

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Knights Ferry Elementary School District		
Contact Name and Title	Dra. Janet Skulina Superintendent/Principal	Email and Phone	jskulina@stancoe.org (209) 881-3382

2017-20 Plan Summary

THE STORY

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

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.

Proposed Draft Goals- aligned with LCAP Integrate place and community based instructional opportunities in all curricular areas. (CCSS standards; Priorities 2, 3,5,6,8)

Emphasize project based learning opportunities within the community and integrated with all curricular areas as appropriate within a project. (CCSS; Priorities 2,3,5,6,7)

Provide engaging Science Technology Engineering Arts and Math instruction connected with local issues. (Priorities 2, 3,4,5)

Provide students the opportunity to have leadership and agency in their learning environment. (Priorities 5,6,8)

Parents and the District will collaborate on instruction, programs and facilities. (Priorities 1,3)

Parents will have opportunities to be directly involved in the instructional program process (Priorities 1,3,4,8)

Provide high quality instruction through teacher driven professional development (CCSS; Priorities 1, 2)

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 123 students, transitional-kindergarten through 8th grade. The school staff and community

have worked hard to increase enrollment by positive marketing in the local community. Our projected enrollment for 2017-2018 is currently 140. The largest enrollment the school has seen in over ten years. The staff consists of five full-time teachers, with one new teacher making six for the 2017-2018 school year; one full-time secretary/executive assistant, four 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 50% of the students are attending Knights Ferry School on interdistrict attendance permits, and live outside the district's attendance boundaries.

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; consultants for operations and LCAP development; and a school nurse.

The school has a 23% socioeconomically disadvantaged students. The school does not have a significant English Learner, Foster Youth or Homeless student population. Given the overall small size of the school as well as the small non-duplicated pupil subgroup counts, programs are designed to meet the needs of all students therefore, no specific subgroups are indicated in "scope of services" throughout our plan.

LCAP HIGHLIGHTS

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

Key priorities for this year's LCAP included reviewing standards aligned English Language Arts curricula; increasing services to our English Learner students and their families; increasing staff development around implementing Next Generation Science Standards in a local manner and continuing outreach to all families.

The District examined four different ELA curricula three for K-6 and one additional 7-8 curricula. Teachers had a chance to implement two different publishers in their class, including Engage New York ELA and Wonders. Teachers preferred Wonders curriculum for K-6 and Amplify, an entirely digital curriculum for 7-8.

An instructional aide was added to assist with increased enrollment and provide additional EL support using Rosetta Stone and classroom materials. The Rosetta Stone was also used to enhance Spanish skills in mono-lingual English speakers. Families of EL students could also access Rosetta Stone to practice English. Rosetta Stone proved to be ineffective as timing for pull-out support interfered with classroom instruction and Rosetta Stone was not preferred by the students using it. Families found it difficult to log-on using mobile devices. The District did re-align its reclassification procedures and was able to reclassify four students to Fluent English Proficient. A translator was used to provide support in parent-teacher conferences for the first time as well as to provide support at community meetings for Spanish speaking parents. The support for parent teacher conferences was well received and primary Spanish speaking parents attended one community meeting. Verbal reports from families assisting with Spanish Club and helping in the classroom at the kindergarten level note appreciation for the efforts and greater feelings of inclusion.

The kindergarten class took monthly walking field trips within the community. The 7th and 8th graders participated in picking and canning pears as community outreach, science, home ec and PE. 5th-8th grade completed PE activities in town and the focus on place based education continued and improved with support of workshops from the county office.

Students sought out what became known as Kindness Shout-Outs and this act through our Goal C, emphasizing kindness and a positive school climate was popular with the students. Maintaining our very positive school climate through the LCAP is a top priority for the school community.

The goals were implemented as written with some minor exceptions.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

We are most proud of our math performance in grades 6-8. All children, including students who are English learners and have disabilities performed at least the level of approaching standards. 80% of our students were at or above students in math. This is an accomplishment of which to be proud. Our English language arts scores dropped, particularly in grades 3 and 4. Our enrollment has grown to the highest rate in roughly ten years, primarily by word of mouth from parents of children already enrolled. In 2015, the enrollment was predicted to be 92, with 90 students started. Our 17-18 predicted enrollment is 143 with a waiting list of 5 in the kindergarten class alone. Parents have been very engaged this year, participating in field trips, teaching art and Spanish and attending staff development related to robotics along with our teachers. The Parent Club also raised a record net amount of approximately \$45,000 in one evening. This is a very large financial support for a school of 123 students. We are proud of our math scores and our three year running increase in student enrollment, based almost entirely on out-of-district students.

Parent outreach to second language, or primarily mono-lingual Spanish families has had a positive effect on those parents and their children. The outreach included Spanish translation for phone messages; Spanish interpretation at parent conferences; attempts to communicate with the families directly in Spanish; and inclusion in the Spanish Club. They have reported that they these feel more included at school, and that the other parents react to them in a more positive manner. Their children also report feeling happier as well. The District will continue it's inclusive outreach and invite parents to teach their language and cultures through the Spanish Club.

The middle school students referenced very positive feelings about their school and being at school on the Healthy Kids Survey. The school will continue to allow students to have a voice and implement creative activities in the middle school classroom,

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

GREATEST NEEDS

Knights Ferry School fell into the orange category in English Language Arts due to decrease in scores. The sample size is very small which makes the swings in data difficult to interpret. However, English Language Arts performance should be increasing, not decreasing. For the 2016-2017 school year, the district has already provided direct EL support, and had students in grades 3-8 participate in the Interim Assessment Blocks, giving kids and teachers a chance to experience the test beforehand. While no curriculum for ELA has been adopted at this writing, our expected adoption will include an EL component that will be delivered to EL students along with regular classroom supports. The increased comprehensive nature of our curriculum would be expected to assist students with achievement of ELA standards. For the 2017-2018 school year, EL specific support will be provided in the afternoons through aide support and curricular interventions as well as through the regular classroom instruction. Our new curriculum is anticipated to be very helpful in this. The District does expect to adopt a new curriculum by the June 15th board meeting.

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

There are no disaggregate student groups performing two or more levels below the "all student group". The subgroups are so small, and in some cases the grade testing is so small that no particular data is available.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

1.)New English language arts curriculum with specific ELD components is being purchased and dedicated aide time for ELD support particularly in English Language Arts will be provided to EL students (and other struggling students) using the new curriculum. 2.) Aides delivering the additional instruction for unduplicated students (with EL being the target) will be trained in the curriculum. 3.) Mentorship program was implemented in 16-17 (not in the LCAP) and is being added and expanded to include training for aide staff in positive behavior interventions and problem solving (this mentoring program touches all subgroups).

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,539,624
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$17,253.00

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

General Fund expenditures not in the LCAP include teacher and classified salaries in total; general supplies and maintenance such as new tanbark for the playgrounds at ~\$13,000; technology infrastructure upgrade of approximately \$49,000; materials and supplies etc. The purchase of new text books is included as a goal for 2017-2018 LCAP year.

\$1,284,662

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Goal A. As a facet of Conditions of Learning state priority area A, Knights Ferry Elementary School District will implement high standards of teaching and learning for all students through the following activities:

A1

In order to maintain highly qualified teachers KFESD will provide staff development on the continued implementation of all state standards, focusing most on Next Generation Science Standards; provide high quality induction services (formerly known as BTSA) for all qualified new teachers.

A2

Review upcoming adoptions and text book options in English Language Arts aligned with CCSS and including EL interventions; continue to implement Environmental Education Initiative NGSS aligned science lessons along with lab based NGSS aligned activities

A3

Increase staff development and collaboration time from the 15-16 school year including training for paraeducators

A4

All course requirements are aligned with state standards and all students at the school participate in all the required courses

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A1
 Provide staff development on the continued implementation of all state standards, focusing most on Next Generation Science Standards
 *Given staff development specific to NGSS, all classrooms will demonstrate an increased number of lessons directly aligned with NGSS and connected to local issues
 Metrics for evaluation: Teacher lesson plans indicating specific standards
 ELD accommodations and ELD standards indicated on lesson plans
 Agendas and sign in sheets for staff development days relating to implementation of CCSS and NGSS (documentation of participation in staff development

ACTUAL

A1-Teachers received six days of staff development related to science. Three days were specific to NGSS and local issues; the other three related to STEM robotics and coding and how those activities could be implemented in the classroom and aligned to NGSS standards.
 Some teachers did list ELD standards and strategies in lesson plans.
 All pupils continue to have standards aligned materials in all academic areas.
 One teacher participated in BTSA / indication. 100% of the teachers needing to participate in BTSA did participate.

