

Introduction:

LEA: Knights Ferry Elementary School District **Contact (Name, Title, Email, Phone Number):** Dr. Janet Skulina, Superintendent/Principal, jskulina@stancoe.org, (209) 881-3382
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

Vision Statement:

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

Mission Statement:

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

Implementing high standards of teaching and learning;

Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self-directed, productive citizens;

Fostering a love of learning, collaboration and individual creative expression;

Preparing well-rounded students who will make successful transitions throughout their lives.

Strategic Goals (to be revised):

Curriculum, Instruction and Assessment: Design, implement, evaluate, and improve instructional programs to ensure every student meets the district standards.

Human Resources: Recruit, select, develop, evaluate and retain the highest quality staff.

Student Services: Design, implement, evaluate, and improve programs and services to support success for all students.

Family and Community Partnerships: Design, implement, evaluate, and improve partnerships that support the goals and objectives of the District.

Facilities and Equipment: Provide an environment that is safe, clean and attractive that promotes student learning and fosters student, staff, and community pride.

Technology: Design, implement, evaluate, and improve the use of relevant and accessible technology to educate students and support staff.

Educational Options: Design, implement, evaluate, and improve quality educational options for students, parents and the community.

Fiscal Integrity and Efficient and Effective Operation of the District: In alignment with the strategic plan, design, implement, evaluate, and improve a planning process to ensure that the human, financial and capital resources are efficiently and effectively allocated.

Knights Ferry School is a one-school elementary district in the Sierra foothills, twelve miles east of Oakdale, California. It is historically part of the Gold Country. The school has been in existence at several sites in Knights Ferry since 1854. The current enrollment is 99 students, transitional-kindergarten through 8th grade. The staff consists of five full-time teachers, one full-time secretary/executive assistant, three para-professionals, one custodian/maintenance position, and one principal/superintendent. A five member Board governs the district. The students in the school live primarily within a three to four mile radius of the school. Additionally, about 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; special education; 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 therefor, no specific subgroups are indicated in "scope of services" throughout our plan.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
8-12-15-examined and compared Strategic Plan with LCAP evaluating completion of activities in both documents with certificated staff (certificated bargaining unit as well as non-unionized classified staff)	Review of implementation-provided more options for revision and evaluation as well as clarifying for all staff the goals of actions outlined in the LCAP; noted that activities had been met and new goals were needed-proposed new goals developed from these meetings. New goals would need to be more specific.
8-24-15-reviewed Strategic Plan and LCAP with Board of Trustees in a special meeting	Added clarity in goals and direction from the Board regarding current and updates of LCAP as well as the probability of merging the Strategic Plan and the LCAP into one clear document. There was a clear determination that our

<p>9-14-15 provided copies of the LCAP to parents who attended Monday morning coffee with the Superintendent</p> <p>Staff meetings to discuss LCAP - all staff both certificated and classified in attendance</p> <p>10-22-15 Knights Ferry School and Community Partnership Meeting-LCAP stakeholders meeting</p> <p>LCAP stakeholders electronic survey 10-23-15 thru 04-01-2016</p> <p>5-01-16 Student Council review of school needs and discussions with Student Council officers.</p> <p>4-12-16 Morning Coffee with the principal-specific to the LCAP and review of LCAP with parents in attendance...</p> <p>6-09-16 LCAP will be presented for public comment at the June regular Board of Trustees meeting.</p> <p>6-23-2016 Approval of the final and revised LCAP at a special Board of Trustees meeting</p>	<p>mission and vision statements were accurate reflections of our district and could be captured in our LCAP but that our Strategic Plan no longer met the needs of the District and should be revised in conjunction with the LCAP.</p> <p>Interest in goals; discussion of 2nd language support for students who require more support for their families in native language; this provided additional information but given the small population of EL students; this meeting with parents also generated the idea of offering second languages such as Spanish. Both of these activities were included in the LCAP to meet the needs of both groups of students.</p> <p>Counseling for students discussed; general understanding and agreement with the goals; showed need for clarity and specificity in the LCAP; the goals are more focused and specific based on the feedback from this group of stakeholders</p> <p>Request for electronic survey; 2nd language support and accelerated curriculum reviewed; increased method to seek stakeholder input and increased input overall based on this survey</p> <p>Generally positive comments and agreement with current LCAP but some confusion about connecting school performance to the LCAP and goals, which has been addressed in revising goals to be more specific.</p> <p>Students working to develop a survey for students to give to students; as part of Safety Plan a new award system will be developed</p> <p>Briefly reviewed the goals with the parents who attend but there was no impact on the LCAP at this time given that meeting.</p> <p>Appropriate adjustments made to goals and services as necessary</p> <p>Approved LCAP for the 16-17 school year.</p>
<p>Annual Update:</p> <p>Per Board and Certificated stakeholder meetings the current LCAP is not well understood; more dissemination and discussion of the LCAP will be held throughout school years 15-16 and beyond</p> <p>8-12-15-examined and compared Strategic Plan with LCAP evaluating completion of activities in both documents with certificated staff; the plan itself was unclear to staff. More specificity in goals that were designed for</p>	<p>Annual Update:</p> <p>LCAP needs to be disseminated to more stakeholder groups in a way that is clear and understandable; it was difficult for stakeholders to give input on a document they found hard to understand.</p> <p>The Strategic Plan, developed in 2013, no longer meets the needs of the District, as determined through multiple discussions with stakeholder groups.</p>

particularly activities rather than general school operations were desired outcomes from this meeting. T

