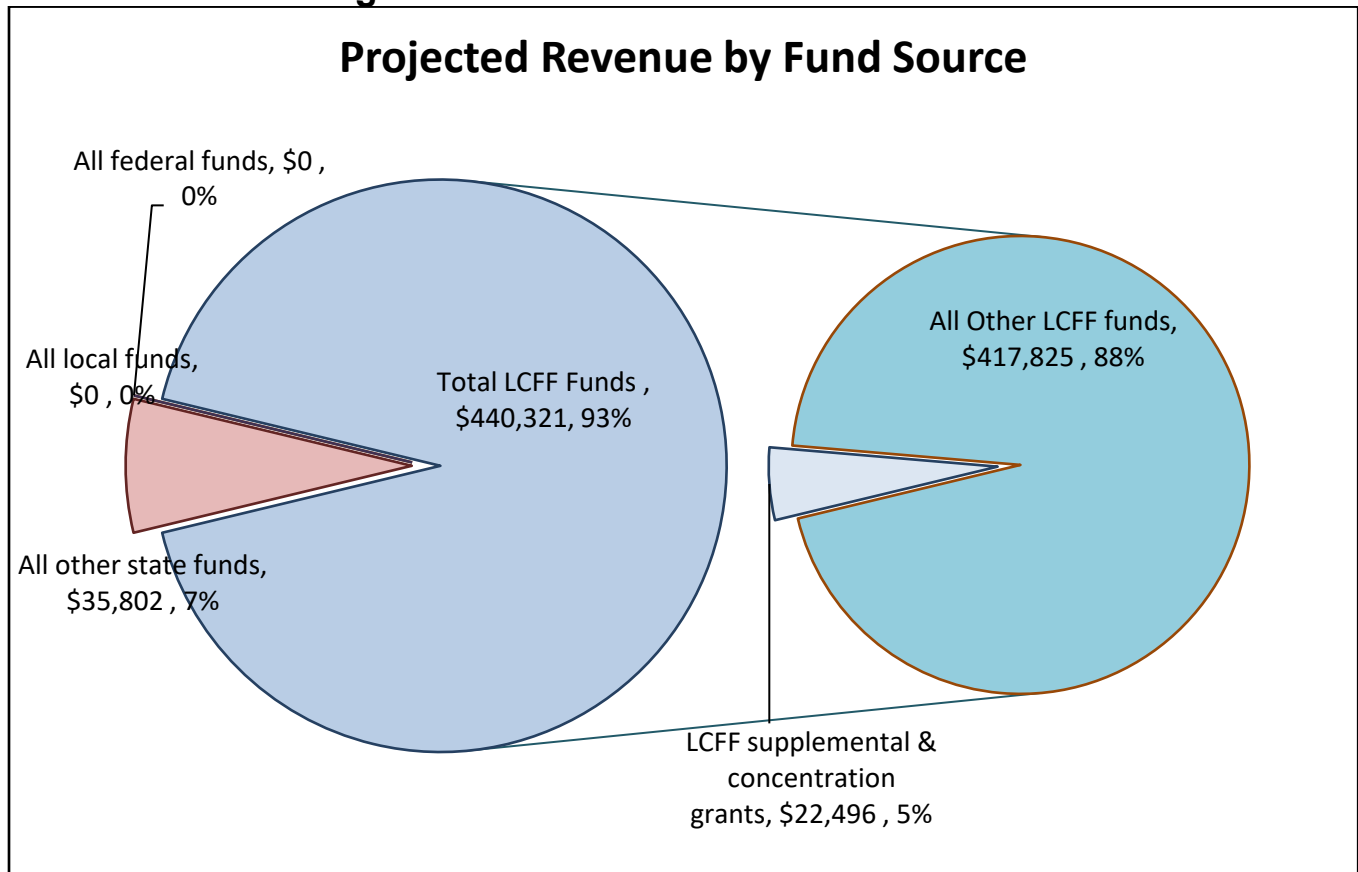
Si Talty

Superintendent/Principal

(707) 442-2969

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

Budget Overview for the 2021-22 School Year

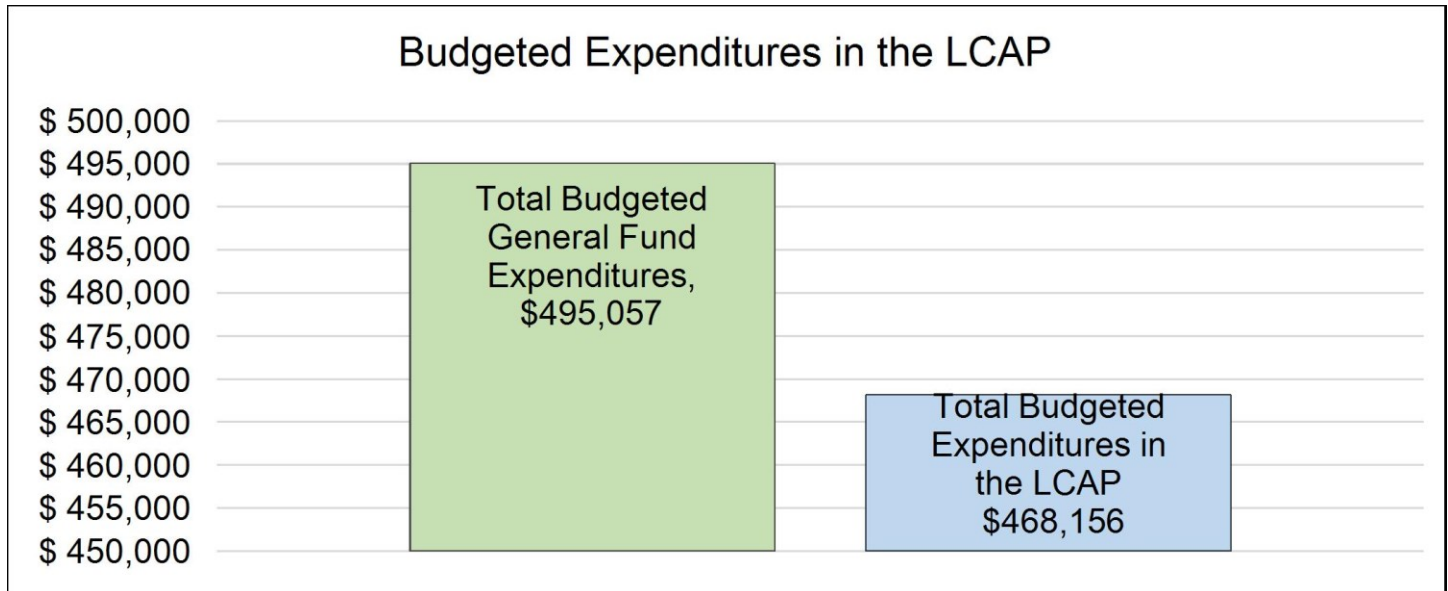


This chart shows the total general purpose revenue Freshwater Charter Middle School expects to receive in the coming year from all sources.

The total revenue projected for Freshwater Charter Middle School is \$476,123, of which \$440,321 is Local Control Funding Formula (LCFF), \$35,802 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$440,321 in LCFF Funds, \$22,496 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Freshwater Charter Middle School plans to spend \$495,057 for the 2021-22 school year. Of that amount, \$468,156 is tied to actions/services in the LCAP and \$26,901 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

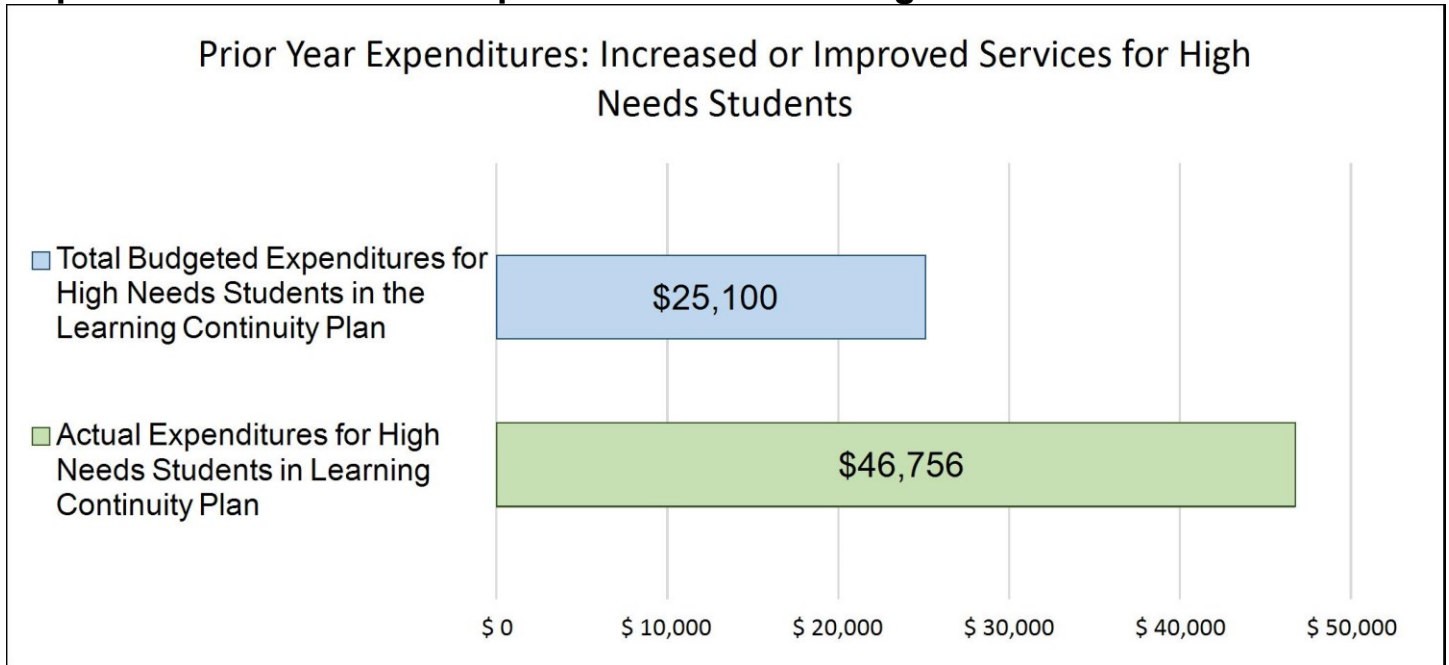
The total General Fund Budget Expenditures that are not included in the LCAP is \$26,901. These costs are associated with services and fees that are not directly tied to LCAP goals such as contracted services, inter-lea contracts, supplies, retired teacher benefits, utilities, pupil insurance, copiers, legal and audit fees, insurance fees, STRS and PERS liability, summer school, athletics and Co'op fees.

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

In 2021-22, Freshwater Charter Middle School is projecting it will receive \$22,496 based on the enrollment of foster youth, English learner, and low-income students. Freshwater Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Freshwater Charter Middle School plans to spend \$155,239 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Freshwater Charter Middle School's Learning Continuity Plan budgeted \$25,100 for planned actions to increase or improve services for high needs students. Freshwater Charter Middle School actually spent \$46,756 for actions to increase or improve services for high needs students in 2020-21.

