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: 2015-2018

Local Control and Accountability Plan and Annual Update Template

Vision Statement:
Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

Mission Statement:
Knights Ferry School District, in partnership with families and community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:

Implementing high standards of teaching and learning;
Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self- directed, productive citizens;
Fostering a love of learning, collaboration and individual creative expression;
Preparing well-rounded students who will make successful transitions throughout their lives.

Strategic Goals:
Curriculum, Instruction and Assessment: Design, implement, evaluate, and improve instructional programs to ensure every student meets the district standards.
Human Resources: Recruit, select, develop, evaluate and retain the highest quality staff.
Student Services: Design, implement, evaluate, and improve programs and services to support success for all students.
Family and Community Partnerships: Design, implement, evaluate, and improve partnerships that support the goals and objectives of the District.
Facilities and Equipment: Provide an environment that is safe, clean and attractive that promotes student learning and fosters student, staff, and community pride.
Technology: Design, implement, evaluate, and improve the use of relevant and accessible technology to educate students and support staff.
Educational Options: Design, implement, evaluate, and improve quality educational options for students, parents and the community.
Fiscal Integrity and Efficient and Effective Operation of the District: In alignment with the strategic plan, design, implement, evaluate, and improve a planning process to ensure that the human, financial and capital resources are efficiently and effectively allocated.

Knights Ferry School is a one-school elementary district in the Sierra foothills, twelve miles east of Oakdale, California. It is historically part of the gold country. The school has been in existence at several sites in Knights Ferry since 1854. The current enrollment is 87 students, kindergarten through 8th grade. The staff consists of five full-time teachers, one full-time secretary/executive assistant, three para-professionals, one custodian/maintenance position, and one principal/superintendent. A five member Board governs the district. The students in the school live primarily within a three to four mile radius of the school. Additionally, about 32% of the students are attending Knights Ferry School on interdistrict attendance permits.

Knights Ferry School is a direct service district with the Stanislaus County Office of Education. The county provides many services and support activities. Some of the services include payroll, budget assistance, special education, library services, consultants, and a school nurse.

The school has 42.4% socioeconomically disadvantaged students. The school does not have a significant English Learner or Foster Youth population.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should

demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
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 The LCAP advisory committee is made up of parents, certificated, and classified employees	Input on priorities and preparation for approval of the LCAP
Staff meetings to discuss LCAP - all staff both certificated and classified in	Input regarding the Strategic Plan and LCAP

attendance	
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
Annual Update:	**Annual Update:**
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	The Board of Trustees adopted the Knights Ferry ESD Local Control Accountability Plan as an action item during the regular Board meeting
Knights Ferry School Board Meeting -Board Adoption	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service**:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service**:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Goal A. Knights Ferry ESD will provide high quality, equitable Conditions of Learning for each student through: A1. fully credentialed, highly qualified teachers and instructional staff A2. learning environments with facilities in good repair. A3. standards-aligned instructional materials, including education technology. A4. Students will have access to all school courses which all students in attendance are required to complete	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan</u>
Identified Need :	A1. Maintain highly qualified staff at 100% A2. Maintain facility conditions A3. Adoptions aligned with Common Core A4. Course access for all students	
Goal Applies to:	Schools: LEA-wide All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	A1 Maintain 100% Highly Qualified staff Metric(s): Appropriate Teacher Placement Williams Act Analysis of credential and college transcript Documentation of participation in staff development Classroom observation A2 Maintain facility conditions Metric(s): Williams Act 100% of schools rated Good or Exemplary Facility Site Inspection Reports Facility Satisfaction Survey A3 Adoptions aligned with Common Core Metric(s) Sufficient Instructional Materials Williams Act Curriculum Adoption Records Adoption process and inventory of instructional materials and education technology Research, investigate, pilot , and possibly adopt standards based instructional materials A4 Course access for all students Metric(s): Annual review of course enrollment records. Review of how the programs will enable ALL students to access the standards Deeper and more effective implementation of the standards Classroom Observations		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain highly qualified staff at 100% Hire highly qualified, fully credentialed teachers and instructional staff and support new teachers in obtaining their professional clear credential. If new teachers are hired provide for BTSA support	District	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none for current staff 0 BTSA support if new staff is hired Base $3,000 per teacher none 0