8-24-15-reviewed Strategic Plan and LCAP with Board of Trustees in a special meeting. The plan itself was seen as somewhat general and paired with a Strategic Plan that needs revision, the Board gave guidance to revised the LCAP and Strategic Plan to be more specific to the district and schools unique needs as reflected in the mission and vision statements.

9-14-15 provided copies of the LCAP to parents who attended Monday morning coffee with the Superintendent. Parents approve of the direction of the district but do not have a good understanding of the LCAP itself.

10-26-15 Knights Ferry School Community Partnership Committee meeting; very few parents attended and those that did requested electronic feedback options on the plan, which were provided through Survey Monkey. Through discussion both intervention and enrichment programs such as Spanish language instruction were presented as desired outcomes.

10-2015 Survey Monkey survey on 14-15 school year LCAP and implementation thereof; attached to website; e-mails were sent to all parents and individuals on e-mail list seeking input on current LCAP-no respondents to e-mails; positive response to survey with about 10% of parents and other stakeholder groups responding

Parent and guest sign in comment book for LCAP

LCAP goals related to the District's vision and mission statement should be developed with stakeholders in creating a new Strategic Plan

Some parents regularly attended Coffee with the Principal, others never attended; consider change of time or quarterly rather than monthly meetings.

The partnership meeting was not effective in reaching more parents; parents will be invited to participate on an advisory committee through mail and personal contact and administration attendance at Community Club meetings.

Using Survey Monkey was one method of getting more input from stakeholder groups.

There were no comments made by any stakeholders in this notebook that was made available on the front counter in the school office.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	<p>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:</p> <p>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.</p> <p>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</p> <p>A3 Increase staff development and collaboration time from the 15-16 school year including training for paraeducators</p> <p>A4 All course requirements are aligned with state standards and all students at the school participate in all the required courses</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>A1 Maintain a highly qualified, appropriately assigned, and well trained effective teaching staff well versed in CCSS and NGSS</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Goal Applies to:	Schools: LEA-wide
Applicable Pupil Subgroups:	All-there are no statistically significant sub-groups in our small school population (few EL, no foster and only one technically homeless youth)-actions benefit all students

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>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) 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 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</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A1</p> <p>* Contract with SCOE for site delivered staff development related to NGSS and place based education</p> <p>*Contract with SCOE through the Master Agreement to provide the previously named Beginning Teacher Support and Assessment (BTSA) tuition.</p> <p>*Send Master Teachers to Curriculum Director Meetings at SCOE</p> <p>*Send teachers to STEAM / NGSS trainings and workshops</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$750 per training minimum three days \$2250 0001-0999: Unrestricted: Locally Defined Title II \$2250</p> <hr/> <p>Induction-\$3000 per teacher; \$1500 for Master Teacher-\$4500 0001-0999: Unrestricted: Locally Defined Base \$4500</p>
<p>A2</p> <p>*Evaluate and pilot standards-based aligned instructional materials, including technology-based subscriptions and applications, that meet the needs of all sub-groups.</p> <p>*Set aside 1% of budget to purchase standards based instructional materials as needed</p>	<p>District - wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1% contribution of general fund dollars for text books-\$5729 0001-0999: Unrestricted: Locally Defined Base \$5729</p>
<p>A3</p> <p>*Provide professional learning time to ensure effective implementation of adopted standards aligned instructional materials</p> <p>*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.</p> <p>Maintain increased staff development days.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$8183-LCAP portion of classified personnel salaries for paraeducator support. There was no budget expenditure for increasing staff development time.</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$8183</p>

<p>Continue to provide paraeducator support in all dual grade combination classes to enhance and support instruction.</p>			
<p>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>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Costs not know at this time; additional support to be provided with current staff or volunteers with current materials. \$00.00</p>

LCAP Year 2: 2017-2018

Expected Annual

Measurable Outcomes:

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)

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) 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.