Classrooms will utilize and pupils will have access to standards-aligned instructional materials

* Beginning Teacher support systems provided through the Stanislaus County Office of Education along with staff development provided for teachers, each classroom will demonstrate increased modifications of instruction for English Learners

Metrics for evaluation: 100% of qualified teachers will participate in new teacher induction programs (formerly BTSA)

A2

Review curriculum upcoming adoption in English Language Arts; continue to implement Environmental Education Initiative NGSS aligned science lessons along with lab based NGSS aligned activities and ensure that all course requirements are aligned with state standards and all students at the school participate in all the required courses

* Evaluate several different offerings, including on-line materials that are aligned to CCSS for ELA

* Choose one-three ELA programs (text books, on-line or free CCSS materials etc) to pilot and possibly purchase for 17-18

Metrics for evaluation: Williams Act Sufficiency requirements / maintain zero Williams Act complaint levels; research and investigate curriculum materials specifically aligned with CCSS at level 2 EL intervention included standards indicated on teacher lesson plans and evident in classrooms based on observations; annual review of course enrollment records

A3

Maintain added days to teacher calendars for staff development and increase time for teacher and paraeducator staff development in order to provide all staff with opportunities for regular review of standards implementation, student progress and school-wide positive behavior supports. Maintain current paraeducator staff levels.

Metrics for Evaluation-increase in CAASPP test scores from 15-16 by 2% more students proficient or above in all categories

Close achievement gap between lowest performing sub-group of students and highest performing group by 2%

A4

All students will at a minimum maintain current level of achievement with expected increases in achievement related to curriculum and

A2- The district received zero Williams Act complaints; meeting this metric. 4 of 5 teachers researched and piloted new ELA materials specifically aligned and developed for CCSS. After reviewing four and piloting two new materials teachers made a recommendation for purchase to the school Board. Recommended ELA curriculum were presented with public hearing option for that purpose only on May, 11 2017,

All (5/5) teachers indicate standards on lesson plans.

All materials used in the classroom are aligned with CCSS (ELA, math, science and social studies).

All students are enrolled in all appropriate courses.

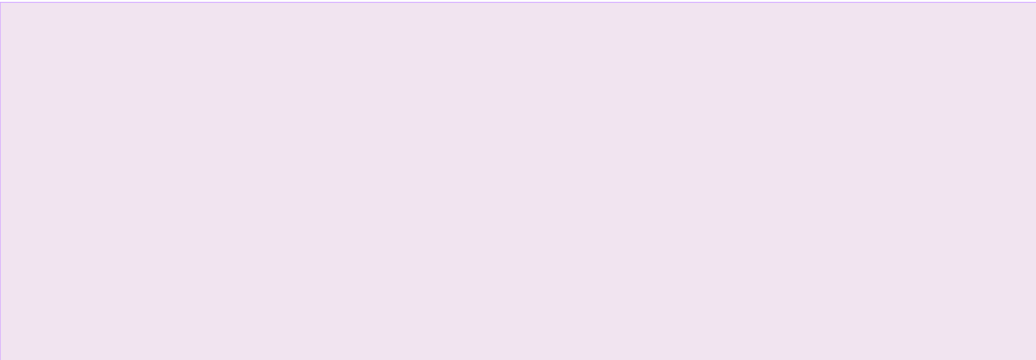
A3- The CAASPP metric of improving by percentage points does not apply to the new Dashboard system. However, ELA scores decreased by 13 points but are still in the medium range (orange); math scores increased by 5 points and are in the high range overall (green). Sub -group scores are too small to have specific data points but the achievement gap has not yet closed.

A4- Math scores increased for all student groups. ELA scores decreased for all student groups on SBAC assessments. Four students were reclassified in the 16-17 school year in October. EL subgroup scores not disaggregated from the whole student group as there are too few students. This is an area that continues to require improvement.

All classrooms had texts for each student. There were no William's Act complaints filed.

course access for English learners and socio-economically disadvantaged students.

Metrics for Evaluation: Increase of 2% in CAASPP testing scores for EL and socio-economically disadvantaged youth
 Adequacy checks of text books for all classrooms and all students (Williams Act)
 Regular review of classroom performance for English Learners



ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED	ACTUAL
	<p>A1</p> <ul style="list-style-type: none"> * Contract with SCOE for site delivered staff development related to NGSS and place based education *Contract with SCOE through the Master Agreement to provide the previously named Beginning Teacher Support and Assessment (BTSA) tuition. *Send Master Teachers to Curriculum Director Meetings at SCOE *Send teachers to STEAM / NGSS trainings and workshops 	<p>STEM staff from SCOE provided 3 staff development days specifically related to NGSS and how Knights Ferry School can deliver them with a place based-local format to create unique opportunities for our students.</p> <p>One teacher participated in the Induction or BTSA program.</p> <p>Given class size increases, teachers were not able to attend the Curriculum Director Meetings; opportunities to do so are always available if teachers are willing.</p> <p>One teacher attended Grade-Alike training this past year. All STEM and NGSS trainings happened on-site. This would include 3 days of staff development devoted to the deployment of the District's robotics based grant.</p>
Expenditures	BUDGETED	ESTIMATED ACTUAL
	<p>\$750 per training minimum three days \$2250 0001-0999: Unrestricted: Locally Defined Title II \$2250</p> <p>Induction-\$3000 per teacher; \$1500 for Master Teacher-\$4500 0001-0999: Unrestricted: Locally Defined Base \$4500</p>	<p>\$750 per training minimum three days \$2250 0001-0999: Unrestricted: Locally Defined Title II \$2250</p> <p>Induction-\$3000 per teacher; \$1500 for Master Teacher-\$4500 0001-0999: Unrestricted: Locally Defined Base \$4500New s</p>

Action **2**

Actions/Services

PLANNED
A2
 *Evaluate and pilot standards-based aligned instructional materials, including technology-based subscriptions and applications, that meet the needs of all sub-groups.

 *Set aside 1% of budget to purchase standards based instructional materials as needed

ACTUAL
 Two teachers and the administrator visited the County Office to review ELA publisher materials. The teachers had been using Engage New York for ELA as a possible adoption; based on review of materials, the District is currently "piloting" Wonders in grades K-4 with plans to seek adoption of these materials. The preferred material for ELA for 7-8 is not available for trial and must be purchased. This on-line curriculum, Amplify, will likely be purchased for implementation in 17-18.

 There were no changes in math curriculum.

 1% of the LCFF base continues to be set-aside for text book adoptions.

Expenditures

BUDGETED
 1% contribution of general fund dollars for text books-\$5729 0001-0999:
 Unrestricted: Locally Defined Base \$5729

ESTIMATED ACTUAL
 1% contribution of general fund dollars for text books-\$5729 0001-0999:
 Unrestricted: Locally Defined Base \$6729

Action **3**

Actions/Services

PLANNED
A3
 *Provide professional learning time to ensure effective implementation of adopted standards aligned instructional materials

 *During the 2016-2017 school year increase staff development days by increasing minimum days on the calendar by approximately 7 more minimum days than in 15-16. There was no additional funding cost for this action.

 Maintain increased staff development days.

 Continue to provide paraeducator support in all dual grade combination classes to enhance and support instruction.

ACTUAL
 The additional minimum days were used to review and discuss possible new ELA curricula; implementation of standards and moving forward towards implementation of K-8 NGSS standards using a localized format and project based learning methodology.

 Minimum days were increased.

 Paraeducators received some training in behavior management strategies, social skills instruction, support on the playground or participated directly with the teachers related to the desired ELA adoption.