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

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

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

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator District Writing Rubrics</p> <p>19-20 Increase percent of students moving up a level on Narrative Writing rubric</p> <p>Baseline 23% of students moved up a level on the Narrative Writing rubric</p>	<p>Met</p> <p>1. 70% of students were proficient or moved up one level or more in Narrative writing as assessed by the school's Writing Rubric at year's end</p>
<p>Metric/Indicator SBAC Results as reported on the California Dashboard</p> <p>19-20 Maintain high status in both Math and ELA</p> <p>Baseline Math and ELA are reported High. Math scores 20.5 points and ELA scores 29 points above level 3.</p>	<p>Met</p> <p>ELA: All students "Green" performance as reported on Dashboard, 37.8 points Above Standard. Declined 6.4 points. White student group Blue, 49.5 points Above Standard. Increased 2.1 points</p> <p>MATH: All students "Green" performance as reported on Dashboard, 17.2 points Above Standard. Declined significantly by 16 points. White student group Green, 26.1 points Above Standard. Declined by 12.2 points</p>

Expected	Actual
<p>Metric/Indicator EI Development based on ELPAC scores</p> <p>19-20 Each EL student will advance at least 1 fluency level on the ELPAC</p> <p>Baseline N/A We currently have 0 EL students</p> <p>Metric/Indicator EL Reclassification Rate</p> <p>19-20 Maintain 30% or greater reclassification rate for students that have been in our program for 3 years</p> <p>Baseline N/A No EL students were eligible for reclassification this year as per CELDT guidelines.</p>	<p>N/A Fewer than 11 EL students, results not reported due to confidentiality.</p> <p>N/A Fewer than 11 EL students, results not reported due to confidentiality.</p>
<p>Metric/Indicator EL reports to parents with detail on English Language Development progress and progress on other Calif State Standards.</p> <p>19-20 All ELs, if any, have access to ELD and CSS.</p> <p>Baseline No EL students in Charter</p>	<p>Met- EL progress reported to parents of all EL students</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1A After school Homework Club 1B Continue to use services of Changing Tides 1C Continue to use ERMHS services 1D RST Program	1A (GLFN 11101000) Salaries/Benefits Supplemental and Concentration \$1,440	1A (GLFN 11101000) Salaries/Benefits Supplemental and Concentration \$3,323

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1E Use aides for individualized instruction and assistance.	1E (GLFN 11101000) Salaries/Benefits Supplemental and Concentration \$1,536	1E (GLFN 11101000) Salaries/Benefits Supplemental and Concentration \$1,215
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 After school Homework Help will be provided by certificated staff to provide additional supports for students in need.	1E (GLFN 11101000) Salaries/Benefits Supplemental and Concentration \$1,536 1A (GLFN 11101000) Salaries/Benefits Supplemental and Concentration \$1,440	1E (GLFN 11101000) Salaries/Benefits Supplemental and Concentration \$1,215 1A (GLFN 11101000) Salaries/Benefits Supplemental and Concentration \$3,323

Goal Analysis

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

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Physical Fitness Test Results</p> <p>19-20 At least 70% of Seventh Graders tested will be in the Healthy Fitness Zone</p> <p>Baseline Establish a baseline for Seventh Grade students who identify as healthy and physically fit from the beginning of the year to the end of the year</p>	<p>Met - 75% of 7th Graders in the Healthy Fitness Zone in 5/6 standards.</p>
<p>Metric/Indicator Digital Assessment Tools</p> <p>19-20 Track student growth in Math/ELA using SBAC Interim Assessments</p> <p>Baseline Track student growth in Math/ELA using SBAC Interim Assessments</p>	<p>Interim assessments were conducted with newly purchased IXL program for both Math and ELA.</p>

Expected	Actual
<p>Metric/Indicator CCSS Implementation documented by adopted Board Resolution for Sufficiency of Instructional Materials, the School Accountability Report Card, teacher lesson plans, classroom observations, writing rubrics, and review of student work in PLC collaboration meetings</p> <p>19-20 100% of classrooms</p> <p>Baseline All students, including students with disabilities, have access to state standardsaligned instructional materials in 100% of classrooms</p> <p>Metric/Indicator All students, including students with disabilities will have access to art, music, and other enrichment activities as shown in teacher lesson plans, classroom observations, and report cards.</p> <p>19-20 100% of students, including students with disabilities had access to art, music, and other enrichment activities</p> <p>Baseline 100% of students, including students with disabilities had access to art, music, and other enrichment activities</p> <p>Metric/Indicator Personnel records</p> <p>19-20 100% of teachers are properly assigned and credentialed</p> <p>Baseline 100% of teachers are properly assigned and credentialed</p>	<p>100%</p> <p>Met - 100% of students including SWD have access to board course of study</p> <p>Met - 100% of teachers properly credentialed and assigned</p>
<p>Metric/Indicator Board Resolution of Sufficiency of Instructional Materials, SARC</p>	<p>Met - 100% of students have CCSS aligned Instructional Materials</p>

Expected	Actual
<p>19-20 100% of students, including SWD, have access to CSS aligned instructional materials</p> <p>Baseline 100% of students, including SWD, have access to CSS aligned instructional materials</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1A High Quality teachers and instructional aides will continue to be employed to provide classroom instruction and support, PE, Google Apps, and homework assistance. Teachers will administer SBAC interim assessments, and continue to integrate new technologies, including the use of Google Apps, into the classroom.</p> <p>1B Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans</p>	<p>2A (GL-FN 1110-1000, 1310-1000) Salaries/Benefits 2B included in 2A LCFF \$252,235</p>	<p>2A (GL-FN 1110-1000, 1310-1000) Salaries/Benefits 2B included in 2A LCFF \$262,814</p>
<p>2A Utilize district-wide CCSS aligned writing rubrics to assess Narrative Writing and measure growth from 2015-16 scores. 2BContinue to administer SBAC Interim Assessments</p> <p>2C Monitor SBAC scores and maintain high status in both Math and ELA</p> <p>2D All students, including students with disabilities will have access to art, music, library, and other enrichment activities</p>	<p>(GL-FN 1110-1000) supplies & services LCFF \$28,189</p>	<p>(GL-FN 1110-1000) supplies & services LCFF \$28,491</p>
<p>Continue to provide professional development opportunities</p>	<p>Professional Development LCFF \$500</p>	<p>Professional Development LCFF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We will continue to implement new technologies in the classroom to enhance teaching practices and improve student learning.	Salary/Benefits Equipment, supplies (GL-FN 1133-1000) LCFF \$11,580	Salary/Benefits Equipment, supplies (GL-FN 1133-1000) LCFF \$4,080
Administration provides instructional leadership for staff and supports implementation of SS aligned materials	Certificated Salary and Benefits LCFF \$24,745	Certificated Salary and Benefits LCFF \$24,244

