

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Knights Ferry Elementary School District **Contact (Name, Title, Email, Phone Number):** Cheryl Griffiths, Superintendent/Principal, cgriffiths@stancoe.org, (209) 881-3382 **LCAP Year:** 2014-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
Strategic Plan Stakeholders Meeting	Guidance in developing the school's priorities for the Strategic Plan
Parent and Staff Survey	Guidance in developing priorities and goals for the District
LCAP Community Advisory Committee	Input on priorities and preparation for approval of the LCAP
Knights Ferry School Board Workshop on District Strategic Plan and LCAP	Input regarding the Strategic Plan and LCAP
Knights Ferry School Board Meeting -Public Hearing	Input regarding the Strategic Plan and LCAP
Knights Ferry School Board Meeting -Board Adoption	The Board of Trustees adopted the Knights Ferry ESD Local Control Accountability Plan as an action item during the regular Board meeting on

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>A1 Need: Maintain highly qualified staff Metric(s): Analysis of credential and college transcript</p> <p>A2 Need: Maintain campus Metric(s): Facility Site Inspection Reports Facility Satisfaction Survey</p> <p>A3 Need: Adoptions aligned with Common Core Metric(s): Adoption process and inventory of instructional materials and education technology</p> <p>A4 Need: Course access for all students Metric(s): Annual review of course enrollment records.</p>	<p>Goal A. Knights Ferry ESD will provide high quality, equitable Conditions of Learning for each student through:</p> <p>A1. fully credentialed, highly qualified teachers and instructional staff</p> <p>A2. learning environments with facilities in good repair.</p> <p>A3. standards-aligned instructional materials, including education technology.</p> <p>A4. Students will have access to all school courses which all students in attendance are required to complete</p>	All	Knights Ferry Elementary		<p>A1 Maintain 100% Highly Qualified staff A2 100% of schools rated Good or Exemplary A3 Research, evaluate, pilot standards based instructional materials A4 Deeper and more effective implementation of the standards</p>	<p>A1 Maintain 100% Highly Qualified staff A2 100% of schools rated Good or Exemplary A3 Research, evaluate, pilot standards based instructional materials A4 Deeper and more effective implementation of the standards</p>	<p>A1 Maintain 100% Highly Qualified staff A2 100% of schools rated Good or Exemplary A3 Research, evaluate, pilot standards based instructional materials A4 Deeper and more effective implementation of the standards</p>	<p>State Priority: 1, 2, 7</p> <p>Strategic Plan: 2,3,4,5,6,8,10, 14,16, 19, 21,</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>B1 Need: Increased achievement for all; decreased achievement gap Metric(s): SBAC data; grade data B2 Need: Mental and Physical Health Services Metric(s): Child Nutrition participation rate; health screenings; social skills participation rate; mental health services B3 Need: Rates for Attendance: Suspensions: Expulsions: Metric(s): Student recognition and activity participation data; attendance, suspension, and expulsion data</p>	<p>Goal B.Knights Ferry ESD will ensure Pupil Outcomes reflect access, equity, and achievement in research-based instructional and support programs focused on: B1. student achievement. B2. evidence of physical and mental health. B3. evidence of healthy decision making and citizenship</p>	All	Knights Ferry Elementary		<p>B1 Increased achievement decreased achievement gap B2 Continued access to mental and physical health services B3 Continued attendance and citizenship recognition, and activity rate; decreased discipline</p>	<p>B1 Increased achievement decreased achievement gap B2 Increased access to mental and physical health services B3 Increased attendance recognition, and activity rate; decreased discipline</p>	<p>B1 Increased achievement decreased achievement gap B2 Increased access to mental and physical health services B3 Increased attendance recognition, and activity rate; decreased discipline</p>	<p>State Priority: 4, 8 Strategic Plan: 2,3,4,6,7,9,10,13,16,17,19</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
C1 Need: Increased use of two-way communication Metric(s): Governance participation; communication goals C2 Need: Increased and new services Support Services; attendance data; achievement data	Goal C. Knights Ferry ESD will ensure active family and student Engagement through: C1. family input in school decisions C2 educational programs, designed for families, toempower them supporting student achievement andsuccess	All	Knights Ferry Elementary		C1 Increased input from families regarding school decision making C2 Increased program offerings; increased participation	C1 Increased input from families regarding school decision making C2 Increased program offerings; increased participation	C1 Increased input from families regarding school decision making C2 Increased program offerings; increased participation	State Priority 3,5,6 Strategic Plan 10,11,12,13,15,17