Metrics for Evaluation-increase in CAASPP test scores from 16-17 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 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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>* Contract with SCOE 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 Beginning Teacher Support and Assessment (BTSA) tuition as needed for all qualified new teachers.</p> <p>*Send Master Teachers to Curriculum Director Meetings at SCOE</p> <p>*Send teachers to STEAM / NGSS trainings and workshops</p>	District-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$750 per day for 3 days for a total of \$2250 (less cost increases) 0001-0999: Unrestricted: Locally Defined Title II \$2250</p>
<p>Purchase(17-18)standards-based aligned instructional materials, including technology-based subscriptions and applications, that meet the needs of all sub-groups.</p> <p>Set aside 1% of budget to purchase standards based instructional materials as needed</p>	District-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Set-aside (~\$5729); actually purchase cost for new adoption is not known at this time. 0000: Unrestricted Base ~\$5729</p>
<p>Provide professional learning time to ensure effective implementation of adopted standards aligned instructional materials</p> <p>During the 2017-2018 school year maintain staff development days by increasing minimum days on the calendar by approximately 7 more minimum days than in 15-16.</p> <p>Maintain increased staff development days</p>	District-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No funding or cost related to LCAP \$00.00</p>
<p>Continue to provide paraeducator support in all dual-grade classrooms.</p>	District-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>\$8681 estimated cost with 3% generic cost increase to cover step and column, and negotiated increases if any 2000-2999:</p>

	<ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	Classified Personnel Salaries Supplemental \$8681
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

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)
- 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
- * Review implementation of ELA programs (text books, on-line or free CCSS materials etc)
- 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.

Metrics for Evaluation-increase in CAASPP test scores from 17-18 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 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	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
* Review contract with SCOE for site delivered staff	District-	<input checked="" type="checkbox"/> All	\$800 per day estimated cost increase for three days -\$2400

<p>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> <p>*Send teachers to STEAM / NGSS CCSS trainings and workshops</p>	<p>wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>0000: Unrestricted Title II \$2400</p>
<p>Review implementation of standards-based aligned instructional materials, including technology-based subscriptions and applications, that meet the needs of all sub-groups.</p> <p>Set aside 1% of budget to purchase standards based instructional materials as needed</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost incurred to evaluate and review implementation; anticipate a continued 1% set-aside from the general fund to maintain available text book funds 0000: Unrestricted Base \$5900</p>
<p>Provide professional learning time to ensure effective implementation of adopted standards aligned instructional materials</p> <p>During the 2018-2019 school year maintain staff development days by increasing minimum days on the calendar by approximately 7 more minimum days than in 15-16.</p> <p>Maintain increased staff development days(from 15-16 baseline) in on-going years.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional costs required \$00.00</p>
<p>Continue to provide paraeducator support in all dual-grade classrooms.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>\$9000 based on general cost increases 2000-2999: Classified Personnel Salaries Supplemental \$9000</p>

		English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Goal B: Knights Ferry ESD will ensure improved student outcomes including increasing academic success for EL and socio-economically disadvantaged students.</p> <p>B1 Increase access to both primary language sources for EL students and second language sources for mono-lingual English speakers(enrichment).</p> <p>B2 Implement direct social skill lessons related to good sportsmanship, compromise, conflict resolution, team work and collaboration.</p> <p>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.</p> <p>B4 Provide opportunities for paraeducator staff to receive training and consultation in classroom and behavior management strategies</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>Strategic Plan</u></p>
<p>Identified Need :</p>	<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-wide</p> <p>Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>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 Increase in number of students being reclassified to fluent English proficient learners.</p> <p>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.</p> <p>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.</p> <p>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 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.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>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>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$2500 per year for 20 licenses 4000-4999: Books And Supplies Supplemental \$2400</p>
<p>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>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Less than \$200 for materials and supplies 0001-0999: Unrestricted: Locally Defined Lottery \$200</p>
<p>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</p> <p>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</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Less than \$200 for materials and supplies 0001-0999: Unrestricted: Locally Defined Lottery \$200</p>
<p>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</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>No expenditures \$0</p>

		(Specify)	
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>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 2016-2017 to 2017-2018 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 Increase in number of students being reclassified to fluent English proficient learners.</p> <p>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.</p> <p>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 a yearly increase"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 17-18 school year; 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. *chronic absenteeism and middle school drop out rates do not apply</p> <p>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%; chronic absenteeism, already comprising less than 3% of the total student body will decrease by 1% for the 17-18 school year; 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.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of</p>	<p>Budgeted Expenditures</p>
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		service	
<p>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>Increase reclassification of English learners to fluent English proficient by 1% as reflected in the 16-17 baseline.</p>	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2500 per year for 20 licenses (price consistent for 3 years) 4000-4999: Books And Supplies Supplemental \$2500
<p>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>	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going upkeep less than \$100 0001-0999: Unrestricted: Locally Defined Other <\$100.00
<p>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;</p> <p>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</p>	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going maintenance expected at less than \$50.00 0001-0999: Unrestricted: Locally Defined Other \$50.00
<p>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</p>	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	none \$0

		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>B1 All student groups will show an increase of 2% of the number of students proficient or above on the 18-19 CAASPP scores as compared to the 16-17 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 2017-2018 to 2018-2019 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 Increase in number of students being reclassified to fluent English proficient learners.</p> <p>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.</p> <p>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 a yearly increase in "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 18-19 school year; 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. *Chronic Absenteeism and middle school drop out rates do not apply</p> <p>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%; chronic absenteeism, already comprising less than 3% of the total student body will decrease by 1% for the 18-19 school year; 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.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
B1- Evaluate and renew, if desired, 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	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Estimated \$2500 per year for 20 licenses 4000-4999: Books And Supplies Supplemental \$2500
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	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain current supplies 0001-0999: Unrestricted: Locally Defined Other \$50.00
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; 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	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain current supplies 0001-0999: Unrestricted: Locally Defined Other \$50.00
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.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No expenditures anticipated at this time \$00.00

