

**Introduction:**

**LEA:** Kneeland Elementary School District **Contact (Name, Title, Email, Phone Number):** Michael Quinlan, Superintendent, mquinlan@humboldt.k12.ca.us, (707) 442-5472  
**LCAP Year:** 2015-16

***Local Control and Accountability Plan and Annual Update Template***

*State Priority Metrics which do not apply to Kneeland School:*

*Priority 4:*

*share of students who are college and career ready  
share of students who pass advanced placement exams  
share of students determined prepared for college by the Early Assessment Program*

*Priority 5:*

*middle and high school dropout rates  
high school graduation rates*

*Additionally, there are no English Learners enrolled in the Kneeland School District, therefore this LCAP does not include the metrics below related to serving English Learners. At such time any students who are English Learners may enroll, this LCAP will be revised and the district will commence providing all required support for their success.*

*Priority 2*

*Access for EL students to Common Core State Standards and English Language Development*

*Priority 4*

*Progress on CELDT  
Progress on reclassification rates*

*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
<p>Kneeland School Site Council has been designated to serve as our Parent Advisory Committee. Kneeland School does not have a collective bargaining unit.</p> <p>1) December 11th: Site Council</p> <p>2) January 6TH: All School Morning Meeting</p>	<p>1) Site Council reviewed new template for LCAP and Annual Updates for 2014-15. This provided an opportunity for members to review how the new template is being used. Members were also able to see what goals Kneeland School is working toward and the progress we have had made in 2014-2015 thus far.</p> <p>2) In relation to Goal #2, students and staff take this opportunity to talk about</p>

- 3) March 5th: Site Council/ Parent Advisory Group Meeting
- 4) April 7th: School Board Meeting
- 5) May 5th: Site Council Meeting
- 6) May 7th: Staff Meeting
- 7) May 12th: School Board Meeting
- 8) May 21st: Parent and Community Meeting
- 9) June 2nd: Public hearing
- 10) June 16th: Board Approval of Final LCAP

school climate. Students share their ideas as to how they can keep each other safe while at school, as well as how they can treat each other with respect and dignity.

3) Site Council reviews LCAP goals in alignment with the eight State Priorities for 2015-16 and outgoing years.

4) School Board reviews LCAP goals in alignment with the eight State Priorities. This provided insight for Board members as to how Kneeland's goals are related to the State Priorities.

5) Site Council makes revisions for LCAP goals.

6) Staff reviews LCAP Goals and possible actions. Staff reviewed Annual Updates and discussed how students were progressing in Language Arts and Mathematics. Timeline for second round of reading assessments was clarified.

7) School Board reviews LCAP Timeline for Public Hearing and Adoption. Board dates for June are scheduled.

8) Parents and community members are given the opportunity to comment on LCAP goals:

Goal #1: All students will reach high standards of academic standards in English Language Arts and Mathematics.

- Maybe they could just reach high academic standards?
- Science, too. At least 4th grade through 8th grade.
- Make use of observatory.
- Make better use of skill set available in the classified staff as well as certificated.

Goal #2: All Students have access to safe and well maintained facilities welcoming learning environments supported by positive behavior intervention.

- Articulate guidelines for accepting out-of-district students.

Goal #3: Maintain or improve high level of parent, student, and community involvement.