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Goal A. Knights Ferry ESD will provide high quality, equitable Conditions of Learning for each student through:</p> <p>A1. fully credentialed, highly qualified teachers and instructional staff</p> <p>A2. learning environments with facilities in good repair.</p> <p>A3. standards-aligned instructional materials, including education technology.</p> <p>A4. Students will have access to all school courses which all students in attendance are required to complete</p>	<p>State Priority: 1, 2, 7</p> <p>Strategic Plan: 2,3,4,5,6,8, 10, 14,16, 19, 21,</p>	<p>Hire highly qualified, fully credentialed teachers and instructional staff and support teachers in becoming highly qualified and in completing the Professional Clear credential.</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>none for current staff 0</p> <p>If new teachers are hired provide BTSA support (General Fund) Base 3000 per teacher</p>	<p>none for current staff 0</p> <p>If new teachers are hired provide for BTSA support (General Fund) Base 3000 per teacher</p>	<p>none for current staff 0</p> <p>If new teachers are hired provide BTSA support. (General Fund) Base 3000</p>
		<p>Conduct quarterly site facility inspections and provide feedback to the Board</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>none 0</p>	<p>none 0</p>	<p>none 0</p>
		<p>Purchase standards-aligned instructional materials, including technology-based subscriptions and applications.</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>set aside 1% of budget to purchase standards based instructional materials as needed (General Fund) Base 7900</p>	<p>set aside 1% of budget to purchase standards based instructional materials as needed (General Fund) Base 7900</p>	<p>set aside 1% of the budget to purchase standards based instructional materials as needed (General Fund) Base 7900</p>
		<p>Provide professional learning time to ensure effective implementation of adopted standards-aligned instructional materials.</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>provide staff development opportunities to staff through staff development days and release time (Teacher Quality Improvement 4035)</p> <p>Other 3754</p>	<p>provide staff development opportunities to staff through staff development days and release time (Teacher Quality Improvement 4035)</p> <p>Other 3754</p>	<p>provide staff development opportunities to staff through staff development days and release time (Teacher Quality Improvement 4035)</p> <p>Other 3754</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Goal B. Knights Ferry ESD will ensure Pupil Outcomes reflect access, equity, and achievement in research-based instructional and support programs focused on:</p> <p>B1. student achievement.</p> <p>B2. evidence of physical and mental health.</p> <p>B3. evidence of healthy decision making and citizenship</p>	<p>State Priority: 4, 8</p> <p>Strategic Plan: 2,3,4,6,7,9, 10,13,16,17,19</p>	<p>monitor achievement throughout and across school years.</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			none 0	none 0	none 0
		<p>Professional learning focused on collaborative development of lessons based on formative and summative achievement data.</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>provide staff development opportunities focused on assessments (Teacher Quality Improvement 4035) Other 1000</p>	<p>provide staff development opportunities focused on assessments (Teacher Quality Improvement 4035) Other 1000</p>	<p>provide staff development opportunities focused on assessments (Teacher Quality Improvement 4035) Other 1000</p>
		<p>Administer and monitor CELDT, Smarter Balanced, and classroom assessments.</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			none 0	none 0	none 0
		<p>Provide monthly character education lessons and character assemblies</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			none 0	none 0	none 0
		<p>Recognize positive behavior through renaissance and student of the month programs</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			none 0	none 0	none 0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Goal C. Knights Ferry ESD will ensure active family and student Engagement through:</p> <p>C1. family input in school decisions</p> <p>C2 educational programs, designed for families, toempower them supporting student achievement andsuccess</p>	<p>State Priority 3,5,6 Strategic Plan 10,11,12,13,15,17</p>	<p>Increased input from families regarding school decision making</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			none 0	none 0	none 0
		<p>increased program offerings; increased participation, and increased achievement</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			investigate programs to increase participation and achievement 0	investigate and implement programs to increase participation and achievement unknown	investigate and implement programs to increase participation and achievement unknown