Goal Analysis

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

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

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 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, CHK survey in 2019-20 and local Priority 6 survey to teachers</p> <p>19-20 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.</p> <p>95% of teachers will indicate they felt safe at school all or most of the time</p>	<p>CHK parent survey not administered. With Distance Learning Model, parent input on student safety when at school was N/A.</p>

Expected	Actual
<p>Baseline As of April 14, our chronic absentee rate is 2 (4%)</p>	
<p>Metric/Indicator William's FIT Report</p> <p>19-20 Maintain Good Score on the annual FIT report</p> <p>Baseline Good Score was reported on FIT for our annual inspection</p>	<p>Not Met FIT Overall rating was Fair</p>
<p>Metric/Indicator Maintain low suspension rate below the state average, which is currently 3.8%</p> <p>19-20 Maintain low suspension rate</p> <p>Baseline Dashboard suspension rate was reported as 3.7% on the California Dashboard.</p> <p>Metric/Indicator CA Healthy Kids Survey Results</p> <p>19-20 At least 85% of students will indicate that they feel safe at school as reported on the CA Healthy Kids Survey</p> <p>Baseline 91% of students reported feeling safe at school.</p>	<p>Not Met All students rate was 3.8%, Orange performance level. Increased by 3.8% White student group was 4.5%, Orange. Increased by 4.5%</p> <p>Results are not comparable due to change in CHKS report. 2019 Overall School Connectedness score was 318, down 8 points.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1A Utilize a variety of communication strategies including Alert Now notifications, Weekly Bulletin, Jupiter Grades, School Wise SIS, School Website, and classroom newsletters to inform parents of school programs, promote regular attendance and to encourage participation in school events. 1B Increase parent participation in attending Community</p>	<p>1C (GLFN 12281000) Music Salary and Benefits (GLFN 13004200) Athletics Salary and Benefits LCFF \$45,702</p>	<p>1C (GLFN 12281000) Music Salary and Benefits (GLFN 13004200) Athletics Salary and Benefits LCFF \$48,405</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Club, Technology Committee, FEF, Site Council and Board attendance, Concerts, and Sports Events and provide Concerts, and Sports Events and provide informational displays at these events to promote participation options available to parents. Honor volunteers with annual breakfast celebration. 1C Continue to offer activities such as: open house, back to school night, parent volunteer orientation, all school picnic, holiday craft fairs, invention convention science fair, character education assemblies, fall festival, lego nights, school spirit days, movie nights, enrichment classes, musical performances, community service elective and sports events. 1D Provide training for staff to address socioemotional needs of students, including training for Healthy Play and Restorative Practices to create a safe school climate. Share Restorative Practices techniques with our families, and train students to become Leaders to hold restorative circles with the elementary students. 1E Continue using Connect the Dots as a Staff to Student mentorship program 1F Continue utilizing a Student Support Provider to teach Second Step and Steps to Respect program to help create and maintain a safe school climate. 1G Continue implementing schoolwide Character Strengths program, and continue using advisory groups to support our students' needs. 1H Continue using Little Buddies program, and provide fieldtrip opportunities such as Pan Arts, canoe trip, and eighth grade trip each year. 1I Continue to provide opportunities to participate in community events through our sports and music programs, such as playing in performances and tournaments, and performing historical monologues. 1J Continue administering the CA Healthy Kids Survey to gather parent, student, and staff input on our school climate. 1K Office staff tracks and reports school attendance and communicates with families 1L Prepare students for college and careers by providing Job interview day, college research and library day, I've been accepted to college program, world of work, career presenters, job shadow day, and community service opportunities.</p>	<p>1F (GLFN 11103900) Student Support Provider Salary and Benefits Supplemental and Concentration \$14,996</p> <p>1H Field Trips Supplemental and Concentration \$8,115</p> <p>1K (GLFN 11102700) Salary and Benefits Supplemental and Concentration \$9,232</p>	<p>1F (GLFN 11103900) Student Support Provider Salary and Benefits Supplemental and Concentration \$15,010</p> <p>1H Field Trips Supplemental and Concentration \$20,615</p> <p>1K (GLFN 11102700) Salary and Benefits Supplemental and Concentration \$10,051</p>

Goal Analysis

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

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

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of PPE and cleaning supplies (masks, shields, plexiglass, no touch thermometers, handwashing stations) to ensure safety on campus	\$7,500	\$2,777	No
Teacher Aides will provide support to students in small groups and one-on-one to address learning loss	\$4,500	\$5,779	Yes
Custodial Staff will increase school wide cleaning, disinfecting, and ventilation	\$1,500	\$6,419	No

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

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

Analysis of In-Person Instructional Offerings

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

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Google Voice, Zoom Licenses, Untangle (Updated Networking Hardware)	\$900	\$2,914	No
Laptops, Chromebooks, Hotspots, and additional distance learning equipment.	\$9,000	\$28,948	Yes
Technology staffing to address Distance Learning needs	\$1,500	\$969	Yes
IXL	\$1,000	\$2,744	No
Additional in service days for Certificated and Classified staff to prepare for distance	\$6,000	\$1,823	No

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

The budgeted expenditures were an estimate of the projected technology and connectivity needs. However, actual needs were much more significant than originally anticipated which created an increase in expenditures. Furthermore, certificated and classified staff did not need to provide as many in service days to prepare for distance learning as originally anticipated resulting in a lower cost for actual expenditures.