- Consider Board Meeting time so that working parents are able to attend

	<p>(evenings).</p> <ul style="list-style-type: none"><li>• Include all community, not just parents, in communications email.</li><li>• Review and revamp school website</li><li>• Utilize parent and community resources as outreach enrichment .</li></ul> <p>Goal #4: The educational outcomes of student groups which may be identified, such as foster youth, English Language Learners and low income pupils will mirror outcomes of the general student population.</p> <ul style="list-style-type: none"><li>• More attention given to our higher achieving students</li><li>• ECS equivalent math in geometry and Algebra II.</li><li>• Use programs which prepares the students for the online SBAC</li></ul> <p>Additional: Restructure staffing so positions our full-time and staff is more encouraged to stay.. Combine support staff to get full-time positions like bus driver, secretary, aide, grounds keeper. Encourage staff to live in-district = more buy-in to Kneeland.</p> <p>Stake holder input is being supported by the creation of the Kneeland Visioning Committee, which seeks to improve outcomes for students by working closely with the Superintendent and the Kneeland School Board.</p> <p>9) Public Hearing for LCAP: The Local Control Accountability Plan was presented and reviewed. No comments were made at this time.</p> <p>10) LCAP was approved with edits by the Kneeland School Board.</p>
<p><b>Annual Update:</b> Annual Update: 1) December 11th: Site Council Meeting 2) March 5th: Site Council Meeting</p>	<p><b>Annual Update:</b> 1) Site Council reviewed new template for LCAP and Annual Updates for 2014-15. This provided an opportunity for members to review how the new template is being used. Members were also able to see what goals Kneeland School is working toward and the progress we have had made in 2014-2015 thus far. 2) Site Council reviews LCAP goals in alignment with eight state priority areas</p>

for 2015-16 and outgoing years

## 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?

<p>GOAL 1:</p>	<p>Goal #1 All students will reach high academic standards In English Language Arts and Mathematics</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify</p>
<p>Identified Need :</p>	<p>The district has a need to refine baselines for district assessments in English Language Arts and Mathematics In district assessments for reading indicate that 74.5% of students are proficient, or above, at grade level standards. In district assessments for mathematics indicate that 80% of students are proficient, or above, at grade level standards. The district has a need for a comparison with CAASP state averages The district has a need to maintain or improve academic proficiency in English Language Arts and Mathematics There is a need to continue adopting and implementing CCSS instructional materials.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All  Applicable Pupil Subgroups: All</p>

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:

Metric:

- 1) District assessments for English Language Arts
- 2) CAASP Interim Assessments for English Language arts
- 3) District assessment District assessments for Mathematics
- 4) CAASP Interim Assessments for Mathematics
- 5) CAASP Student performance

Note: API- This metric is N/A in 2015-16. Plan will be revised and outcomes set when new system is in place.

- 6) Implement CCSS Instructional Materials: Annual Board resolution of sufficiency of instructional materials and SARC.
- 7) All Teachers will be properly assigned
- 8) Student access and enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE testing
- 11) Science Fair Participation

Outcome:

- 1) District assessments for reading will show that 78% of students are proficient at grade level standards or above over a 3 year period.
- 2) Using CAASP interim assessments for language arts we will begin to create a broader assessment baseline for all students.
- 3) District assessments for mathematics will show that 83% of students are proficient at grade level standards or above over a 3 year period.
- 4) Using CAASP interim assessments for mathematics we will begin to create a broader assessment baseline for all students.
- 5) 70% of students at Kneeland School will be at, or above, the CAASP state average for Language Arts and Mathematics.
- 6) Refine implementation of New Mathematics adoption: My Math and California Math Research Curriculum for Language Arts adoption in 2016-17  
100% of students will have access to instructional materials-aligned to state standards

- 7) 100% of teachers will be highly qualified.
- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEPs.
- 10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 11) 80% of students in grades 4-8 will participate in District Science Fair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB</p> <p>Employ Special Education Teacher for student with Special education needs</p> <p>Employ Speech Teacher for students with Speech and Language needs</p> <p>Employ Classified Instructional Aide to provide additional assistance for student learning. Classified instructional aides will be used for additional one on one assistance for students, small group instruction and whole class assistance</p> <p>Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing.</p> <p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support</p> <p>Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district</p> <p>implementing CCSS curriculum by purchasing consumables for My Math and California Math. Supplemental materials will also be considered for Language Arts.</p>	<p>school</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>Teacher Salaries: RS Unrestricted, EPA, Title II, REAP \$162,952</p> <hr/> <p>RSP Salary: State, Federal \$12,143</p> <hr/> <p>Classified Instructional Aide Salary 0000: Unrestricted LCFF \$2,002</p> <hr/> <p>Computer Lab Technician 0000: Unrestricted LCFF \$ 486</p> <hr/> <p>Library Contract 0000: Unrestricted Lottery \$450</p> <hr/> <p>Information Network Service Contract Lottery \$2,820</p> <hr/> <p>Textbook Purchase 0000: Unrestricted LCFF \$1,000</p> <hr/> <p>Speech Salary 6500: Special Ed \$10,870</p>