<p>Expenditures</p>	<p>BUDGETED \$8183-LCAP portion of classified personnel salaries for paraeducator support. There was no budget expenditure for increasing staff development time. 2000-2999: Classified Personnel Salaries Supplemental \$8183</p>	<p>ESTIMATED ACTUAL \$8183-LCAP portion of classified personnel salaries for paraeducator support. There was no budget expenditure for increasing staff development time. 2000-2999: Classified Personnel Salaries \$8183</p>
<p>Action 4</p>	<p>PLANNED A4 All major course materials used in all classes will be aligned to state standards. EL students will be provided with supplemental materials and support as needed in addition to instruction in all regular courses from TK-8th grade.</p>	<p>ACTUAL All materials in all content areas are standards aligned. EL students were provided with supplemental support. An additional aide was added to assist with providing EL support. Literature books that matched one of the piloted ELA programs were also purchased for the 3rd and 4th graders.</p>
<p>Expenditures</p>	<p>BUDGETED Costs not know at this time; additional support to be provided with current staff or volunteers with current materials. \$00.00</p>	<p>ESTIMATED ACTUAL New staff to provide EL support for a portion of the day-\$9,000 proportion about 25% of the day or about \$2250 0001-0999: Unrestricted: Locally Defined Base \$2250</p>

ANALYSIS

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

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

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

The NGSS staff development days were very well received by teachers. One of the activities during the staff development day for teachers only, related to water and the salmon was replicated by the teachers for all the students at the school. These staff development days provided the impetus for moving forward with project based learning in our local setting. Our implementation of the newer NGSS as well as other standards that coordinate with these lessons has been improved based on these staff development days.

One teacher completed all the requirements for year two of induction BTSA.

Text books were piloted as written and two choices, including specific EL supports were chosen.

Minimum days were used to discuss the curriculum options for ELA and math in addition to specific training and collaboration on instructional practices.

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

These actions were effective in implementing the goal and moving the LCAP and district goals forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All funds allotted through the LCAP were spent exactly as specified. Additional funds not specified were used to purchase class sets of literature series for the ELA pilot for grades 3-4; and additional funds of approximately \$9000 were used to hire an aide to assist EL learners in kindergarten and through other grades.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal remains unchanged. The actions and services have been modified slightly moving from reviewing to purchasing new texts; and from contracting with SCOE to directly provide STEAM and NGSS training to using SCOE as a consulting agency thereof. This will be found in the actions and services in year 17-18, and were planned changes.

BTSA has been effective and will provided to two additional new teachers in 17-18

These changes can be found in the section for actions and services under this year's LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Goal B: Knights Ferry ESD will ensure improved student outcomes including increasing academic success for EL and socio-economically disadvantaged students.

B1
Increase access to both primary language sources for EL students and second language sources for mono-lingual English speakers(enrichment).

B2
Implement direct social skill lessons related to good sportsmanship, compromise, conflict resolution, team work and collaboration.

B3
Implement school-wide positive behavior supports such as Everyday Kindness, One Million Acts of Kindness, or Character Counts, utilizing student leaders as teachers and models.

B4
Provide opportunities for paraeducator staff to receive training and consultation in classroom and behavior management strategies

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

B1
All student groups will show an increase of 2% of the number of students proficient or above on the 16-17 CAASPP scores as compared to the 15-16 year scores. The gap between the highest and lowest achieving groups will decrease by 2%.

gap
*Metric(s):
CAASPP data-increase in percentage of proficient students from 2015-2016 to 2016-2017 by 2%; decreased D and F notices-grade data for 5th-8th grade students
API scores-no longer being calculated by the California Department of Education
CELDT score increases

ACTUAL

B1
Scores in ELA decreased in the new Dashboard system as compared to 15-16 ; math scores maintained and increased for all groups slightly. The gap between the highest and lowest achieving groups is difficult to calculate given the small population of unduplicated students but appears to have not changed.

Fewer D and F notices were given out first trimester with the 5th-6th grade class giving no notices to students with poor grades. Other levels of D and F notices remained about the same, although low overall (2-3 per class).

Four students or 30% of our EL population increased CELDT scores and were reclassified.

Four students were reclassified a 400% increase from 15-16.

Increase in number of students being reclassified to fluent English proficient learners.

B2

Students will demonstrate pro-social, positive behaviors related playground and classroom situations.

*Metric(s): decreased referrals to principal; increased recess time playing versus arguing; decreased lost classroom to review social situations; weekly social skills / conflict resolution activities; continued zero expulsions for non-mandatory offenses; limit the number of actual suspension days to less than 3% of the total student population which was the baseline for the 15-16 school year; high school metrics such as drop-out rate and graduation rate to not apply as Knights Ferry School is not a high school.

B3

All students will participate in school-wide positive behavior activities, such as Everyday Kindness, One Million Acts of Kindness or Character Counts or a school derived program of positive / pro-social behavior as measured by decreased referrals to the principal and subsequent suspensions; increase in student rewards for positive behavior; increase student involvement through Student Council on specific campus safety activities and monitoring "acts of kindness"

*Metric(s): Kindness pledges; citizenship awards; attendance rate increase to 98% from 97%; absenteeism, already comprising less than 3% of the total student body will decrease by 1% for the 16-17 school year(chronic absenteeism does not apply) the middle school drop-out rate shall remain at zero; continued zero expulsions for non-mandatory behaviors; limit the number of suspension days to less than 3% of the total student population which was the baseline for the 15-16 school year; high school metrics such as drop-out rate and graduation rate to not apply as Knights Ferry School is not a high school.

B4

Provide increased training to paraeducators relating to classroom management techniques as necessary and training around implementing social skills support and instruction on the playground; attendance rate increase to 98% from 97%; absenteeism, already comprising less than 3% of the total student body will decrease by 1% for the 16-17 school year (chronic absenteeism does not apply); the middle school drop-out rate shall remain at zero; continued zero expulsions for non-mandatory behaviors; limit the number of suspension days to less than 3% of the total student

B2

It is difficult to impossible to measure actual time playing versus arguing. This metric needs to be removed in future years but anecdotally, kids in had fewer difficulties on the playground but still spent significant time arguing.

There were no expulsions for 16-17.

Weekly social skills and mentoring were delivered on the playground beginning in January; they were delivered less regularly prior to that time.

Total school suspension days were under 3% of the total school population -2.4%

B3

Monthly Kindess Assemblies that rewarded the students in each grade who demonstrated kindness were held. Different character traits were included and several students were invited to say the Pledge of Allegiance at the Board meetings based on their kind acts.

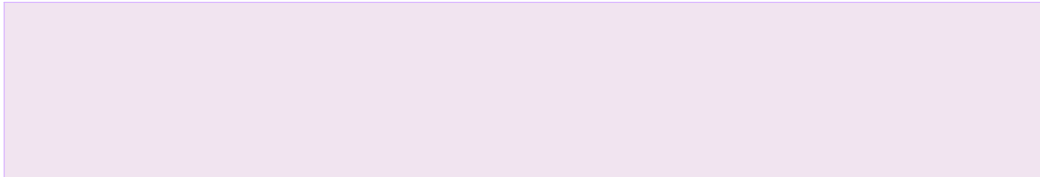
Students were able to reward each other through writing down acts of kindness on the Toodle Wall and requesting that other students received Kindness Shout-outs (school-wide recognition).

Suspension rate is 2.4%-below the projected level.

Attendance rate is 96.9% or approximately the same as last year (97%).

All 8th graders met the requirements for promotion to high school.

population which was the baseline for the 15-16 school year; high school metrics such as drop-out rate and graduation rate to not apply as Knights Ferry School is not a high school.



ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED B1 Purchase Rosetta Stone in Spanish / English-assist primary language learners as well as provide enrichment activities for those wishing to learn another language; weekly intervention during and after school</p> <p>Revise district reclassification process to evaluate all English learner students for possible reclassification in a timely manner.</p>	<p>ACTUAL B1-20 site licenses were purchased; roughly 15 were used; Spanish Club met weekly; student log on process was difficult for younger students and not popular. Weekly intervention for EL students was provided but matching level in Rosetta Stone to student need was difficult.</p> <p>Reclassification form was revised; process was revised in keeping with CDE requirements. 4 students were reclassified in the beginning of the year.</p>
Expenditures	<p>BUDGETED \$2500 per year for 20 licenses 4000-4999: Books And Supplies Supplemental \$2400</p>	<p>ESTIMATED ACTUAL \$2500 4000-4999: Books And Supplies Supplemental \$2500</p>
Action	2	
Actions/Services	<p>PLANNED B2 Implement direct social skills instruction including appropriate communication skills; how to manage frustration on the playground and in independent sessions etc; utilize executive functioning planning graphics to assist students to understand the outcomes of their actions (consequences) and how to change those to positive outcomes</p>	<p>ACTUAL Executive function graphics have become part of the regular office behavioral procedures; aide staff received training in behavior modification techniques and how and why students might misbehave. Mentors provide social skills instruction on the playgrounds. Self-calming techniques are used in the office and on the playground.</p>
Expenditures	<p>BUDGETED Less than \$200 for materials and supplies 0001-0999: Unrestricted: Locally Defined Lottery \$200</p>	<p>ESTIMATED ACTUAL \$3000 for mentor program to implement social skills 0001-0999: Unrestricted: Locally Defined Lottery \$3000</p>

Action **3**

Actions/Services

PLANNED
B3
 Implement awards for positive character traits using kindness to others as a focal point; student council will participate in monitoring and assisting in leading award assemblies related to kindness with adult support; monthly kindness assemblies

B3
 Work with older Student Council officers to provide safe street crossing and monitoring of off campus areas after school- including giving awards and points for appropriate behavior after school

ACTUAL
B3 Everyday Kindness was implemented although the e-mail portion and website was not utilized. Kindness Shout-Outs were given on a random basis from the office; some classes used Kindness Shout-Outs to count acts of kindness and awards assemblies were conducted to recognize especially kind students and specific character traits. Toodle Wall was created where students could write out the acts of kindness given to them.

B3-This did not happen. Students did not see this as a need and were not interested in participating.

Expenditures

BUDGETED
 Less than \$200 for materials and supplies 0001-0999: Unrestricted: Locally Defined Lottery \$200

ESTIMATED ACTUAL
 \$150.00 0001-0999: Unrestricted: Locally Defined Lottery \$150.00

Action **4**

Actions/Services

PLANNED
B4
 Provide increased training to paraeducators relating to classroom management techniques as necessary and training around implementing social skills support and instruction on the playground

ACTUAL
B4-aides received training in behavior management; types of behavior such as attention seeking etc and brief strategies around how to manage these types of behaviors; aides also participated in ELA training.

Expenditures

BUDGETED
 No expenditures \$0

ESTIMATED ACTUAL
 Minimal expenditures for copying materials Not calculated

ANALYSIS

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

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

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

100% of the actions and services indicated in goal B were implemented.

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

All subgroups, including EL students and students with socio-economic disadvantage increased their scores on the SBAC assessment in math. Our math program continues to be strong. All students, including EL students and students with socio-economic disadvantage did not perform as well on the SBAC assessment for English Language Arts. The scores went down overall. The results of the goal are mixed as math scores increased and MORE students were reclassified as Fluent English Proficient than in previous years.

Additional aide time for our EL students and the attempt to use Rosetta Stone as an intervention was not successful due to network connectivity challenges and the difficulty students had navigating Rosetta Stone itself.

Social skills instruction and support was successful for good sportsmanship and behaviors on the playground assisted students and provided 1:1 mentoring for three students individually.

The emphasis on kindness was popular with students and they earned a pizza party at the end of the year by demonstrating and counting 5000 acts of kindness. The assemblies also supported school-wide and community wide positive feelings towards the school, which were also demonstrated through the Healthy Kids Survey.

Para-educators received training on behavior supports and behavior in general. There were no referrals to the office from instructional support times with the para educators.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All expenditures were implemented as listed in the LCAP. Mentoring was an additional expense that was added but not originally included in the approved LCAP for 16-17.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal. Changes to actions and services for 17-18 include ceasing contract with Rosetta Stone and replacing that with texts or computer software / apps. Use of new ELA materials to provide specific EL support may also be found in services and actions. Expenditures related to the mentor program are also new and may be found in the actions and services.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Goal C. Knights Ferry ESD will enhance active family, student and community engagement through:

C1

Expanded volunteer activities for parents to provide enrichment / enriching activities on campus such as: second language support through software such as Rosetta Stone, Spanish Club; Google Classroom and Google Apps for Education; place-based integrated educational activities etc.

C2

Increase parent and community involvement in the decision making process through school regular informational meetings at various places in the community and at times more attractive to more parents and opportunities for parent participation on advisory committees.

C3

Match and increase place-based integrated curricular opportunities in science, social studies and English language arts activities such as walking field trips to the river, picking and canning pears, jogging the mile in town, salmon based walking field trips and create collaboration with the local historical society and Army Corps of Engineers for educational opportunities in the community that also involve walking.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

C1

Increased participation of parents not normally involved with the school along with increased information presented through and at Community Club meetings, PTC meetings and other arranged meetings for parents

*Metric(s): attendance sheets, parent verbal input, numbers of parents volunteering their particular skills, partner teaching in the classroom for specific activities and or providing training to staff of their specialized areas (CPR etc). Increase student attendance rate to 98% from 97%; decrease chronic absenteeism to less than 2% of the total student body (current baseline is approximately 3%).

C2

ACTUAL

C1-Spanish interpretation was provided at the planning team meetings and several parents attended who usually do not attend meetings. Families who are primary Spanish speakers reported feelings of being included and more positive feelings towards the school.

The Safety Plan was presented to the Community Club members, but the LCAP was not.

Student attendance rate remained at 96.9% (97%) for the 16-17 school year.

Two students or 1.6 % were deemed chronically absent, less than the predicted 2%.

C2-Students presented at three board meetings. Many parents attend the board meeting where students taught board members about our robots. Students did

Student presentations at Board meetings will likely draw more parents to attend Board meetings-increase in parent attendance for positive participation; presenting LCAP at PTC and Community Club meetings, and re-establish a parent / community advisory committee which will give a wide constituency of parents the opportunity to provide input on broader issues such as spending, enrichment and social skills activities.

*Metrics for evaluation: Increase student presentations at Board meetings; involve students in advisory meetings; Increase student attendance rate to 98% from 97%; decrease chronic absenteeism to less than 2% of the total student body; increase in parent participation beyond the core group of regular volunteers

C3

Students will have increased opportunities to experience place and community based educational experiences that encompass physical exercise such as walking to special areas in the community (Stanislaus River, Army Corps of Engineers, Historical Museum, walking historical tours) in addition to participating in integrated, cross-curricular instruction covering science, history, English language arts as well as physical fitness.

*Metrics for evaluation: Increased standardized science test scores (CST for 15-16 to be used as the baseline) related to the California Science Test or new assessments for Next Generation Science Standards; increase number of healthy and/ or passing scores on the Physical Fitness Test with 15-16 results used as the baseline

participate in initial advisory meetings but their interest and participation dropped off fairly quickly. Many new parents participated in various activities to the degree they were able, including supporting Spanish Club or providing art work for the playground. A specific number of parents was not calculated.

Student attendance rate remained at 96.9% (97%) for the 16-17 school year.

Two students or 1.6 % were deemed chronically absent, less than the predicted 2%.

C3-Student groups performed well on the PFT with no group of students scoring below 80% on any of the physical tasks required on the PFT. New NGSS standards assessments scores have not been calculated. This information is not available.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

C1
Review current LCAP at the Community Club and Parent Teacher Club meetings prior to March, 2017;

ACTUAL

The LCAP was reviewed with the KFS Planning Team but not at the Community Club or PTC meetings.

Solicit parents as partners in instruction through questionnaires about parent interest and abilities and provide opportunities for parents to teach or organize lessons, activities or other functions related to their unique skills.

BUDGETED
No LCAP expenditures required \$0

Parents provided instruction in Spanish, art and some instruction in California History during a field trip. Other parents helped in the garden and many drive on field trips. Spanish Club is often instructed by both bilingual Spanish speaking and mono-lingual Spanish speaking parents.

ESTIMATED ACTUAL
No expenditures \$0

Expenditures

Action

2

Actions/Services

PLANNED
C2
Arrange for student presentations at Board meetings related to Common Core and NGSS lessons and classroom activities; Review LCAP at the Community Club and Parent Teacher Club meetings prior to March, 2017

Invite parents, staff, community members and appropriate student representatives to participate on an advisory committee with the first meeting to be held in early September and every other month thereafter.

BUDGETED
No LCAP expenditures required \$0

ACTUAL
C2-Parent interest was high in the advisory committee, later named the KFS Planning Team. Meetings were held in the early evening at 5:00 and Spanish translation was provided. Many mono-lingual Spanish speakers did attend the meetings initially. Students were invited and also participated. These meetings were held on a monthly basis.