Analysis of the Distance Learning Program

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

The biggest challenge with delivering high quality instruction during our school closure was student engagement via zoom. Many families were out of work, without childcare, and lacking teacher training to properly support their children's learning needs when not on zoom with their teacher. Zoom fatigue and too much screen time was also an issue. Administering remote assessments was challenging and provided less accurate data. We were successful in training our staff in zoom and digital instruction to provide high quality remote learning. Staff were trained in Zoom, Google Classroom, and IXL to maintain continuity of instruction and assessment virtually. We were successful identifying families in need through our website (family request tab) and were able to quickly respond to provide food, devices, and hotspots to families in need. Over 30 chromebooks were checked out to families to insure student access to curriculum and instruction. Teachers engaged all families and created learning plans to accommodate a variety of student needs. A weekly materials distribution center was set-up to enable families to get books, packets, and materials out to all students each week. The district continued to provide lunch via daily delivery to families in need. Attendance was high, but maintaining student engagement throughout the school day was a challenge. We provided a small, supervised learning hub for students in need on campus. We also installed internet for families that did not have online access at home and provided hotspots to families in need.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased Math Intervention Support	\$5,100	\$5,782	Yes
Increased Special Education Support	\$3,500	\$4,200	Yes

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

Due to the rise of COVID-19 cases in our County, our student population received exclusive distance learning instruction. As such, math intervention and special education classes were provided by certificated and classified staff virtually. Costs were not significantly different than budgeted.

Analysis of Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

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

Analysis of Pupil and Family Engagement and Outreach

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

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

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	School Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	\$900	\$548	Yes
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context. Integrating Second Step, Zones of Regulation, Restorative Practices, and Mindfulness activities. Second Step Social Emotional Curriculum was purchased to be implemented in all classroom TK-8 to provide social and emotional supports to all students.	\$600	\$530	Yes

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

Expenditures for actions were substantially as budgeted.

Overall Analysis

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

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

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

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

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

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

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

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

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

The following areas were identified as highlights of the FCMS 2019-20 LCAP:

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

Chronic Absenteeism has decreased, resulting in Green Status

Green Status for ELA and Math

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

Social Emotional Health of students

Learning Loss

Chronic absenteeism

Restoring a positive school climate on campus

Suspension Rate increased, resulting in Orange Status.

Math scores on SBAC assessments are lower than ELA scores, so we are devoting resources and targeted supports to improve student performance in Math.

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

Professional development focused on MTSS will reduce the need for disciplinary actions. The behavior tracking system SWIS will be utilized to identify necessary interventions and support for student behaviors. In addition, further implementation of PBIS Tier I interventions and support will decrease negative behaviors and improve school climate. Healthy Play and PBIS/MTSS Training will be provided to all school staff to help build and restore a positive and healthy school climate at Freshwater Charter Middle School.

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

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

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

In addition, the 2021-24 FCMS LCAP prioritizes the following areas:

Increased use of digital media and continue to increase digital access for all families.

Engage parents and community members in school decision making and school activities and events. Maintain high attendance at community offered events

Continue Character Education program, Restorative Practices, and PBIS.

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

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 differentiate instruction.

Provide homework club and math intervention to support students in need and address learning loss.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	401,246.00	422,786.00
LCFF	362,951.00	368,034.00
Supplemental and Concentration	38,295.00	54,752.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	401,246.00	422,786.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	401,246.00	422,786.00
	LCFF	362,951.00	368,034.00
	Supplemental and Concentration	38,295.00	54,752.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	5,952.00	9,076.00
Goal 2	317,249.00	319,629.00
Goal 3	78,045.00	94,081.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$13,500.00	\$14,975.00
Distance Learning Program	\$18,400.00	\$37,398.00
Pupil Learning Loss	\$8,600.00	\$9,982.00
Additional Actions and Plan Requirements	\$1,500.00	\$1,078.00
All Expenditures in Learning Continuity and Attendance Plan	\$42,000.00	\$63,433.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$9,000.00	\$9,196.00
Distance Learning Program	\$7,900.00	\$7,481.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$16,900.00	\$16,677.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,500.00	\$5,779.00
Distance Learning Program	\$10,500.00	\$29,917.00
Pupil Learning Loss	\$8,600.00	\$9,982.00
Additional Actions and Plan Requirements	\$1,500.00	\$1,078.00
All Expenditures in Learning Continuity and Attendance Plan	\$25,100.00	\$46,756.00

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

The Freshwater Charter Middle School has an enrollment of 49 students and is located in the beautiful Freshwater valley just 5 miles outside Eureka. Freshwater Charter Middle School (FCMS) provides a safe, caring, student-centered environment for 7th and 8th graders, focused on dynamic, engaging and rigorous learning, so that our students will be well prepared for future academic success and responsible citizenship. Our campus setting promotes a love of nature, and a natural environment for study. We provide a comprehensive curriculum, enabling all students to excel as they meet the challenges and opportunities of our changing world.

The following metrics do not apply to our LEA:

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

We have fewer than 5 Foster Youth and English Language Learners, and 34% Socioeconomically Disadvantaged Students.

Reflections: Successes

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

The Successes of Freshwater Charter Middle School reported on the CA Dashboard include:
CAASPP participation rates are high and Freshwater Charter Middle School Students are performing above state and county averages.
Chronic Absenteeism has decreased, resulting in Green Status
Green Status for ELA and Math

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

Reflections: Identified Need

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

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

LCAP Highlights

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

Freshwater Charter Middle School's LCAP is designed to meet our District's vision of providing high quality learning experiences for all students in an effort for them to reach their fullest potential. Our LCAP has two goals: Providing high quality learning experiences for all students including additional supports for low -income pupils, foster youth, and English Learners and other students in need of additional academic support and Maintaining and/or improving our high level of student, parent, and community involvement to keep Freshwater School a safe and welcoming learning environment, where students attend and are connected to their school.