<p>For low income pupils:</p> <p>For English learners: Not applicable as we have no students designated</p> <p>For foster youth: Not applicable as we have no students designated</p> <p>For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>	<p>school</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <ul style="list-style-type: none"><li><input type="checkbox"/> English Learners</li><li><input type="checkbox"/> Foster Youth</li><li><input type="checkbox"/> Redesignated fluent English proficient</li><li><input type="checkbox"/> Other Subgroups: (Specify)</li></ul>	<p>Instructional Aide Supplemental Concentration / Grant see goal #4</p>
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

Metric:

- 1) District assessments for English Language Arts
- 2) CAASP Interim Assessments for English Language arts
- 3) District assessment District assessments for Mathematics
- 4) CAASP Interim Assessments for Mathematics
- 5) CAASP Student performance
- 6) Implement CCSS Instructional Materials: Annual Board resolution od sufficiency of instructional materials and SARC.
- 7) All Teachers will be properly assigned
- 8) Student access and enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE testing
- 11) Science Fair Participation

Note: When new API System is in place plan will be revised and outcomes set.

Outcome:

- 1) District assessments for reading will show that 78% of students are proficient at grade level standards or above over a 3 year period.
- 2) Using CAASP interim assessments for language arts we will begin to create a broader assessment baseline for all students.
- 3) District assessments for mathematics will show that 83% of students are proficient at grade level standards or above over a 3 year period.
- 4) Using CAASP interim assessments for mathematics we will begin to create a broader assessment baseline for all students.
- 5) 70% of students at Kneeland School will be at, or above, the CAASP state average for Language Arts and Mathematics.
- 6) Adopt Curriculum for Language Arts  
100% of students will have access to instructional materials-aligned to state standards

- 7) 100% of teachers will be highly qualified.
- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEPs.
- 10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 11) 80% of students in grades 4-8 will participate in District Science Fair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB</p> <p>Employ Special Education Teacher for student with Special education needs</p> <p>Employ Speech Teacher for students with Speech and Language needs</p> <p>Employ Classified Instructional Aide to provide additional assistance for student learning. Classified instructional aides will be used for additional one on one assistance for students, small group instruction and whole class assistance</p> <p>Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing.</p> <p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support</p> <p>Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district</p> <p>implementing CCSS curriculum by purchasing consumables for My Math and California Math. Supplemental materials will also be considered for</p>	<p>school</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Teacher Salaries: RS Unrestricted, EPA, Title II, REAP \$162,952</p> <hr/> <p>RSP Salary: State, Federal \$12,143</p> <hr/> <p>Classified Instructional Aide Salary 0000: Unrestricted LCFF \$2,002</p> <hr/> <p>Computer Lab Technician 0000: Unrestricted LCFF \$ 486</p> <hr/> <p>Library Contract 0000: Unrestricted Lottery \$450</p> <hr/> <p>Information Network Service Contract Lottery \$2,820</p> <hr/> <p>Textbook Purchase 0000: Unrestricted LCFF \$1,000</p> <hr/> <p>Speech Salary 6500: Special Ed \$10,870</p>



Language Arts.			
<p>For low income pupils: Not applicable as we have no students designated</p> <p>For English learners: Not applicable as we have no students designated</p> <p>For foster youth: Not applicable as we have no students designated</p> <p>For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>	school	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	Instructional Aide Supplemental Concentration / Grant see goal #4

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:

Metric:

- 1) District assessments for English Language Arts
- 2) CAASP Interim Assessments for English Language arts
- 3) District assessment District assessments for Mathematics
- 4) CAASP Interim Assessments for Mathematics
- 5) CAASP Student performance
- 6) Implement CCSS Instructional Materials: Annual Board resolution od sufficiency of instructional materials and SARC.
- 7) All Teachers will be properly assigned
- 8) Student access and enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE testing
- 11) Science Fair Participation

Note: When new API System is in place plan will be revised and outcomes set.