Due to scheduling issues, the LCAP was not reviewed at Community Club or Parent Teacher Club meetings.

Interest surveys were placed in the local post office and on the District's website. E-mails to solicit responses were sent to all parents and hard copies of the "wish-list" survey were given to parents at school-wide events related to their goals and dreams for the school.

ESTIMATED ACTUAL
No expenditures. \$0

Expenditures

Action

3

Actions/Services

PLANNED
C3
Field trips will be developed that involve raising salmon in the classroom for river release, studying the riparian habitat, viewing river / water conditions and salmon migration and other water and river specific activities.

ACTUAL
C3- All of these goals were accomplished as written except creating docent activities at the museum. Current curricular emphasis continues to be focusing on local issues and local heritage.

Coordinate possible student docent opportunities with the Historical and Museum Society.

Arrange walking tours of the historical buildings for all students.

Meet with appropriate Army Corps personnel to develop student opportunities therein.

Work with local families to pick and can pears or other fruits.

BUDGETED
No LCAP expenditures required \$0

ESTIMATED ACTUAL
No expenditures \$0

Expenditures

ANALYSIS

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

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

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

All the goals and actions/services were implemented as specified except: the LCAP was not presented to the Community Club or PTC due to time constraints; and students did not have the opportunity to be docents at the local historical museum.

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

These goals were effective in creating an environment with high parent and student engagement. School enrollment has increased from 123 to 143, essentially by word-of-mouth and parent communication. The staff is highly engaged by and invested in community based instruction (place-based) instruction. While not a specific matrix, the enrollment increase and record amount raised by parent club is some indication of successful parent engagement.

We did see an increase in parent participation due to outreach and the provision of a Spanish interpreter.

Our attendance rate remained static.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal was slightly modified to expand local community venues found in C3, the last sentence. Other minor changes found in the actions/services were the creation of specific parent input survey and the creation of student focus groups for older students such as a middle school girls group.

Stakeholder Engagement

LCAP Year

2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Staff meetings to discuss LCAP -September 7, 2016

Knights Ferry Planning Team -community stake holder input- commenced September 28, 2016 and continued monthly through May with the exception of December; parents, students and all staff (including classified) encouraged to participate; parents, students and teachers participated.

Community Survey 9-28-2017 at US Post Office

February 2, 2017-Teacher Stakeholder Input

February 9, 2017 Public Input Opportunity; Current Progress and Recommendations at regular Board meeting

SurveyMonkey-Community In-Put survey attached to district website;-stakeholder input regarding strategic plan goals and LCAP through May 31, 2017

May 9, 2017 Parent Teacher Club meeting to discuss recommendations of KFS Planning Team related to STEAM/ NGSS

6-01-17 LCAP will be presented for public comment at the June regular Board of Trustees meeting.

6-15-2017 Approval of the final and revised LCAP at a special Board of Trustees meeting

IMPACT ON LCAP AND ANNUAL UPDATE

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

Reviewed goals for upcoming year and implementation; clarified implementation for staff responsible and provided new focus on more training aides for EL support.

The KFS Planning Team focused on facilities and technology support as they related to desired school improvements and the goals and strategies of the LCAP. The KFS Planning Team determined the need for new network infrastructure to support desired technology goals; this group also focused on new curriculum and purchasing 1:1 devices through community fund raising opportunities related to LCAP goals. No questions were raised relating to the LCAP that would have required written response from the superintendent. The KFS Planning Team also developed a list of long and short term goals and desires for the district. NGSS and robotics were a particular focus area, leading to the Parent Club at the recommendation of the KFS Planning Team, providing funding for a science enrichment program coordinator.

The Community at large is very supportive of and invested in the school given the high participation rate at community / school events however, no responses were gained from the community based on the paper and pencil survey at the post office.

Teachers and aides evaluated the LCAP year one as far as that part of the year; suggestions were made regarding revising the goals and activities for the following year; focused on training for aides relating to EL students.

Board and any community present received update on LCAP progress thus far including teacher input; stakeholder groups were given an opportunity for input although none was forthcoming; agreed with the input and proposals for possible changes for 17-18;

Using Survey Monkey was one method of getting more input from stakeholder groups. There has been few responses at this time and no questions requiring written response from the superintendent.

Parent Teacher Club highly supports STEAM goals in the LCAP and NGSS infusion and enhancement; donated funds by PTC will support additional science enrichment for NGSS implementation; no questions requiring written response by the superintendent were raised at this meeting

Appropriate adjustments and clarifications made to goals and services as necessary based on public input and board determination

Approved LCAP for the 16-17 school year.

Approved LCAP for the 16-17 school year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Goal A. As a facet of Conditions of Learning state priority area A, Knights Ferry Elementary School District will implement high standards of teaching and learning for all students through the following activities:

A1
In order to maintain highly qualified teachers KFESD will provide staff development on the continued implementation of all state standards, focusing most on Next Generation Science Standards; provide high quality induction services (formerly known as BTSA) for all qualified new teachers.

A2
Review upcoming adoptions and text book options in English Language Arts aligned with CCSS and including EL interventions; continue to implement Environmental Education Initiative NGSS aligned science lessons along with lab based NGSS aligned activities

A3
Maintain current number of staff development and collaboration time from the 16-17 school year including training for paraeducators; include paraeducators in text book adoption trainings where possible.

A4
All course requirements are aligned with state standards and all students at the school participate in all the required courses

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

[Identified Need](#)

A1
In 2015-2016 all teachers were fully credentialed; due to staff changes 4/5 teachers were fully credentialed during the 16-17 school year.

A2
On-going support for implementation of all CCSS as well as training for upcoming Next Generation Science Standards (state science standards)New text book adoptions require the evaluation of current texts to meet needs of all, students including our very small unduplicated student count as well as looking forward to Next Generation Science Standards and implementing curriculum related to those standards; all needs relate to implementation of state standards.

A3
Staff development days were added to the calendar per the 14-15 LCAP; however more time is needed in order for teachers to deepen implementation of CCSS, NGSS and provide interventions to fragile learners such as EL students; as well as to develop teacher driven professional development.