Monitor instructional effectiveness Monitor instruction and ensure ongoing instructional effectiveness for all staff: provide support and professional learning as needed			
Maintain all facility conditions Conduct routine repair and maintenance related to all items on the Williams list: conduct quarterly site facility inspections	District	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none 0
Purchase standards-based aligned instructional materials, including technology-based subscriptions and applications. Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction Set aside 1% of budget to purchase standards based instructional materials as needed	District	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base $5,768
Provide professional learning time to ensure effective implementation of adopted standards aligned instructional materials Extend certificated work year to provide additional staff development time During the 2015-2016 school year increased certificated contract year by 2 days to provide additional staff development. Maintain increased staff development days	District	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $3,211
Provide paraprofessional in combination classes to	District	_ All – – – – – – – – – – – –	Supplemental $7,716

provide additional support to unduplicated students		OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<div align="center">LCAP Year 2: 2016-2017</div>

Expected Annual Measurable Outcomes:	A1 Maintain 100% Highly Qualified staff Metric(s): Analysis of credential and college transcript A2 Maintain facility conditions Metric(s): 100% of schools rated Good or Exemplary Facility Site Inspection Reports Facility Satisfaction Survey A3 Adoptions aligned with Common Core Metric(s) Adoption process and inventory of instructional materials and education technology Research, investigate, pilot , and possibly adopt standards based instructional materials A4 Course access for all students Metric(s): Annual review of course enrollment records. Deeper and more effective implementation of the standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain highly qualified staff at 100% Hire highly qualified, fully credentialed teachers and instructional staff and support new teachers in obtaining their professional clear credential. Monitor instructional effectiveness Monitor instruction and ensure ongoing instructional effectiveness for all staff: provide support and professional learning as needed	District	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none for current staff 0 If new teachers are hired provide for BTSA support (General Fund) Base $3,000 per teacher

Maintain all facility conditions Conduct routine repair and maintenance related to all items on the Williams list: conduct quarterly site facility inspections	District	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none 0
Purchase standards-based aligned instructional materials, including technology-based subscriptions and applications. Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction Set aside 1% of budget to purchase standards based instructional materials as needed	District	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base $5,768
Provide professional learning time to ensure effective implementation of adopted standards aligned instructional materials During the 2015-2016 school year increased certificated contract year by 2 days to provide additional staff development. Maintain increased staff development days	District	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $3,221
Increase the amount of paraprofessional support over the previous year in combination classes to provide additional support to unduplicated students	District	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $8,102

LCAP Year 3: 2017-2018			

| Expected Annual Measurable Outcomes: | A1 Maintain 100% Highly Qualified staff
Metric(s):
Analysis of credential and college transcript

A2 Maintain facility conditions
Metric(s):
100% of schools rated Good or Exemplary
Facility Site Inspection Reports
Facility Satisfaction Survey

A3 Adoptions aligned with Common Core
Metric(s)
Adoption process and inventory of instructional materials and education technology
Research, investigate, pilot , and possibly adopt standards based instructional materials

A4 Course access for all students
Metric(s):
Annual review of course enrollment records.
Deeper and more effective implementation of the standards | | |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain highly qualified staff at 100% Hire highly qualified, fully credentialed teachers and instructional staff and support new teachers in obtaining their professional clear credential. Monitor instructional effectiveness Monitor instruction and ensure ongoing instructional effectiveness for all staff: provide support and professional learning as needed	District	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none for current staff 0 If new teachers are hired provide for BTSA support (General Fund) Base $3,000 per teacher none 0
Maintain all facility conditions Conduct routine repair and maintenance related to all items on the Williams list: conduct quarterly site facility inspections	District	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners	none 0

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase standards-based aligned instructional materials, including technology-based subscriptions and applications. Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction Set aside 1% of budget to purchase standards based instructional materials as needed	District	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base $5,768
Provide professional learning time to ensure effective implementation of adopted standards aligned instructional materials During the 2015-2016 school year increased certificated contract year by 2 days to provide additional staff development. Maintain increased staff development days	District	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $3,211
Increase the amount of paraprofessional support over the previous year in combination classes to provide additional support to unduplicated students	District	_ All - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $8,507