Technology: Increased use of digital media and continue to increase digital access for all families.

Community Involvement: Engage parents and community members in school decision making and school activities and events. Maintain high attendance at community offered events

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

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

Maintain High Status in both ELA and Math as reported on the California School Dashboard and continue measuring progress with District writing rubrics.

Complete development and implementation of District writing rubrics and SS report cards at data team collaborative meetings. New metrics to track progress in ELA and Math using IXL were added. Continue to provide Math Specialist to support students in need. Continue to utilize pre-/post and mid-year 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 differentiate instruction.

Provide homework club and math intervention to support students in need and address learning loss.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools identified

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

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

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

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

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

- 1/27/21 - Charter Council Meeting
- 2/4/21 California Healthy Kids Survey administered for students, staff, and parents
- 2/20/21 - School Site Council/Parent Advisory Committee
- 3/2/21 - Classified staff
- 3/9/21 - Public input, Board meeting
- 3/15/21 - Certificated staff and Bargaining Unit
- 3/24/21 - Charter Council Meeting
- 4/5/21 - Community Club meeting
- 4/13/21- Board Meeting
- 5/4/21- Site Council
- 5/10/21 - Certificated Meeting and Bargaining Unit
- 5/11/21 - Board Meeting

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

A summary of the feedback provided by specific stakeholder groups.

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

The most consistent and significant include:

Social Emotional Concerns identified by parents and staff included:

Behavioral issues that may arise after spending a year learning remotely from home.

Communication issues resulting from only interacting online for a limited amount of time each day rather than interacting in person all day long. Lots of disengagement during remote learning; cameras off, not unmuting to participate in discussions, limited socialization.

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

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

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

Consider team building activities for both students and staff.

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

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

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

Need to plan ahead for potential future distance learners that may not be returning to campus; consider enrolling in IS program.

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

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

Balancing learning via technology with in-person instruction

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

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

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

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

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

Plan for identifying students that could benefit from student support provider services.

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

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

Academic Concerns identified by parents and staff included:

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

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

Diagnostic skills need to be assessed more often than at the beginning and end of year to assess learning and provide interventions throughout the year. Consider extending subscriptions to Zoom, IXL, and Jupiter Ed.
Provide Communication to families in multiple ways (surveys, listening sessions, focus groups, phone, email and text systems)
Identifying, assessing and addressing learning loss
Providing intervention services to students who could benefit from additional support services (tutoring, Homework Club, Math Specialist, Summer school).

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

Homework Club
Math Intervention
PBIS/MTSS: Preparing expectation stations for new health and safety protocols, etc.
Provide socio-emotional support services by Student Support Provider.
PD for Healthy Play
PD for PBIS/MTSS
Increased paraprofessional time to support students in need.
Extending subscriptions to Zoom, IXL, and Jupiter Ed.
Diagnostic assessments 3 times a year instead of just administering pre/post tests.
Prepare to offer an independent study option for distance learners next year if it's a need in our community.
Purchasing single desks for all classrooms.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Overall student results on past CAASPP assessments were reported as high on the California Dashboard demonstrating instructional practices in place in 2019 were effective and should be continued.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. SBAC results as reported on the California Dashboard	ELA are reported Green, 37.8 points above standard. 2018-19				Maintain Green or better status on CA Dashboard.
2. SBAC results in Math as reported on the California Dashboard	Math scores are reported Green, 17.2 points above standard. 2018-19				Maintain Green or better status on CA Dashboard.
3. IXL ELA reading score (new assessment program)	New Metric, no baseline % at grade level or above 2020-21				2021 results (Baseline) + 5% each year
4. IXL Math score (new assessment program)	New Metric, no baseline % at grade level or above 2020-21				2021 results (Baseline) + 5% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. ELD progress based on ELPAC scores	Each EL student was assessed to determine ELD progress on the ELPAC. Summary results are not public due to small numbers and confidentiality.				All ELs will increase ELPAC scores by at least 1 pt.
6. EL Reclassification Rate	No EL students were eligible for reclassification this year as per ELPAC guidelines.				30% of ELs at FSD for 3 or more years will be reclassified annually
7. EL reports to parents with detail on English Language Development progress and progress on other Calif State Standards.	All ELs have access to ELD and CSS.				100%
14. Personnel records, SARC	100% of teachers are properly credentialed and assigned				100%
15. Broad course of study evidenced in teacher lesson plans, class schedules and report cards	All students, including students with disabilities, have access to a broad course of study which included all required academic subjects PE, art, music, and other enrichment activities				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
16. Board Resolution of Sufficiency of IM, SARC	100% of students, including SWD, have access to CSS aligned instructional materials				100%
17. CSS Implementation evidenced in CSS-aligned materials, curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings and the CSS implementation survey	CSS were implemented in all all subjects, in all classrooms				100%
18. CAASPP Science Test results	43.48% of students met or exceeded standard				75% will meet or exceed standard

Actions

Action #	Title	Description	Total Funds	Contributing
1	After school intervention	After school intervention classes will be provided by certificated and classified staff to further support students with scores lower than school average in Math on CAASPP from the previous year. Local diagnostic assessments will also be used to identify students in need of support.		Yes