A4

Continuing to ensure that all course materials and courses are aligned with state standards and that these courses also provide intervention materials as needed to increase pupil achievement, particularly for English learners and socio-economically disadvantaged students is top priority for stakeholders; teachers particularly interested in NGSS materials.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Meet Williams Act Sufficiency requirements</p> <p>100% of teachers will be highly qualified</p> <p>Provide Induction for all qualified new teachers.</p> <p>Teachers will specify ELD strategies in lesson plans</p> <p>Staff development days focused on NGSS and EAL adoption</p> <p>Course materials for ELA and NGSS will contain EL intervention supports</p> <p>The percentage of EL and socio-economically disadvantaged students scoring 3 or met standard on the SBAC (ELA and math) will increase by 2% respectively</p> <p>Annual Review of course enrollment records</p>	<p>Zero Williams Act complaints</p> <p>4/5 teachers were fully credentialed</p> <p>Provided Induction for 100% of qualified new teachers.</p> <p>2/5 teachers indicated specific ELD strategies in lesson plans</p> <p>85% of staff development days focused on standards in ELA and NGSS</p> <p>Current course materials for NGSS and ELA do not provide EL specific materials.</p> <p>Some subgroups were too small to be given a score on the Dashboard. Scores in ELA dipped overall although the percentage of students exceeding the standard in 5th-6th grade than in 2015-2016.</p> <p>Math performance on the SBAC increased district wide by 3.1 points.</p> <p>100% of students were enrolled in all required courses of study for grades K-8</p>	<p>Maintain zero Williams Act complaint level</p> <p>100% of teachers will be fully credentialed</p> <p>100% of teachers requiring induction will participate in induction program.</p> <p>6/6 teachers will indicated specific EL strategies in lesson plans.</p> <p>Maintain 85% of staff development days focused on standards in ELA and NGSS</p> <p>All current course materials for ELA and NGSS will include EL interventions and supports.</p> <p>The percentage of EL and socio-economically disadvantaged students scoring 3 or met standard on the SBAC (ELA and math) will increase by 2% respectively</p> <p>Annual Review of course enrollment records will show that 100% of students will be enrolled in the required course of study.</p>	<p>Maintain zero Williams Act complaint levels</p> <p>100% of teachers will be fully credentialed</p> <p>100% of teachers requiring induction will participate in induction program.</p> <p>6/6 teachers will indicated specific EL strategies in lesson plans.</p> <p>Maintain 85% of staff development days focused on standards in ELA and NGSS</p> <p>All current course materials for ELA and NGSS will include EL interventions and supports.</p> <p>The percentage of EL and socio-economically disadvantaged students scoring 3 or met standard on the SBAC (ELA and math) will increase by 2% respectively</p> <p>Annual Review of course enrollment records will show that 100% of students will be enrolled in the required course of study.</p>	<p>Maintain zero Williams Act complaint levels</p> <p>100% of teachers will be fully credentialed</p> <p>100% of teachers requiring induction will participate in induction program.</p> <p>6/6 teachers will indicated specific EL strategies in lesson plans.</p> <p>Maintain 85% of staff development days focused on standards in ELA and NGSS</p> <p>All current course materials for ELA and NGSS will include EL interventions and supports.</p> <p>The percentage of EL and socio-economically disadvantaged students scoring 3 or met standard on the SBAC (ELA and math) will increase by 2% respectively</p> <p>Annual Review of course enrollment records will show that 100% of students will be enrolled in the required course of study.</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	<input checked="" type="checkbox"/>	All	<input type="checkbox"/>
		Students with Disabilities	<input type="checkbox"/>
Location(s)	<input checked="" type="checkbox"/>	All Schools	<input type="checkbox"/>
		Specific Schools:	<input type="checkbox"/>
			Specific Grade spans:
OR			
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	<input type="checkbox"/>	English Learners	<input type="checkbox"/>
		Foster Youth	<input type="checkbox"/>
		Low Income	<input type="checkbox"/>
Scope of Services	<input type="checkbox"/>	LEA-wide	<input type="checkbox"/>
		Schoolwide	<input type="checkbox"/>
	OR	<input type="checkbox"/>	Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/>	All Schools	<input type="checkbox"/>
		Specific Schools:	<input type="checkbox"/>
			Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>* Consult with SCOE as needed for site delivered staff development days related to NGSS and coordination of place based education</p> <p>*Contract with SCOE through the Master Agreement to provide the previously named Induction tuition as needed for all qualified new teachers.</p> <p>*Send Master Teachers to Curriculum Director Meetings at SCOE as often as possible.</p>	<p>* Review need for consultation t with SCOE for site delivered staff development related to NGSS and place based education and other curricular areas of need.</p> <p>*Contract with SCOE through the Master Agreement to provide the previously named Beginning Teacher Support and Assessment (BTSA) tuition for any new qualified teacher.</p> <p>*Send Master Teachers to Curriculum Director Meetings at SCOE</p>	

*Send teachers to STEAM / NGSS trainings and workshops-including project based learning.

*Send teachers to STEAM / NGSS CCSS trainings and workshops

BUDGETED EXPENDITURES

2017-18

Amount \$2250
 Source Title II
 Budget Reference 0001-0999: Unrestricted: Locally Defined \$750 per day for 3 days for a total of \$2250 (less cost increases)

2018-19

Amount \$2400
 Source Title II
 Budget Reference 0000: Unrestricted \$800 per day estimated cost increase for three days -\$2400

2019-20

Amount \$2500
 Source Title II
 Budget Reference 0000: Unrestricted \$850 per day estimated cost

Action 2

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Purchase(17-18)standards-based aligned instructional materials, including technology-based subscriptions and applications, that meet the needs of all sub-groups.

Set aside 1% of budget to purchase standards based instructional materials as needed

Review implementation of standards-based aligned instructional materials, including technology-based subscriptions and applications, that meet the needs of all sub-groups.

Set aside 1% of budget to purchase standards based instructional materials as needed

BUDGETED EXPENDITURES

2017-18

Amount	~\$40,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Set-aside (~\$5729);estimated purchase cost for grades K-7 is \$40,000

2018-19

Amount	\$11,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies 1% set-aside from the general fund to maintain available text book funds; purchase of texts / ELA materials for 8th grade

2019-20

Amount	\$6000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies 1% set aside for text book reserve-ongoing

Action **3**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide professional learning time to ensure effective implementation of adopted standards aligned instructional materials

During the 2017-2018 school year maintain staff development days.
Maintain increased staff development days

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Action **4**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to provide paraeducator support in all dual-grade classrooms with a focus on EL Students

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$8681
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries \$8681 estimated cost with 3% generic cost increase to cover step and column, and negotiated increases if any

2018-19

Amount	\$9000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries \$9000 based on general cost increases

2019-20

Amount	\$12,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries \$12,000 estimated cost increase

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Goal B: Knights Ferry ESD will ensure improved student outcomes including increasing academic success for EL and socio-economically disadvantaged students.

B1
Increase access to both primary language sources for EL students and second language sources for mono-lingual English speakers(enrichment).

B2
Implement direct social skill lessons related to good sportsmanship, compromise, conflict resolution, team work and collaboration.

B3
Implement school-wide positive behavior supports such as Everyday Kindness, One Million Acts of Kindness, or Character Counts, utilizing student leaders as teachers and models.

B4
Provide opportunities for paraeducator staff to receive training and consultation in classroom and behavior management strategies and EL support strategies

State and/or Local Priorities Addressed by this goal:

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

Identified Need

B1
Based on parent request and 14-15 SBAC assessment data, there continues to be dual needs of supporting our lower performing students and increasing their achievement levels, while at the same time providing enriching activities for high performing students relating to instruction in a second language such as Spanish.

B2
Some students have struggled with managing frustration in social situations such as sports and classroom games; all students will benefit and need supportive environments where they can take risks and at times not succeed and the skills to manage failure in a healthy manner.

B3
Students have expressed an interest in giving each other awards for good behavior and taking a more active role in student leadership opportunities on campus; this ties to B2 in allowing students with positive social skills to work with and model for others appropriate behaviors (social-emotional learning).

B4

Our paraeducators do not receive instruction in classroom management techniques but are called upon to provide instruction and to monitor behavior. More training for our staff will benefit all students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Increase in the percentage of students scoring a 3 on the SBAC from 2016-2017 to 2017-2018 by 2%;</p> <p>Decreased D and F notices-grade data for 5th-8th grade students</p> <p>Individual student yearly CELDT score increases</p> <p>Increase in number of students being reclassified to fluent English proficient learners.</p> <p>Provide training for paraeducators in EL instruction strategies and positive behavior interventions.</p> <p>Regular social skills / conflict resolution activities;</p> <p>Continue zero expulsions for non-mandatory offenses;</p> <p>The number of actual suspension days to less than 3% of the total student population which was the baseline for the 15-16 school year;</p> <p>Attendance rate increase to 98% from 97%;</p> <p>Absenteeism, already comprising less than 3% of the total student body will decrease by 1% for the 17-18 school year;</p>	<p>The mean scaled score for students in grades 5-6 for math increased by 1%. There was a 38% increase in the number of 5th-6th graders scoring advanced or a 4 over 15-16 results. Other grade groups were too small for an aggregate score.</p> <p>First trimester reported only 3 students in grades 5-8 receiving D or F notices; zero in grades 5-6.</p> <p>Individual student CELDT scores continue to show year-to-year increases.</p> <p>4 students were reclassified as FEP in the 16-17 school year, or 30% of identified EL students.</p> <p>Paraeducators received two trainings related to positive behavior supports.</p> <p>Mentors were on campus one day per week to provide social skills support and conflict resolution strategies. They also worked individually with students as needed.</p> <p>There were no expulsions in the 16-17 school year.</p> <p>The number of days of suspension comprised 2.1% of the student population. A</p>	<p>Increase the percentage of students scoring a 3 on the SBAC by at least 1%.</p> <p>Decreased D and F notices-grade data for 5th-8th grade students to fewer than two students per grade.</p> <p>Individual student yearly CELDT scores will increase by 25 points in all categories.</p> <p>Increase in number of students being reclassified to fluent English proficient learners (30% or more).</p> <p>Provide training for paraeducators in EL instruction strategies and positive behavior interventions.</p> <p>Provide Regular social skills / conflict resolution activities at recess on approximately a weekly basis.</p> <p>Continue zero expulsions for non-mandatory offenses;</p> <p>Maintain the number of actual suspension days to less than 3% of the total student population. ;</p> <p>Increase attendance rate</p>	<p>Increase the percentage of students scoring a 3 on the SBAC by at least 1%.</p> <p>Decreased D and F notices-grade data for 5th-8th grade students to fewer than two students per grade</p> <p>Individual student yearly CELDT score by 25 points in all categories.</p> <p>Maintain the number of students being reclassified to fluent English proficient learners.</p> <p>Provide training for paraeducators in EL instruction strategies and positive behavior interventions.</p> <p>Maintain regular social skills / conflict resolution activities;</p> <p>Continue zero expulsions for non-mandatory offenses;</p> <p>Maintain the number of actual suspension days to less than 3% of the total student population.</p> <p>Attendance rate will maintain at near 98%.</p> <p>Absenteeism will maintain at less than 2% of the student population.</p>	<p>Increase the percentage of students scoring a 3 on the SBAC by at least 1%.</p> <p>Decreased D and F notices-grade data for 5th-8th grade students to fewer than two students per grade.</p> <p>Individual student yearly CELDT scores will increase by 25 points in all categories.</p> <p>Maintain the i number of students being reclassified to fluent English proficient learners.</p> <p>Provide training for paraeducators in EL instruction strategies and positive behavior interventions.</p> <p>Maintain regular social skills / conflict resolution activities;</p> <p>Continue zero expulsions for non-mandatory offenses;</p> <p>Maintain the number of actual suspension days to less than 3% of the total student population.</p> <p>Attendance rate will maintain at near 98% .</p> <p>Absenteeism will maintain at less than 2% of the student population.</p>