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	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	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify Strategic Plan
Identified Need :	B1 Increased achievement decreased achievement gap B2 Increased access to mental and physical health services B3 Increased attendance recognition, and activity rate; decreased discipline	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	B1 Increased achievement for all; decreased achievement gap Metric(s): Grades local assessments SBAC data 2015- baseline Science-CST Physical Fitness Data API -currently not applicable A-G data- does not apply to K-8 School CELDT scores RFEP data AP data- does not apply to K-8 school EAP data- does not apply B2 Mental and Physical Health Services Metric(s): Review data on Child Nutrition Participation Rate Health Screenings Social Skills Participation Rate Mental Health Services B3 Rates for Attendance: Suspensions: Expulsions: Metric(s): Student recognition and activity participation data; attendance, suspension, and expulsion data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased achievement decreased achievement gap	District	X All - - - - - - - - - - - OR: _ Low Income pupils	none 0

Monitor achievement throughout and across school years. Increase access and use of formative data		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increased achievement decreased achievement gap Provide staff development opportunities focused on Common Core, best teaching practices, and assessments	District	X All _ _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Title II $4,035
Mental and Physical Health Services Provide health screenings and assessment (i.e. vision, hearing, dental, and scoliosis, nutritional, or other medical conditions) and coordinate medical referrals for necessary medical or health services as a result of the screenings. Increase or maintain nursing and/or health clerk	District	X All _ _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0000: Unrestricted $6,250
Increased attendance recognition, and activity rate; decreased discipline Evidence of healthy decision making and citizenship Continued attendance and citizenship recognition, and activity rate; decreased discipline rates	District	X All _ _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none 0
Provide paraprofessional in combination classes to provide additional support to unduplicated students	District	_ All _ _ _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners	Supplemental $7,716

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<div align="center">LCAP Year 2: 2016-2017</div>

Expected Annual Measurable Outcomes:	B1 Increased achievement for all; decreased achievement gap Metric(s): SBAC data; grade data B2 Mental and Physical Health Services Metric(s): Child Nutrition participation rate; health screenings; social skills participation rate; mental health services B3 Rates for Attendance: Suspensions: Expulsions: Metric(s): Student recognition and activity participation data; attendance, suspension, and expulsion data

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased achievement decreased achievement gap Monitor achievement throughout and across school years. Increase access and use of formative data	District	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none 0
	District	X All - - - - - - - - - - -	Title II $4,615

Increased achievement decreased achievement gap Provide staff development opportunities focused on Common Core, best teaching practices, and assessments		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Mental and Physical Health Services Provide health screenings and assessment (i.e. vision, hearing, dental, and scoliosis, nutritional, or other medical conditions) and coordinate medical referrals for necessary medical or health services as a result of the screenings. Increase or maintain nursing and/or health clerk	District	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0000: Unrestricted $6,250
Increased attendance recognition, and activity rate; decreased discipline Evidence of healthy decision making and citizenship Continued attendance and citizenship recognition, and activity rate; decreased discipline rates	District	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none 0
Increase the amount of paraprofessional support over the previous year in combination classes to provide additional support to unduplicated students	District	_ All _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $8,102

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	B1 Increased achievement for all; decreased achievement gap Metric(s): SBAC data; grade data B2 Mental and Physical Health Services Metric(s): Child Nutrition participation rate; health screenings; social skills participation rate; mental health services B3 Rates for Attendance: Suspensions: Expulsions: Metric(s): Student recognition and activity participation data; attendance, suspension, and expulsion data		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased achievement decreased achievement gap Monitor achievement throughout and across school years. Increase access and use of formative data	District	X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none 0
Increased achievement decreased achievement gap Provide staff development opportunities focused on Common Core, best teaching practices, and assessments	District	X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Title II $4,205

		(Specify)	
Mental and Physical Health Services Provide health screenings and assessment (i.e. vision, hearing, dental, and scoliosis, nutritional, or other medical conditions) and coordinate medical referrals for necessary medical or health services as a result of the screenings. Increase or maintain nursing and/or health clerk	District	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0000: Unrestricted $6,250
Increased attendance recognition, and activity rate; decreased discipline Evidence of healthy decision making and citizenship Continued attendance and citizenship recognition, and activity rate; decreased discipline rates	District	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none 0
Increase the amount of paraprofessional support over the previous year in combination classes to provide additional support to unduplicated students	District	_ All - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $8,507