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

<p>GOAL 3:</p>	<p>Goal C. Knights Ferry ESD will enhance active family, student and community engagement through:</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 X</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>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 seek ways to draw in more families, particularly those who do not ordinarily participate in volunteer activities.</p> <p>C2 Participation in school / community LCAP nights 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.</p> <p>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.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>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</p> <p>*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%).</p> <p>C2 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.</p> <p>*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</p> <p>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.</p> <p>*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</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>C1 Review current LCAP at the Community Club and Parent Teacher Club meetings prior to March, 2017;</p> <p>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.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No LCAP expenditures required \$0</p>

<p>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</p> <p>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.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No LCAP expenditures required \$0</p>
<p>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.</p> <p>Coordinate possible student docent opportunities with the Historical and Museum Society.</p> <p>Arrange walking tours of the historical buildings for all students.</p> <p>Meet with appropriate Army Corps personnel to develop student opportunities therein.</p> <p>Work with local families to pick and can pears or other fruits.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No LCAP expenditures required \$0</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>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</p> <p>*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 1% of the total student body(current baseline is approximately 3%).</p> <p>C2 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.</p> <p>*Metrics for evaluation: Increase student presentations at Board meetings; involve students in advisory meetings;Increase student attendance rate to 98.5% from 97%; decrease chronic absenteeism to less than 1% of the total student body; increase in parent participation beyond the core group of regular volunteers</p> <p>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.</p> <p>*Metrics for evaluation: Increased standardized science test scores (CST or other science test for 16-17 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 16-17 results used as the baseline</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>C1 Review current LCAP at the Community Club and Parent Teacher Club meetings prior to March, 2018;</p> <p>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.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No expenditures necessary \$0</p>

<p>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, 2018</p> <p>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.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No expenditures necessary \$0</p>
<p>C3 Review place and community based instructional activities for revision and expansion as necessary, including the following:</p> <p>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.</p> <p>Coordinate possible student docent opportunities with the Historical and Museum Society.</p> <p>Arrange walking tours of the historical buildings for all students.</p> <p>Meet with appropriate Army Corps personnel to develop student opportunities therein.</p> <p>Work with local families to pick and can pears or other fruits.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No expenditures necessary \$0</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>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</p> <p>*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 98.9% from 97%; decrease chronic absenteeism to less than 1% of the total student body(current baseline is approximately 3%).</p> <p>C2 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.</p> <p>*Metrics for evaluation: Increase student presentations at Board meetings; involve students in advisory meetings;Increase student attendance rate to 98.9% from 97%; decrease chronic absenteeism to less than 1% of the total student body; increase in parent participation beyond the core group of regular volunteers</p> <p>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.</p> <p>*Metrics for evaluation: Increased standardized science test scores (CST or science assessments for 17-18 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 17-18 results used as the baseline</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>C1 Review current LCAP at the Community Club and Parent Teacher Club meetings prior to March, 2019;</p> <p>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.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No expenditures necessary \$0</p>

<p>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, 2019</p> <p>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.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No expenditures necessary \$0</p>
<p>C3</p> <p>Continue and expand place-and community based integrated instructional opportunities including:</p> <p>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.</p> <p>Coordinate possible student docent opportunities with the Historical and Museum Society.</p> <p>Arrange walking tours of the historical buildings for all students.</p> <p>Meet with appropriate Army Corps personnel to develop student opportunities therein.</p> <p>Work with local families to pick and can pears or other fruits as well as other community identified and supported activities.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No expenditures necessary \$0</p>

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Goal A. Knights Ferry ESD will provide high quality, equitable Conditions of Learning for each student through:</p> <p>A1. fully credentialed, highly qualified teachers and instructional staff</p> <p>A2. learning environments with facilities in good repair.</p> <p>A3. standards-aligned instructional materials, including education technology.</p> <p>A4. Students will have access to all school courses which all students in attendance are required to complete</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>Strategic Plan</u></p>
<p>Goal Applies to:</p>	<p>Schools: LEA-wide All</p> <hr/> <p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>A1 Maintain 100% Highly Qualified staff Metric(s): Appropriate Teacher Placement Williams Act Analysis of credential and college transcript Documentation of participation in staff development Classroom observation</p> <p>A2 Maintain facility conditions Metric(s): Williams Act 100% of schools rated Good or Exemplary Facility Site Inspection Reports Facility Satisfaction Survey</p> <p>A3 Adoptions aligned with Common Core Metric(s) Sufficient Instructional Materials Williams Act Curriculum Adoption Records Adoption process and inventory of instructional materials and education technology Research, investigate, pilot , and possibly adopt standards based instructional materials</p>	<p>Actual Annual Measurable Outcomes:</p> <p>A1-All staff are fully credentialed for the areas in which they teach. All teachers have multiple subject credentials and degrees appropriate to the self-contained classrooms they teach.</p> <p>There have been no William's Act complaints filed in the 2015-2016 school year;</p> <p>Teachers have participated in staff development activities throughout the school with each month focusing on Next Generation Science Standards as well as overall CCSS implementation in ELA and math at all grade levels.</p> <p>A2- site safety inspections were carried out by custodian and superintendent/ principal in conjunction with the development of the 2015-2016 safety plan.</p> <p>Site inspections were also conducted by the Districts insurer and all corrections required were completed in a timely and satisfactory manner. Quarterly site inspections in May revealed general wear and teacher but facilities are overall attractive in in good repair. There is only one school, but the school contains 3 buildings. Some minor cosmetic repair is in order. Mold inspection was carried out in one room at teacher request. Some in the community</p>