<p>Decreased chronic absenteeism rate.</p> <p>The middle school drop-out rate shall remain at zero;</p> <p>High school metrics such as drop-out rate and graduation rate to not apply as Knights Ferry School is not a high school.</p>	<p>decrease in overall days as the enrollment increased from 90 to 124.</p> <p>Attendance rate was 96.9%.</p> <p>Absenteeism rate remained at less than 3% but did not decrease.</p> <p>There were two students or 1.6% who met the definition of chronically absent.</p> <p>No students dropped out of middle our middle school.</p> <p>KFESD is a K-8 district</p>	<p>Absenteeism, will decrease by 1% for the 17-18 school year;</p> <p>There will be no students described as chronically absent.</p> <p>The middle school drop-out rate shall remain at zero;</p> <p>High school metrics such as drop-out rate and graduation rate to not apply as Knights Ferry School is not a high school.</p>	<p>There will be no students described as chronically absent.</p> <p>The middle school drop-out rate shall remain at zero;</p> <p>High school metrics such as drop-out rate and graduation rate to not apply as Knights Ferry School is not a high school.</p>	<p>There will be no students described as chronically absent.</p> <p>The middle school drop-out rate shall remain at zero;</p> <p>High school metrics such as drop-out rate and graduation rate to not apply as Knights Ferry School is not a high school.</p>
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

B1
Purchase or obtain Spanish language instruction workbooks, activity books or student friendly software for instruction in Spanish

Increase reclassification of English learners to fluent English proficient by 1% as reflected in the 16-17 baseline if possible given the number of EL students.

2018-19

New Modified Unchanged

B1- Evaluate and renew, if desired, texts and software for Spanish / English-assist primary language learners as well as provide enrichment activities for those wishing to learn another language; weekly intervention during and after school

Reclassify as many students as appropriate given school population.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$200
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies \$200per year for

2018-19

Amount	\$200
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Estimated \$200 per year for texts and or software

2019-20

Amount	\$200
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Estimated \$200 per year for texts and or software

Action **2**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

B2
implement direct social skills instruction including appropriate communication skills; how to manage frustration on the playground and in independent sessions etc; utilize executive functioning planning graphics to assist students to understand the outcomes of their actions (consequences) and how to change those to positive outcomes

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$6000
Source LCFF
Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Counseling-mentor program

2018-19

Amount \$6500
Source LCFF
Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Counseling-mentor program

2019-20

Amount \$6750
Source LCFF
Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Counseling-mentor program

Action **3**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

B3
Implement awards for positive character traits using kindness to others as a focal point; student council will monitor and lead award assemblies with adult support;

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$50.00

Source Other

Budget Reference 0001-0999: Unrestricted: Locally Defined
On-going maintenance expected at less than \$50.00

2018-19

Amount \$50.00

Source Other

Budget Reference 0001-0999: Unrestricted: Locally Defined
Maintain current supplies

2019-20

Amount \$50.00

Source Other

Budget Reference 0001-0999: Unrestricted: Locally Defined
Maintain current supplies

Action **4**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

B4

Provide increased training to paraeducators relating to classroom management techniques as necessary and training around implementing social skills / positive behavior supports support and instruction on the playground; provide additional training for curriculum and EL intervention.

BUDGETED EXPENDITURES

2017-18

Amount \$0

Budget Reference none

2018-19

Amount \$00.00

Budget Reference No expenditures anticipated at this time

2019-20

Amount

Budget Reference

Action **5**

OR

Students to be Served

- English Learners Foster Youth Low Income

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Amount	0	Amount		Amount	
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Goal C. Knights Ferry ESD will enhance active family, student and community engagement through:

C1
Expanded volunteer activities for parents to provide enrichment / enriching activities on campus such as: second language support through software or text book, Spanish Club; Google Classroom and Google Apps for Education; place-based integrated educational activities; art instruction etc.

C2
Increase parent and community involvement in the decision making process through school regular informational meetings at various places in the community and at times more attractive to more parents and opportunities for parent participation on advisory committees.

C3
Match and increase place-based integrated curricular opportunities in science, social studies and English language arts activities such as walking field trips to the river, picking and canning pears, jogging the mile in town, salmon based walking field trips and create collaboration with the local historical society and Army Corps of Engineers and / or other local venues for educational opportunities in the community that also involve walking.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

C1
Pupil and Family Engagement: in general, the families in Knights Ferry are very involved and participate as partners in their children's education; the District will continue to seek ways to draw in more families, particularly those who do not ordinarily participate in volunteer activities.

C2
Participation in school / community/ LCAP nights typically involves the same interested individuals has been minimal and parents rarely attend Board meetings; parents do seem to prefer communication via e-mail and surveys; this is not necessarily a weakness in that parent participation at school in general is very strong but outreach activities could make this even stronger and engage more families in different aspects of the school community.