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	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, to empower them supporting student achievement and success	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan</u>

Identified Need :	C1 Maintain/Increased Input from Families Regarding School Decision Making C2 Maintain/Increase Pupil Engagement Investigate feasibility of increasing educational programs

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	C1 Maintain/Increased Input from Families Regarding School Decision Making Increased use of two-way communication Metric(s): Parent Survey Audit of Weekly Newsletter Monthly Newsletter School Website PowerSchool Accessibility Automated Phone System Log Communication of District Goals Through the: Strategic Plan Local Control Accountability Plan (LCAP) Participation Rate for School Activities Which May Include: Board Meetings Parent Volunteers Open House Back to School Night Parent Conferences Parent Teacher Club Meetings C2 Maintain/Increase Pupil Engagement Metric(s): Attendance Rates Chronic Absenteeism rates -not applicable Drop Out Rates for Middle School and High School- not applicable High School Graduation Rates- not applicable Data on investigating new programs and services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased input from families regarding school decision making	District	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners	none 0

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Investigate Usability of Offering New Programs and Services	District	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none 0

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	C1 Need: Increased use of two-way communication Metric(s): Governance participation; communication goals C2 Need: Increased and new services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased input from families regarding school decision making	District	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none 0
Increased program offerings	District	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners	unknown at this time

			_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<table>
<tr><td colspan="5" align="center">LCAP Year 3: 2017-2018</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="4">C1 Need:
Increased use of two-way communication
Metric(s):
Governance participation; communication goals
C2 Need:
Increased and new services</td></tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased input from families regarding school decision making	District	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none 0
Increased program offerings	District	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	unknown at this time

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Goal A. Knights Ferry ESD will provide high quality, equitable Conditions of Learning for each student through: A1. fully credentialed, highly qualified teachers and instructional staff A2. learning environments with facilities in good repair. A3. standards-aligned instructional materials, including education technology. A4. Students will have access to all school courses which all students in attendance are required to complete	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify Strategic Plan

Goal Applies to:	Schools:	Knights Ferry Elementary
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	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	Actual Annual Measurable Outcomes:	100% of staff highly qualified All Schools rated Good Staff continues to research, pilot, and evaluate instructional based curriculum Math (Bridges K-5 and Engage New York 6-8) Language arts (A variety of instructional materials- Not just one source) Through staff development and staff collaboration the staff has a deeper understanding of the Common Core Standards

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire highly qualified, fully credentialed teachers and instructional/paraprofessional staff and support teachers in becoming highly qualified in completing the Professional Clear Credential.	none for current staff 0 If new teachers are hired provide BTSA support (General Fund) Base $3,000 per teacher	District audit- all staff highly qualified	none 0
Scope of Service	District	Scope of Service	District

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Conduct quarterly site facility inspections and provide feedback to the Board	none 0	completed- facilities in good condition	None 0
Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase standards-aligned instructional materials, including technology-based subscriptions and applications.	set aside 1% of budget to purchase standards based instructional materials as needed (General Fund) Base $7,900	Funds set aside for textbook adoption Bridges purchased for grades 2 through 5	Funds set aside for textbook adoption $5,768 Funds used to purchase Bridges $6,000
Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Provide professional learning time to ensure effective implementation of adopted standards-aligned instructional materials.	provide staff development opportunities to staff through staff development days and release time (Teacher Quality Improvement 4035)
	
	 Title II $3,754
		Staff Development was provided monthly
		Certificated calendar was extended by two days to provide additional staff development
		All certificated attended Leadership team meetings
			Site staff development Title II $4,000
			
			Additional two staff development days for certificated teachers Supplemental $3,211
			