<p>A4 Course access for all students Metric(s): Annual review of course enrollment records. Review of how the programs will enable ALL students to access the standards Deeper and more effective implementation of the standards Classroom Observations</p>	<p>would like a gymnasium</p> <p>A3-No new curriculum was adopted in the 2015-2016 school year; two teachers have attended Curriculum Director meetings at the county office in order to assist the District in planning for adoptions of new ELA programs in the 16-17 and 17-18 school years; the District is still in the process of review, piloting and adopting curricula that also includes EL interventions.</p> <p>A4- All students at the school site, without exception, participate in the same course of study which is aligned with CCSS throughout the grade levels. All students receive instruction in math, science, English language arts, social studies and enrichment.</p> <p>Administration at the school site provided regular classroom observations, revised teacher evaluation tools and teacher evaluations, teaching classes as needed and individual intervention for students struggling with mastering standard based concepts.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Maintain highly qualified staff at 100%</p> <p>Hire highly qualified, fully credentialed teachers and instructional staff and support new teachers in obtaining their professional clear credential. If new teachers are hired provide for BTSA support</p> <p>Monitor instructional effectiveness Monitor instruction and ensure ongoing instructional effectiveness for all staff: provide support and professional learning as needed</p>	<p>General salary increases; usual expenditures not indicated in LCAP \$00.00</p> <p>One new teacher is participating in the BTSA program through SCOE 0000: Unrestricted Base \$3,000 per teacher</p> <p>none \$00.00</p>	<p>All staff are fully credentials and meet highly qualified status for their grade level.</p> <p>The one new, fully credentialed teacher is participating in the county provided new teacher induction program in order to clear her credential.</p> <p>The administration has been an active presence in classrooms this year, including teaching, modeling and providing direct intervention to students. New evaluation tools calibrated with the current CSTPs were used and teachers turn in lesson plans with specific</p>	<p>General teacher salaries 1000-1999: Certificated Personnel Salaries Base</p> <p>Beginning Teacher and Support or teacher induction costs- \$3500 0001-0999: Unrestricted: Locally Defined Other \$3500</p>

		<p>standards listed each week.</p> <p>Staff development has been provided around implementation of CCSS with an emphasis on NGSS.</p>	
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service district-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain all facility conditions</p> <p>Conduct routine repair and maintenance related to all items on the Williams list: conduct quarterly site facility inspections</p>	<p>none \$00.00</p>	<p>The facilities continue to be in good condition.</p> <p>Several routine maintenance activities have taken place this year including repair on two HVAC units and septic tank flushing.</p> <p>The site is inspected regularly for wear and tear with the custodian. Only minimal actions were required by insurance safety-inspection.</p>	<p>~\$6000 for new cafeteria; refrigerator; septic tank flushing; some HVAC repair and maintenance 0001-0999: Unrestricted: Locally Defined Other ~\$6000</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Purchase standards-based aligned instructional materials, including technology-based subscriptions and applications.</p> <p>Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction</p> <p>Set aside 1% of budget to purchase standards based instructional materials as needed</p>	<p>No new materials were purchased for the 15-16 school year. No expenditures other than 1% contribution to text book reserve. Base \$5,768</p>	<p>No new texts, computer applications or subscriptions were purchased during the 15-16 school year. New English Language Arts adoptions will be evaluated and piloted in coming school years. The District continues to invest in technology and curriculum at a 1% of the unrestricted budget each year.</p>	<p>1% contribution from general fund to text book reserves Base \$5768</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide professional learning time to ensure effective implementation of adopted standards aligned instructional materials</p> <p>Extend certificated work year to provide additional staff development time During the 2015-2016 school year increased certificated contract year by 2 days to provide additional staff development.</p> <p>Maintain increased staff development days</p>	<p>\$3211 1000-1999: Certificated Personnel Salaries Supplemental \$3,211</p>	<p>Certificated work calendar for the 2015-2016 school year included the additional days for staff development and will be maintained at 183 work days per year. Additionally, one day per month with the exception of January was set-aside as specific staff development days. Focus for 2015-2016 under new administration was team building, standards implementation and the move towards NGSS and place-based education.</p>	<p>\$3211 1000-1999: Certificated Personnel Salaries Supplemental \$3211</p>