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Goal A. Knights Ferry ESD will provide high quality, equitable Conditions of Learning for each student through:</p> <p>A1. fully credentialed, highly qualified teachers and instructional staff</p> <p>A2. learning environments with facilities in good repair.</p> <p>A3. standards-aligned instructional materials, including education technology.</p> <p>A4. Students will have access to all school courses which all students in attendance are required to complete</p>	<p>State Priority: 1, 2, 7</p> <p>Strategic Plan: 2,3,4,5,6,8, 10, 14,16, 19, 21,</p>	<p>For low income pupils: additional support for personalized learning</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>paraprofessionals in combination classes to provide additional support to unduplicated students 14209</p>	<p>paraprofessionals in combination classes to provide additional support to unduplicated students Supplemental 14698</p>	<p>paraprofessionals in combination classes to provide additional support to unduplicated students Supplemental 15264</p>
		<p>For English learners: Not a significant subgroup</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>The LEA does not have a significant subgroup</p>	<p>The LEA does not have a significant subgroup</p>	<p>The LEA does not have a significant subgroup</p>
		<p>For foster youth: Not a significant subgroup</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>The LEA does not have a significant subgroup</p>	<p>The LEA does not have a significant subgroup</p>	<p>The LEA does not have a significant subgroup</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<p>Goal B. Knights Ferry ESD will ensure Pupil Outcomes reflect access, equity, and achievement in research-based instructional and support programs focused on:</p> <p>B1. student achievement.</p> <p>B2. evidence of physical and mental health.</p> <p>B3. evidence of healthy decision making and citizenship</p>	<p>State Priority: 4, 8</p> <p>Strategic Plan: 2,3,4,6,7,9, 10,13,16,17,19</p>	<p>For low income pupils: additional support for personalized learning</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>paraprofessionals in combination classes to provide additional support to unduplicated students expense listed in 1.1</p>	<p>paraprofessionals in combination classes to provide additional support to unduplicated students Supplemental the expense is listed above in 1.1</p>	<p>paraprofessionals in combination classes to provide additional support to unduplicated students Supplemental the expense is listed above in 1.1</p>
		<p>For English learners: Not a significant subgroup</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>The LEA does not have a significant subgroup</p>	<p>The LEA does not have a significant subgroup</p>	<p>The LEA does not have a significant subgroup</p>
		<p>For foster youth: Not a significant subgroup</p> <p>2. same as previous year</p> <p>3. same as previous year</p>			<p>The LEA does not have a significant subgroup</p>	<p>The LEA does not have a significant subgroup</p>	<p>The LEA does not have a significant subgroup</p>
<p>Goal C. Knights Ferry ESD will ensure active family and student Engagement through:</p> <p>C1. family input in school decisions</p> <p>C2 educational programs, designed for families, toempower them supporting student achievement andsuccess</p>	<p>State Priority 3,5,6</p> <p>Strategic Plan 10,11,12,13,15,17</p>						

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The LEA is not receiving an increase in funding for the LEA is held harmless. The LEA does not receive concentration funding. The LEA does receive supplemental funding. The LEA does not have a significant student population in the areas of EL and foster youth. The LEA is expending the Districts unduplicated pupil count for low income youth by providing additional support through paraprofessionals in all combination classrooms to support these students. The estimated supplemental funding for 2014-2015 is \$25,116.

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

The percentage by which services for unduplicated pupils must be increase or improve is 3.44% for 14-15. The district is increasing and improving services by increasing the amount of papraprofessional time dedicated to unduplicated students as well as by providing increased personalized learning for students each year. In addition services are increased by providing staff with a deeper understanding of the Common Core Standards which will lead to increased achievement.

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