C3
Place and community based education continues to be a locally identified priority from all stakeholder groups. There is much school history around activities that take place in and around the community and that are integral as part of the school culture and program. More educational activities and opportunities can be created through partnerships with local agencies such as the Historical Society, Garden Club and potentially the Army Corps of Engineers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Parent verbal input on surveys; PTC meetings, informal visits, BTSN and Open House.</p> <p>Parent participation in KFS Planning Team meetings and projects.</p> <p>Number of parents volunteering their particular skills, partner teaching in the classroom for specific activities and or providing training to staff of their specialized areas.</p> <p>Increase student attendance rate to 98% from 97%;</p> <p>Decrease chronic absenteeism to less than 1% of the total student body</p> <p>Increase student and / or teacher presentations at Board meetings; involve students in advisory meetings (Student Council, middle school groups etc)</p> <p>Increase number of community based instructional activities.</p> <p>Increase number of healthy and/ or passing scores on the Physical Fitness Test with 16-17 results used as the baseline</p> <p>*</p>	<p>Monthly school-community meetings that included parents, student(s) and teacher(s) were initially well attended but only a few parents attended all meetings throughout the entire year. Parents have volunteered to set up for the Talent Show and Jog-A-Thons. An anonymous parent fixed a broken fountain at school.</p> <p>Parents helped organize our CPR training; brought a fire-engine to school; created Google accounts for all students; helped instruct students during Spanish Club; provided art lessons to the classes and raised over \$45,000 to provide enrichment activities to the school / district (among many other, non-instructional activities).</p> <p>Attendance rate remained static at 96.9%; although enrollment increased substantially.</p> <p>Two students, or approximately 2% of the student population reached the chronically absent level.</p> <p>Students were recognized at Board meetings for showing exemplary kindness related to the Everyday Kindness program.</p> <p>Four of five teachers presented special events and classroom activities at Board of Trustees</p>	<p>Parent / community satisfaction, suggestions for improvement survey via Survey Monkey and activities at BTSN.</p> <p>Increase parent participation in KFS Planning Team meetings and projects-Great Valley Museum Science; Love Knights Ferry School Beautification Day</p> <p>Increase number of parents volunteering their particular skills, partner teaching in the classroom for specific activities and or providing training to staff of their specialized areas.</p> <p>Increase student attendance rate to 98% from 97%;</p> <p>Decrease chronic absenteeism to less than 1% of the total student body</p> <p>All teachers will provide presentations at Board meetings; involve students in advisory meetings (Student Council, middle school groups etc)</p> <p>Increase number of community based instructional activities.</p> <p>Increase number of healthy and/ or passing scores on the Physical Fitness Test with 16-17 results used as the baseline</p>	<p>Parent / community satisfaction, suggestions for improvement survey via Survey Monkey and activities at BTSN.</p> <p>Increase parent participation in KFS Planning Team meetings and projects-Great Valley Museum Science; Love Knights Ferry School Beautification Day</p> <p>Increase number of parents volunteering their particular skills, partner teaching in the classroom for specific activities and or providing training to staff of their specialized areas.</p> <p>Increase student attendance rate to 98% from 97%;</p> <p>Decrease chronic absenteeism to less than 1% of the total student body</p> <p>All teachers will provide presentations at Board meetings; involve students in advisory meetings (Student Council, middle school groups etc)</p> <p>Increase number of community based instructional activities.</p> <p>Increase number of healthy and/ or passing scores on the Physical Fitness Test with 16-17 results used as the baseline</p>	<p>Parent / community satisfaction, suggestions for improvement survey via Survey Monkey and activities at BTSN.</p> <p>Increase parent participation in KFS Planning Team meetings and projects-Great Valley Museum Science; Love Knights Ferry School Beautification Day</p> <p>Increase number of parents volunteering their particular skills, partner teaching in the classroom for specific activities and or providing training to staff of their specialized areas.</p> <p>Increase student attendance rate to 98% from 97%;</p> <p>Decrease chronic absenteeism to less than 1% of the total student body</p> <p>All teachers will provide presentations at Board meetings; involve students in advisory meetings (Student Council, middle school groups etc)</p> <p>Increase number of community based instructional activities.</p> <p>Increase number of healthy and/ or passing scores on the Physical Fitness Test with 16-17 results used as the baseline</p>

	<p>meetings. The second grade class demonstrated and instructed board members on robotics.</p> <p>Kindergarten classes took walking field trips monthly; 1-2nd grade created local historical tour project; grades K-2 and 7-8 participated in local salmon release</p> <p>82% of 5th grader PFT from 14-15 scored in the Healthy Fitness Zone for Aerobic Capacity and 90% in Body Composition. There were too few 7th graders for a score.</p> <p>7th graders on the Health Kids Survey for 2016-2017 overall felt very safe at school and most also felt connected to the school.</p>			
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/></p>
<p><u>Location(s)</u></p>	<p><input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:</p>

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Create a survey designed to capture parent and community desires for specific programs and school improvement needs.

Review current LCAP at the Community Club and Parent Teacher Club and / or BTSN and Open Houses and or other community meetings or LCAP specific meetings prior to March, 2018;

Solicit parents as partners in instruction and school improvement through questionnaires about parent interest and abilities and provide opportunities for parents to teach or organize lessons, activities or other functions related to their unique skills such as painting or carpentry.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$72
Source	LCFF
Budget Reference	0000: Unrestricted Survey Monkey Subscription

2018-19

Amount	\$75
Source	LCFF
Budget Reference	0000: Unrestricted Survey Monkey Subscription

2019-20

Amount	\$78
Source	LCFF
Budget Reference	0000: Unrestricted Survey Monkey Subscription

Action **2**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

C2
 Arrange for student presentations at Board meetings related to Common Core and NGSS lessons and classroom activities such as robotics;
 Review LCAP at the appropriate meetings prior to March, 2018

Invite parents, staff, community members and appropriate student representatives to participate on an advisory committee with the first meeting to be held in early September and every other month thereafter.

Create groups for middle school students such as a girls' issue / boys' issue groups based on student preference and needs to review items such as dress code and recess rules.

Utilize Student Council to created and provide skits related to appropriate behavior.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Amount

Amount

Budget Reference

Budget Reference

Budget Reference

Action **3**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

C3
Review place and community based instructional activities for revision and expansion as necessary, including the following:

Field trips will be developed that involve raising salmon in the classroom for river release, studying the riparian habitat, viewing river / water conditions and salmon migration and other water and river specific activities.

Coordinate possible student docent opportunities with the Historical and Museum Society.

Arrange walking tours of the historical buildings for all students.

Meet with appropriate Army Corps personnel to develop student opportunities therein.

Work with local families to pick and can pears or other fruits.

BUDGETED EXPENDITURES

2017-18

Amount \$0

Budget Reference No expenditures necessary

2018-19

Amount \$0

Budget Reference No expenditures necessary

2019-20

Amount \$0

Budget Reference No expenditures necessary

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$46,889

Percentage to Increase or Improve Services: 3.81%

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

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

Knights Ferry Elementary School District (LEA) does not receive concentration funding because of the low unduplicated (EL, socio-economically disadvantaged, foster or homeless youth) pupil count. All LCAP expenditures are designed to increase the achievement of all students with a focus on enhanced delivery of CCSS. Specific funding is also used to provide para-educators in the classroom to provide enhanced small group and individual instruction. There are no foster youth at Knights Ferry School, but additional aide time for classes will be used to support EL students with new instructional materials purchased specifically for EL students within the new text book adoption; any struggling learners will also be targeted for aide support, and these could be of any sub-group.

The percentage by which services for unduplicated pupils must be increased by 3.81% for the year 17-18 . The District is increasing and improving services by increasing paraprofessional training dedicated to unduplicated students, focused particularly EL students, as well as by providing increased personalized learning for students each year. Primary language literacy (Spanish) lessons will be implemented during club programs using site staff and parent volunteers. EL students will receive small group and / or individual instruction in addition to regular classroom support using new EL curriculum.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	23,462.00	25,062.00	17,253.00	29,225.00	27,578.00	74,056.00
	0.00	8,183.00	0.00	0.00	0.00	0.00
Base	10,229.00	8,979.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	14,753.00	26,575.00	24,828.00	66,156.00
Lottery	400.00	3,150.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	50.00	50.00	50.00	150.00
Supplemental	10,583.00	2,500.00	200.00	200.00	200.00	600.00
Title II	2,250.00	2,250.00	2,250.00	2,400.00	2,500.00	7,150.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	23,462.00	25,062.00	17,253.00	29,225.00	27,578.00	74,056.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	72.00	2,475.00	2,578.00	5,125.00
0001-0999: Unrestricted: Locally Defined	12,879.00	14,379.00	2,300.00	50.00	50.00	2,400.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	8,183.00	8,183.00	8,681.00	9,000.00	12,000.00	29,681.00
4000-4999: Books And Supplies	2,400.00	2,500.00	200.00	11,200.00	6,200.00	17,600.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	6,000.00	6,500.00	6,750.00	19,250.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	23,462.00	25,062.00	17,253.00	29,225.00	27,578.00	74,056.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
	Title II	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF	0.00	0.00	72.00	75.00	78.00	225.00
0000: Unrestricted	Title II	0.00	0.00	0.00	2,400.00	2,500.00	4,900.00
0001-0999: Unrestricted: Locally Defined	Base	10,229.00	8,979.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Lottery	400.00	3,150.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	50.00	50.00	50.00	150.00
0001-0999: Unrestricted: Locally Defined	Title II	2,250.00	2,250.00	2,250.00	0.00	0.00	2,250.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries		0.00	8,183.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	8,681.00	9,000.00	12,000.00	29,681.00
2000-2999: Classified Personnel Salaries	Supplemental	8,183.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	11,000.00	6,000.00	17,000.00
4000-4999: Books And Supplies	Supplemental	2,400.00	2,500.00	200.00	200.00	200.00	600.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	6,000.00	6,500.00	6,750.00	19,250.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	10,931.00	22,400.00	20,500.00	53,831.00
Goal 2	6,250.00	6,750.00	7,000.00	20,000.00
Goal 3	72.00	75.00	78.00	225.00

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