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Scope of Service	District-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Provide paraprofessional in combination classes to provide additional support to unduplicated students</p>	<p>\$7716 2000-2999: Classified Personnel Salaries Supplemental \$7,716</p>	<p>All classes have some paraeducator or paraprofessional time dedicated each day. Paraprofessionals provide support in the implementation of math practice and intervention. Additional support was provided at 1 hour per day to the kindergarten class, which was not a dual grade or combination class.</p>	<p>\$7716 2000-2999: Classified Personnel Salaries Supplemental \$7,716</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District wide</td> </tr> </table>	Scope of Service	District wide	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actions and services in this section were revised to provide additional focus on the academic achievement of EL students as well as providing additional staff development time, although no additional days were added to the teacher's calendars. The goals were amended to be more specific and focused to particular site needs while at the same time meeting state priorities. No new expenditures were developed for this area although expenditures for teacher induction and paraeducator time will increase given general Consumer Price Index increases as well as a 1% increase in paraeducator salaries.</p>						

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

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

Original GOAL 2 from prior year LCAP:	Goal B.Knights Ferry ESD will ensure Pupil Outcomes reflect access, equity, and achievement in research-based instructional and support programs focused on: B1. student achievement. B2. evidence of physical and mental health. B3. evidence of healthy decision making and citizenship	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan</u>	
Goal Applies to: Schools: <input type="checkbox"/> District-wide <input type="checkbox"/> Applicable Pupil Subgroups: <input type="checkbox"/> All <input type="checkbox"/>			
Expected Annual Measurable Outcomes:	B1 Increased achievement for all; decreased achievement gap Metric(s): Grades local assessments SBAC data 2015- baseline Science-CST Physical Fitness Data API -currently not applicable A-G data- does not apply to K-8 School CELDT scores RFEP data AP data- does not apply to K-8 school EAP data- does not apply B2 Mental and Physical Health Services Metric(s): Review data on Child Nutrition Participation Rate Health Screenings Social Skills Participation Rate Mental Health Services B3	Actual Annual Measurable Outcomes:	B1- In a review of 100% of the student report cards, all students, including EL students and students with socio-economic disadvantage are making good progress towards report card standards. Most, but not all EL students at the upper elementary-middle school grades earned awards for grade achievement and improved scholastic efforts. The review of report cards in addition to SBAC scores for 2014-2015 do show that many of our EL students continue to struggle to meet proficient or above levels on standardized testing. Our EL and SED students overall tend to have slightly lower GPAs. CST for science indicate strong performance of all groups of children at 5th and 6th grade. Scores were not tabulated correctly or partially lost according to teacher information for 7th and 8th grade science. B2- all students participated in hearing and vision screenings appropriate to their age and as required by grade. All students and families eligible for the school nutrition program were encouraged to use the school lunches; 100% of school families were given the opportunity to apply for the school lunch program. Additionally, snacks were made available in the classrooms for children did not bring their own because of finances or other issues.

<p>Rates for Attendance: Suspensions: Expulsions: Metric(s): Student recognition and activity participation data; attendance, suspension, and expulsion data</p>	<p>There is no formal social skills program at KFS. Individual students participated in social skills instruction through their IEP(s). The 3rd and 4th grade class had several sessions of social thinking and using executive functioning strategies to solve problems appropriately. Thinking through problems and kindness were emphasized through the weekly bulletin and daily on campus. Individual problem solving strategies around social skills issues at recess were developed with students on an as-needed basis.</p> <p>Referrals were made to county operated mental health programs as necessary. No direct mental health services are provided by the District on-site.</p> <p>B3-P1 attendance percentage was between 95-97%. Phone calls were made when students were absent without notice. Attendance letters were also sent to students who had more than 6 unexcused absences (which was two students). Home visits were conducted as needed to assist parents when students had unexcused absences or other concerns (one instance to a family with two children).</p> <p>There were no out-of-school suspensions as of 3-24-2016 and no expulsions.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Increased achievement decreased achievement gap</p> <p>Monitor achievement throughout and across school years. Increase access and use of formative data</p>	<p>None \$00.00</p>	<p>Baseline data from 2014-2015 SBAC shows that Hispanic and students from socially economically disadvantaged homes perform lower than the white student population not from SED homes. There are individual examples where this trend is not true. Sample sizes in all groups except white students tend to be small when disaggregated by grade.</p> <p>Teachers in grades K-4 use the DIBELS reading assessment to monitor reading progress as well as individual, classroom assessments connected with</p>	<p>None \$00.00</p>