Action #	Title	Description	Total Funds	Contributing
2	Classroom Aides	To support classroom instruction, Classroom Aides will be employed to increase the student/adult ration in the classroom and provide individualized assistance to identified students. Additional Aide time will be provided to increase student differentiated instruction to support their learning needs. Targeted support will be provided in reading, math, and homework assistance.	\$53,695.00	Yes
3	Writing Rubrics	Utilize district-wide CCSS aligned writing rubrics to benchmark and assess writing and compare to baseline scores from past years. Fall and Spring writing samples will be reviewed using rubrics and tabulated with a goal of 70% reaching proficiency or moving up a level by the end of the year.		No
4	Technology (devices and software)	Continue to implement new technologies in the classroom to enhance teaching practices and improve student learning. Additional Chrome Books will be purchased to increase student access to technology-based learning. Digital Platforms and assessment tools such as IXL, Zoom, and Jupiter Ed will be purchased.	\$5,940.00	No
5	Math Intervention	Math Teacher will provide additional instruction and intervention services to accommodate students in need and will be a particular benefit to unduplicated students.	\$7,581.00	No
6	Homework Help	Before/After school Homework Help will be provided by certificated and classified staff to provide additional supports for students in need.	\$7,912.00	No Yes
7	ELD and EL Support	ELPAC coordinator will manage ELPAC and other assessments, ELD and other services for EL students.		Yes

Action #	Title	Description	Total Funds	Contributing
8	Digital assessment	Teachers will track student growth in Math and ELA using digital assessment tools such as IXL.		No
9	Curriculum/Assessment Coordinator	Prepare District for CAASPP Testing and monitor and review SBAC scores. Collect local assessment data from teachers and compile LCAP data reports. Share CAASPP data with staff, board, and parents.	\$772.00	No
10	Certificated Staff	High Quality teachers will continue to be employed to provide CSS aligned instruction in all subjects and to address the social/emotional needs of all students, as well as to: <ul style="list-style-type: none"> Utilize best practices for effective instruction in Math and ELA Monitor reading and math proficiency scores Utilize district--wide CSS aligned writing rubrics to assess each writing genre Continue to administer digital assessments, such as IXL Integrate art, music, library, world languages, and other enrichment activities in the classroom program 	\$148,521.00	No
11	Integrated Technology	Teachers will continue to integrate new technologies into the classroom, including conducting beginning, mid-year and end of year diagnostic assessments using digital platforms such as IXL.		No
12	Special Education Program and Services	Resource Specialist Program (teachers and aides) provides support and assistance to students with disabilities per IEP and 504 plans.	\$14,306.00	No
13	Administrative Leadership	Administration provides instructional leadership for staff and supports implementation of SS aligned materials.	\$26,517.00	No

Action #	Title	Description	Total Funds	Contributing
14	Classroom Instruction and Assessment	Teachers will continue to implement best practices for effective instruction in Math and ELA including: <ul style="list-style-type: none"> • Provide effective instruction in reading and math and monitor proficiency scores • Use of district-wide CCSS aligned writing rubrics to assess writing genres • Administer digital Assessments such as IXL • Use assessment data and SBAC scores to identify students for learning loss 		No
15	Visual/Performing arts	Provide art, music, and other enrichment activities for all grades.	\$28,611.00	No
16	Library services	Provide library services and other reading enrichment activities for all grades.	\$834.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. CHK Survey Parent Involvement Items	2018-19 CHKS Results % agree/strongly agree % agree/strongly agree 1 - school welcomes parent contributions = 95% 2 - seeks input before decisions = 80% 3- encourages parent partners = 97% 4 - welcome to participate at school = 92%				90%
2. CHK survey item on school safety	2019-20 CHKS Results				90% all groups agree school is safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 - students, 2 - parents 3 - staff	1 - 81% agree school is safe 1 - 63% agree that an adult at school cares about them 2 - Not available due to COVID 3 - 88% agree school is safe				
3. Participation at parent conferences	96% of families attended parent conferences				95%
4. Attendance data in Schoolwise SIS and as reported on CALPADS	97%				95%
5. Chronic absenteeism rate as reported in Dashboard	2019 Dashboard, chronic absentee rate is 7.7%				Maintain under 5%
6. Physical Fitness Test Results	2019 - 75% of students in HFZ on 5/6 standards on CDE's Physical Fitness Test				70% or higher in HFZ on 5/6 standards
7. Maintain low suspension rate below the state average, which is currently 3.8%	2019 Dashboard suspension rate was reported as 3.8%				Green status or better
8. Maintain low expulsion rate below the state average,	Expulsion rate was reported as 0 on the California Dashboard.				0%

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Home/School Communication Programs	Utilize a variety of communication strategies including Alert Now notifications, Weekly Bulletin, Jupiter Grades, School Wise SIS, School Website, and classroom newsletters to inform parents of school programs, promote regular attendance, and to encourage participation in school events.	\$6,453.00	No
2	Transportation	Provide transportation for students in need.	\$13,475.00	Yes
3	FEF Foundation/Community Club	Promote Freshwater Educational Foundation and the Community Club to further enhance educational programs and our campus.		No

Action #	Title	Description	Total Funds	Contributing
4	Improving Attendance Communication/Outreach	Share information with families on the importance of regular attendance at Back to School Night, other school events and in written communications. Identify students at risk of becoming chronically absent at end of each quarter. Administrator will expand outreach efforts to inform families of importance of regular attendance and will meet with families to identify challenges to regular attendance and strategize solutions to overcome barriers. Individual incentive plans will be developed to encourage regular attendance.		No
5	Positive Behavior Programs	Provide ongoing support for positive behavior programs, to include: 1. PBIS, beginning with Tier 1 interventions and support. Use SWIS to track student behavior and identify interventions needed and to maintain a positive and healthy school climate and ensure that identified students receive the supports they need when they need them. 2. Continue to utilize Health Play philosophy with staff and students to ensure safe and positive interactions on campus. 3. Continue using Connect the Dots as a Staff to Student mentorship program 4. Continue utilizing a Student Support Provider to teach Second Step and Steps to Respect program to help create and maintain a safe school climate. 5. Continue implementing schoolwide Character Strengths program 6. Continue implementing MTSS practices and Restorative Practices.	\$2,760.00	No
6	Promoting Parent Involvement	Promote participation options available to parents such as Charter Council, Community Club, School Site Council, FEF, and Board meetings. Set up informational displays at Concerts, and Sports Events with information about opportunities for parent input and involvement in both classroom and school committees. Honor volunteers with annual breakfast celebration.		No