			  Leadership Team Meetings
			
			  Title II $750

Scope of Service District X All - - - - - - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** District X All - - - - - - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide paraprofessionals in combination classes to provide additional support to unduplicated students	Supplemental $7,105	Provide paraprofessionals were provided in combination classes to provide additional support to unduplicated students	Supplemental $7,105
Scope of Service _ All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** _ All - - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 1 will need to be maintained, staff audits will need to be done annually, professional development will need to be provided annual for continuous improvement. Paraprofessional support in classrooms will need to increase by 5% annually to increase services to unduplicated student populations.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	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	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan</u>

Goal Applies to:	Schools: Knights Ferry Elementary	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	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	Actual Annual Measurable Outcomes:	SBAC baseline established Access to health services provided Continued attendance and citizenship recognition

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
monitor achievement throughout and across school years.	none 0	District audit establish SBAC baseline	none 0
Scope of Service	District	Scope of Service	District
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Professional learning focused on collaborative development of lessons based on formative and summative achievement data.	provide staff development opportunities focused on assessments (Teacher Quality Improvement 4035) Title II $1,000	Staff development was provided on assessments	staff development Title II $500
Scope of Service District X All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District X All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide paraprofessionals in combination classrooms to provide additional instructional support to all students while focusing support on unduplicated students	Supplemental $7,105	Paraprofessionals were provided in combination classrooms to provide additional instructional support to all students while focusing support on unduplicated students	Supplemental $7,105
Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Administer and monitor CELDT, Smarter Balanced, and classroom assessments.	none 0	CELDT, SBAC, and classroom assessments were administered and monitored	none 0

Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide monthly character education lessons and character assemblies	none 0	Positive behavior was recognized through renaissance and student of the month programs	none 0
Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Recognize positive behavior through renaissance and student of the month programs	none 0	Positive behavior was recognized through renaissance and student of the month programs	none 0
Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

paraprofessionals in combination classes to provide additional support to unduplicated students	Supplemental 7105	paraprofessionals in combination classes to provide additional support to unduplicated students	Supplemental 7105
Scope of Service District _ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District _ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 2. The baseline for SBAC will be created in 2015. Increased achievement and decreased achievement gap percentages will then be established for each year moving forward based on the baseline scores. Attendance rates will need to be maintained annually. Mental and physical health services will continue to need to be done on an annual basis.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	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	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan</u>

Goal Applies to:	Schools: Knights Ferry Elementary	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	C1 Increased input from families regarding school decision making C2 Increased program offerings; increased participation	Actual Annual Measurable Outcomes:	Input received from meetings and surveys and two way communication

LCAP Year: 2014-2015				
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increased input from families regarding school decision making	none 0	Information was sent home to parents weekly examples Friday Flyers, Home to School Connect. Information was gathered informally along with information gathered from meetings and surveys	none 0
Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
increased program offerings; increased participation, and increased achievement	investigate programs to increase participation and achievement 0	investigating in progress	none 0

Scope of Service	District	Scope of Service	District
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 3. Two way communication needs to be provided annually. Parent participation rates will increase yearly. Continue annually to review current programs and investigate increasing programs.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

    Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

    For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$14,698

The LEA is not receiving an increase in funding for the LEA is held harmless. The LEA does not receive concentration funding.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 funding for 2014-2015 is $25,116. The LEA plans on increasing these services by 5% for the 2015-2016 year to $16,204.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

5	%

The percentage by which services for unduplicated pupils must be increased by 3.45% for 15-16. The District is increasing and improving services by increasing paraprofessional time in the classroom 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 Common Core which will lead to increased achievement.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Funding Sources	33,969.00	29,776.00	28,446.00	29,808.00	30,198.00	88,452.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	7,900.00	0.00	5,768.00	5,768.00	5,768.00	17,304.00
Supplemental	21,315.00	24,526.00	18,643.00	19,425.00	20,225.00	58,293.00
Title II	4,754.00	5,250.00	4,035.00	4,615.00	4,205.00	12,855.00

Total Expenditures by Object Type						
Object Type	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	18,759.00	0.00	7,716.00	0.00	0.00	7,716.00
	18,759.00	0.00	7,716.00	0.00	0.00	7,716.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	All Funding Sources	18,759.00	0.00	7,716.00	0.00	0.00	7,716.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	7,900.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	7,105.00	0.00	7,716.00	0.00	0.00	7,716.00
	Title II	3,754.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

01-13-15 [California Department of Education]