		<p>the standards to monitor progress.</p> <p>Grades 5-8 use standard and grade based assessments as well as informal classroom assessments to monitor progress and adjust teaching as necessary.</p>	
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased achievement decreased achievement gap</p> <p>Provide staff development opportunities focused on Common Core, best teaching practices, and assessments</p>	<p>\$4,035 0000: Unrestricted Title II</p> <p>\$4,035</p>	<p>Staff development activities focused this year on Science Technology, Engineering and Math, with the District hiring Stanislaus COE STEM staff to provide staff development in the area of Next Generation Science Standards.</p> <p>Other staff development focused on kindergarten teaching for our one new teacher.</p>	<p>\$4035 0000: Unrestricted Title II</p> <p>\$4035</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Mental and Physical Health Services</p> <p>Provide health screenings and assessment (i.e. vision, hearing, dental, and scoliosis, nutritional, or other medical conditions) and coordinate medical referrals for necessary medical or health services as a result of the screenings.</p> <p>Increase or maintain nursing and/or health clerk</p>	<p>\$6250 0000: Unrestricted Base \$6,250</p>	<p>The District contract with the Stanislaus COE to provide nursing services. The level of service will remain the same from 2014-2015 through 2017.</p>	<p>\$6250 0000: Unrestricted Base \$6250</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased attendance recognition, and activity rate; decreased discipline</p> <p>Evidence of healthy decision making and citizenship</p> <p>Continued attendance and citizenship recognition, and activity rate; decreased discipline rates</p>	<p>No expenditures \$00.00</p>	<p>The District continues to provide yearly attendance awards but did not provide monthly awards for attendance.</p> <p>There are few instances of misbehavior that required formal discipline such as suspension. Teachers only rarely sent individual students to the office. Each incident was thoroughly investigated and consequences applied as appropriate given ed code requirements, the issues of the incident and age of the students.</p> <p>There were zero reported incidences of student drug or alcohol abuse and zero</p>	<p>No expenditures \$00.00</p>

		reported incidences of bullying. Each incident of reported unkind words or actions regardless of the age of the students were investigated and appropriate instruction or consequences were applied.					
<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
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Provide paraprofessional in combination classes to provide additional support to unduplicated students	\$7716 2000-2999: Classified Personnel Salaries Supplemental \$7,716	Each dual grade class (combination) was given aide time. Additionally, at kindergarten, and 1-2 grade volunteers worked struggling learners to provide additional support.	\$7716 2000-2999: Classified Personnel Salaries Supplemental \$7716				
<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>	Scope of Service	District-wide	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions under goal two will be changed to better reflect school practices that are in addition to general administrative operations. For example, the District uses the school nurse at a cost of \$6250 to provide general health screenings including review of cumulative files. This expenditure will continue as a general course of action but was removed from the LCAP as it was a generic, all student expense. The goals will be more focused on school-wide positive behavior supports, rather than social skills as social skills instruction was IEP driven for only one student. Suspension data remains low, positive behavior supports and direct instruction for groups of students instead of one student only is an appropriate change to actions and						

	<p>services provided in order to implement this support on the playground have no cost.</p> <p>While SBAC scores are very high overall, and scores for all groups are higher than state and county averages, the performance of our EL and socio-economically disadvantaged students continues to lag behind our white student population. Providing intervention in both English and Spanish through the purchase of Rosetta Stone (\$2400) meets both needs; additionally, this purchase also provides enrichment in a second language (or varied course offerings), something requested by parents in previous LCAPs. The \$6250 expenditure for general nursing services will be made although there are no longer LCAP specific services attached to this expenditure. \$2400 will be spent on increasing intervention and enrichment programs based on SBAC scores and parent request.</p> <p>Staff development action items will be shifted to Goal A</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Goal C. Knights Ferry ESD will ensure active family and student Engagement through:</p> <p>C1. Family input in school decisions</p> <p>C2 Educational programs, designed for families, to empower them supporting student achievement and success</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan</u></p>	
<p>Goal Applies to: Schools: District-wide Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>C1 Maintain/Increased Input from Families Regarding School Decision Making Increased use of two-way communication</p> <p>Metric(s): Parent Survey Audit of Weekly Newsletter Monthly Newsletter School Website PowerSchool Accessibility Automated Phone System Log Communication of District Goals Through the: Strategic Plan Local Control Accountability Plan (LCAP) Participation Rate for School Activities Which May Include: Board Meetings Parent Volunteers Open House Back to School Night Parent Conferences Parent Teacher Club Meetings</p> <p>C2 Maintain/Increase Pupil Engagement</p> <p>Metric(s): Attendance Rates</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>For the 2015-2016 school year the District applied for a Gold Ribbon Award through the California Department of Education. KFS was the only school in the county to pass through to the final validation review. The focal point of the application was the integration of the instructional program with community based education.</p> <p>Parents and community volunteers with no children in the school, continue to provide exceptional support in many ways. Parents have been instrumental in helping with the school Safety Plan; parents have provide lessons directly in the classroom regarding chickens and egg hatching, bee keeping and honey production and Spanish.</p> <p>Parents heavily involved in the Parent Teacher Club spent hours on the major fund raiser which grossed \$31000 and included many community members with no children in the school.</p> <p>Parents are once again supporting participation of our school in the local rodeo parade, just weeks after the major fund raiser. Parents are assisting in the preparation as well as participating with their children in the parade entry.</p> <p>Parent participation is a hallmark of Knights Ferry School. Continued open-door policies and invitations to parents to visit and help out in any way they can support an environment where parents are true partners in their child's education.</p> <p>There is no monthly newsletter but each week parents receive via e-mail or hard copy upon request, a written message from</p>