Action #	Title	Description	Total Funds	Contributing
7	School/Community Events	Continue to offer activities such as: open house, back to school night, parent volunteer orientation, all school picnic, holiday craft fairs, invention convention science fair, character education assemblies, fall festival, lego/game nights, school spirit days, movie nights, enrichment classes, musical performances, sports events and tournaments, performing historical monologues, and community service.		No
8	PD on climate and social/emotional needs	Provide Professional Development for staff to address socio--emotional needs of students, including training for Healthy Play, PBIS, MTSS and Restorative Practices to create and maintain a safe school climate. Share resources with our families.	\$12,561.00	Yes
9	Student extra-curricular opportunities	Continue engaging students in community events and experiences, such as sports tournaments and music performances, cross-age interactions in the Little Buddies program, fieldtrip opportunities such as Pan Arts, canoe trip, Kings Game-on experience, and eighth grade trip each year.	\$1,142.00	Yes
10	Facilities Maintenance and operations	Maintenance staff will repair and maintain the facility to achieve good score on FIT.	\$42,223.00	No
11	Child Care and Referrals	Continue to provide child care at our daycare facility and work with Changing Tides to accommodate our low income families.	\$32,999.00	Yes
12	Office Staff	Office staff tracks and reports school attendance and communicates with families.	\$28,399.00	No
13	Prepare students for college and careers	Provide job interview day, college research and library day, I've been accepted to college program, world of work, career presenters, job shadow day, and community service opportunities.	\$33,455.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.38%	\$22,496

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

Required Descriptions

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

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

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

Freshwater Charter Middle School will demonstrate that our planned actions and services will increase or improve services for high needs students (foster youth, English learners, and low-income students) compared to the services all students receive by significantly more than 5.38%. Unduplicated students, students with disabilities, and disengaged students will receive expanded academic and social-emotional intervention and supports. Increasing the current support of paraprofessionals in our classrooms will increase differentiated instruction and

support to meet the specific needs of individual students from aides and will enable teachers to spend additional time with their students. Math intervention and homework club will be offered to students in need of additional support. The Food Service program clearly addressed needs of low-income families. An After School Daycare will also be provided and is designed primarily to support working families and those without private daycare options. Connectivity and digital access will be provided to those families in need by providing internet connectivity, and issuing hotspots and devices which they had not previously had in their homes.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$378,651.00	\$89,505.00			\$468,156.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$461,074.00	\$7,082.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	After school intervention					
1	2	English Learners Foster Youth Low Income	Classroom Aides	\$18,434.00	\$35,261.00			\$53,695.00
1	3	All	Writing Rubrics					
1	4	All	Technology (devices and software)	\$5,940.00				\$5,940.00
1	5	All	Math Intervention	\$7,581.00				\$7,581.00
1	6	All English Learners Foster Youth Low Income	Homework Help		\$7,912.00			\$7,912.00
1	7	English Learners	ELD and EL Support					
1	8	All	Digital assessment					
1	9	All	Curriculum/Assessment Coordinator		\$772.00			\$772.00
1	11	All	Certificated Staff	\$148,521.00				\$148,521.00
1	12	All	Integrated Technology					
1	13	Students with Disabilities	Special Education Program and Services	\$14,306.00				\$14,306.00
1	14	All	Administrative Leadership	\$26,517.00				\$26,517.00
1	15	All	Classroom Instruction and Assessment					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	17	All	Visual/Performing arts	\$28,611.00				\$28,611.00
1	18	All	Library services	\$834.00				\$834.00
2	1	All	Home/School Communication Programs	\$6,453.00				\$6,453.00
2	2	English Learners Foster Youth Low Income	Transportation	\$13,475.00				\$13,475.00
2	3	All	FEF Foundation/Community Club					
2	4	All	Improving Attendance Communication/Outreach					
2	5	All	Positive Behavior Programs	\$2,760.00				\$2,760.00
2	6	All	Promoting Parent Involvement					
2	7	All	School/Community Events					
2	8	English Learners Foster Youth Low Income	PD on climate and social/emotional needs		\$12,561.00			\$12,561.00
2	9	English Learners Foster Youth Low Income	Student extra-curricular opportunities	\$1,142.00				\$1,142.00
2	10	All	Facilities Maintenance and operations	\$42,223.00				\$42,223.00
2	11	Foster Youth Low Income	Child Care and Referrals		\$32,999.00			\$32,999.00
2	12	All	Office Staff	\$28,399.00				\$28,399.00
2	13	Low Income	Prepare students for college and careers	\$33,455.00				\$33,455.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$66,506.00	\$155,239.00
LEA-wide Total:	\$66,506.00	\$155,239.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	After school intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	2	Classroom Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,434.00	\$53,695.00
1	6	Homework Help	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,912.00
1	7	ELD and EL Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	2	Transportation	LEA-wide	English Learners Foster Youth Low Income		\$13,475.00	\$13,475.00
2	8	PD on climate and social/emotional needs	LEA-wide	English Learners Foster Youth Low Income			\$12,561.00
2	9	Student extra-curricular opportunities	LEA-wide	English Learners Foster Youth Low Income		\$1,142.00	\$1,142.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	11	Child Care and Referrals	LEA-wide	Foster Youth Low Income			\$32,999.00
2	13	Prepare students for college and careers	LEA-wide	Low Income		\$33,455.00	\$33,455.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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