<p>Chronic Absenteeism rates -not applicable Drop Out Rates for Middle School and High School- not applicable High School Graduation Rates- not applicable Data on investigating new programs and services</p>	<p>the principal and school updates.</p> <p>Automated Phone messages are now sent in English and Spanish.</p> <p>LCAP on-line survey noted parent satisfaction with the implementation of the current LCAP and satisfaction with the school including teachers, instruction.</p> <p>P1 attendance rate was 95-97%</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Increased input from families regarding school decision making</p>	<p>none \$00.00</p>	<p>Monthly morning coffee meetings with the principal were held during the 2015-2016 school year though attended only by a few dedicated regulars.</p> <p>Parent and community input was sought through a school and community partnership meeting but the meeting was not well attended. Per this meeting, an on-line survey to respond to the LCAP was developed and parents were able to respond.</p> <p>The District collaborated with the local community through review of the school's safety plan with the Community Club and local Municipal Advisory Committee.</p> <p>Parents are always welcomed and always encouraged to discuss ideas with the administration.</p>	<p>No expenditures \$00.00</p>
<p>Scope of Service</p>	<p>District-wide</p>	<p>Scope of Service</p>	<p>District-wide</p>
<p>X All</p>		<p>X All</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Investigate Usability of Offering New Programs and Services	None \$00.00	Through the use of community volunteers including parents, the District offered a Spanish Club afterschool, and a Sign Language Club during the school day. Parent volunteers donated time, money and materials for a myriad of activities in all classrooms.	No expenditures-donations provided supplies to Spanish Club \$00.00
Scope of Service: District-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: District-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal will be revised to be more about involve parents in the regular operations of the instructional program and less about communicating to them. All services and metrics listed above are generic school operations that are conducted regularly regardless of LCAP requirements This year the phone system was used more frequently than before and messages were also sent home in Spanish. That gives parents better opportunity to be knowledgeable about school activities but does not actually involve parents or families in the instructional program. None of the necessary changes to actions and services incur expenditures, thus there are no changes in expenditures recommended for these actions and services from the previous LCAP. All stakeholder groups seemed confused by the LCAP document thus more opportunity to review and revise the document along with the strategic plan will be given to stakeholders in the new LCAP year.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$32432
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. Some of the funding is also used to provide para-educators in the classroom to provide enhanced small group and individual instruction.	

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

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

4.07	%
The percentage by which services for unduplicated pupils must be increased by 4.07% for 16-17. The District is increasing and improving services by increasing paraprofessional training dedicated to unduplicated 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.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	34,696.00	38,196.00	23,462.00	13,481.00	19,900.00	56,843.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	12,018.00	12,018.00	10,229.00	0.00	5,900.00	16,129.00
Lottery	0.00	0.00	400.00	0.00	0.00	400.00
Other	0.00	3,500.00	0.00	50.00	100.00	150.00
Supplemental	18,643.00	18,643.00	10,583.00	11,181.00	11,500.00	33,264.00
Title II	4,035.00	4,035.00	2,250.00	2,250.00	2,400.00	6,900.00
						6,900.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	28,928.00	32,428.00	23,462.00	13,481.00	19,900.00	56,843.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	10,285.00	10,285.00	0.00	0.00	8,300.00	8,300.00
0001-0999: Unrestricted: Locally Defined	0.00	3,500.00	12,879.00	2,300.00	100.00	15,279.00
1000-1999: Certificated Personnel Salaries	3,211.00	3,211.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	15,432.00	15,432.00	8,183.00	8,681.00	9,000.00	25,864.00
4000-4999: Books And Supplies	0.00	0.00	2,400.00	2,500.00	2,500.00	7,400.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	28,928.00	32,428.00	23,462.00	13,481.00	19,900.00	56,843.00
		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	6,250.00	6,250.00	0.00	0.00	5,900.00	5,900.00
0000: Unrestricted	Title II	4,035.00	4,035.00	0.00	0.00	2,400.00	2,400.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	10,229.00	0.00	0.00	10,229.00
0001-0999: Unrestricted: Locally Defined	Lottery	0.00	0.00	400.00	0.00	0.00	400.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
0001-0999: Unrestricted: Locally Defined	Other	0.00	3,500.00	0.00	50.00	100.00	150.00
0001-0999: Unrestricted: Locally Defined	Title II	0.00	0.00	2,250.00	2,250.00	0.00	4,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	3,211.00	3,211.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	15,432.00	15,432.00	8,183.00	8,681.00	9,000.00	25,864.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	2,400.00	2,500.00	2,500.00	7,400.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).