Outcome:

- 1) District assessments for reading will show that 78% of students are proficient at grade level standards or above over a 3 year period.
- 2) Using CAASP interim assessments for language arts we will begin to create a broader assessment baseline for all students.
- 3) District assessments for mathematics will show that 83% of students are proficient at grade level standards or above over a 3 year period.
- 4) Using CAASP interim assessments for mathematics we will begin to create a broader assessment baseline for all students.
- 5) 70% of students at Kneeland School will be at, or above, the CAASP state average for Language Arts and Mathematics.
- 6) Refine Language Arts adoption  
100% of students will have access to instructional materials-aligned to state standards
- 7) 100% of teachers will be highly qualified.

- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEPs.
- 10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 11) 80% of students in grades 4-8 will participate in District Science Fair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB</p> <p>Employ Special Education Teacher for student with Special education needs</p> <p>Employ Speech Teacher for students with Speech and Language needs</p> <p>Employ Classified Instructional Aide to provide additional assistance for student learning. Classified instructional aides will be used for additional one on one assistance for students, small group instruction and whole class assistance</p> <p>Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing.</p> <p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support</p> <p>Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district</p> <p>implementing CCSS curriculum by purchasing consumables for My Math and California Math. Supplemental materials will also be considered for Language Arts.</p>	<p>school</p>	<p>X All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Teacher Salaries: RS Unrestricted, EPA, Title II, REAP \$162,952</p> <hr/> <p>RSP Salary: State, Federal \$12,143</p> <hr/> <p>Classified Instructional Aide Salary 0000: Unrestricted LCFF \$2,002</p> <hr/> <p>Computer Lab Technician 0000: Unrestricted LCFF \$ 486</p> <hr/> <p>Library Contract 0000: Unrestricted Lottery \$450</p> <hr/> <p>Information Network Service Contract Lottery \$2,820</p> <hr/> <p>Textbook Purchase 0000: Unrestricted LCFF \$1,000</p> <hr/> <p>Speech Salary 6500: Special Ed \$10,870</p>

<p>For low income pupils:                  For English learners:                  Not applicable as we have no students designated</p> <p>For foster youth:                  Not applicable as we have no students designated</p> <p>For redesignated fluent English proficient pupils:                  Not applicable as we have no students designated</p>	<p>school</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Instructional Aide Supplemental Concentration / Grant see goal #4</p>
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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 #2 All students will have access to safe and well maintained facilities and welcoming learning environments supported by positive behavior intervention.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify</p>
<p>Identified Need :</p>	<p>The district has a need to maintain school facility in good repair The district has a need to maintain low rates of suspension and expulsion. Kneeland School District rates for 2014-2015 are as follows: 037% rate of suspension and 0% rate of expulsion The district has a need to maintain professional development for a positive learning environment. (This is important for Kneeland School District as we have 2 out of 3 new teachers for 2015-16).</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Metric:

- 1) Facilities Inspection Tool (FIT)
- 2) Student suspension rates
- 3) Student expulsion
- 4) Middle School dropout rates
- 5) CA School Climate Survey
- 6) District developed Student Survey
- 7) District developed Parent Survey
- 8) Professional development

Outcome:

- 1) Inspection will show facility is in good repair
- 2) The District will maintain or improve student suspension rate at or below .037%
- 3) The District will maintain expulsion rates at 0%.
- 4) The District will maintain Middle School dropout rates at 0%.
- 5) Ca School Climate will indicate a positive learning environment : Average rating will be good
- 6) District developed Student survey will indicate a positive learning environment : Average rating will be good
- 7) District developed Parent survey will indicate a positive learning environment : Average rating will be good
- 8)) District staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Provide safe and well maintained facilities by employing Custodial staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment</p> <p>Provide professional development for with a focus on positive behavior intervention. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS</p> <p>Provide a safe and well maintained facility by employing landscaping staff. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.</p>	<p>school</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>Custodial Salaries Ongoing Major Maintenance \$5,107</p> <hr/> <p>Custodial and Building Maint. Supplies 0000: Unrestricted LCFF \$3,600</p> <hr/> <p>Travel and Conferences 0000: Unrestricted LCFF \$300</p> <hr/> <p>Landscaping Ongoing Major Maintenance \$3,000</p>
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Metric:

- 1) Facilities Inspection Tool (FIT)
- 2) Student suspension rates
- 3) Student expulsion
- 4) Middle School dropout rates
- 5) CA School Climate Survey
- 6) District developed Student Survey
- 7) District developed Parent Survey
- 8) Professional development

Outcome:

- 1) Inspection will show facility is in good repair
- 2) Will maintain or improve student suspension rate at or below .037%
- 3) Will maintain expulsion rates at 0%.
- 4) The District will maintain Middle School dropout rates at 0%.
- 5) Ca School Climate will indicate a positive learning environment : Average rating will be good
- 6) District developed Student survey will indicate a positive learning environment : Average rating will be good
- 7) District developed Parent survey will indicate a positive learning environment : Average rating will be good
- 8)) District staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	school	<input checked="" type="checkbox"/> All	Custodial Salaries Ongoing Major Maintenance \$5,107



<p>Provide safe and well maintained facilities by employing Custodial staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment</p> <p>Provide professional development for with a focus on positive behavior intervention. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS</p> <p>Provide a safe and well maintained facility by employing landscaping staff. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.</p>		<p>OR:          Low Income pupils          English Learners          Foster Youth          Redesignated fluent English proficient          Other Subgroups:          (Specify)</p>	<p>Custodial and Building Maint. Supplies 0000: Unrestricted LCFF \$3,600</p> <hr/> <p>Travel and Conferences 0000: Unrestricted LCFF \$300</p> <hr/> <p>Landscaping Ongoing Major Maintenance \$3,000</p>
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**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:

Metric:

- 1) Facilities Inspection Tool (FIT)
- 2) Student suspension rates
- 3) Student expulsion
- 4) Middle School dropout rates
- 5) CA School Climate Survey
- 6) District developed Student Survey
- 7) District developed Parent Survey
- 8) Professional development

Outcome:

- 1) Inspection will show facility is in good repair
- 2) Will maintain or improve student suspension rate at or below .037%
- 3) Will maintain expulsion rates at 0%.
- 4) The District will maintain Middle School dropout rates at 0%.
- 5) Ca School Climate will indicate a positive learning environment : Average rating will be good
- 6) District developed Student survey will indicate a positive learning environment : Average rating will be good
- 7) District developed Parent survey will indicate a positive learning environment : Average rating will be good
- 8)) District staff will participate in professional development with a focus on positive behavior intervention. Staff agendas and district invoices will indicate professional development.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Provide safe and well maintained facilities by employing Custodial staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment</p> <p>Provide professional development for with a focus on positive behavior intervention. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS</p> <p>Provide a safe and well maintained facility by employing landscaping staff. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.</p>	<p>school</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Custodial Salaries Ongoing Major Maintenance \$5,107</p> <p>Custodial and Building Maint. Supplies 0000: Unrestricted LCFF \$3,600</p> <p>Travel and Conferences 0000: Unrestricted LCFF \$300</p> <p>Landscaping Ongoing Major Maintenance \$3,000</p>
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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 3:</p>	<p>Goal #3 Maintain or improve high level of parent, student, and community involvement.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify</p>
<p>Identified Need :</p>	<p>The district has a need to maintain or improve our current level of parent, student, and community involvement. The district currently has a 90% of families participate in family events. The district currently has a 50% parental participation in classroom activities. The district currently has 70% parental participation in PTO, Site Council and School Board activities. The district currently has a 94% attendance rate for our students. The district currently has a 0%c chronic absenteeism rate.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> <li>1) Attendance at family events /logs</li> <li>2) Parent volunteer activity in each classroom</li> <li>3) Parent attendance at parent-teacher conferences</li> <li>4) Booster Club activities</li> <li>5) Partnering with local or community agencies</li> <li>6) Student attendance rates</li> <li>7) Chronic absentee rates</li> </ol> <p>Outcome</p> <ol style="list-style-type: none"> <li>1) 90% of families, including parents of students with disabilities, will participate in at least one family event.</li> <li>2) The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities.</li> <li>3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences.</li> <li>4) 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event.</li> <li>5) We will partner with at least three community organizations.</li> <li>6) The district will maintain or improve on our 94.19% student attendance rates.</li> <li>7) The district will maintain or improve on our .017% chronically absentee rate.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ District Secretary to assist in Outreach programs. These will include: updating district website, sending home weekly information for parents, supporting the Kneeland School Visioning Committee, updating the school marquee, supporting community events through the volunteer fire department, 4-H, and the Astronomers of Humboldt	School	<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)	Secretary Salary 0000: Unrestricted LCFF \$25,457

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> <li>1) Attendance at family events /logs</li> <li>2) Parent volunteer activity in each classroom</li> <li>3) Parent attendance at parent-teacher conferences</li> <li>4) Booster Club activities</li> <li>5) Partnering with local organizations</li> <li>6) Student attendance rates</li> <li>7) Chronic absenteeism more than 10%/ p2 counts formula in appendix</li> </ol> <p>Outcome</p> <ol style="list-style-type: none"> <li>1) 90% of families, including parents of students with disabilities, will participate in at least one family event.</li> <li>2) The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities.</li> <li>3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences.</li> <li>4) 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event.</li> <li>5) We will partner with at least three community organizations.</li> <li>6) The district will maintain or improve on our 94.19% student attendance rates.</li> <li>7) The district will maintain or improve on our .017% chronically absentee rate.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ District Secretary to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events through the volunteer fire department, 4-H, and the Astronomers of Humboldt</p>	<p>School</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>Secretary Salary 0000: Unrestricted LCFF \$25,457</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>Metric</p> <ol style="list-style-type: none"> <li>1) Attendance at family events /logs</li> <li>2) Parent volunteer activity in each classroom</li> <li>3) Parent attendance at parent-teacher conferences</li> <li>4) Booster Club activities</li> <li>5) Partnering with local organizations</li> <li>6) Student attendance rates chronic absenteeism more than 10%/ p2 counts formula in appendix</li> </ol> <p>Outcome</p> <ol style="list-style-type: none"> <li>1) 90% of families, including parents of students with disabilities, will participate in at least one family event.</li> <li>2) The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities.</li> <li>3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences.</li> <li>4) 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event.</li> <li>5) We will partner with at least three community organizations.</li> <li>6) The district will maintain or improve on our 94.19% student attendance rates.</li> <li>7) The district will maintain or improve on our .017% chronically absentee rate.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ District Secretary to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events through the volunteer fire department, 4-H, and the Astronomers of Humboldt		<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)	District Secretary Salary 0000: Unrestricted LCFF \$25,457

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

<p>GOAL 4:</p>	<p>Goal #4 The educational outcomes of student groups, which may be identified, such as foster youth, English Language and low income pupils will mirror the outcomes of the general student population.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify</p>
<p>Identified Need :</p>	<p>The district has a need to provide additional support for identified students The district has a need to refine baselines for district assessments in language Arts and Mathematics The district has a need for a comparison with CAASP state averages The district has a need to maintain or improve academic proficiency in Language Arts and Mathematics There is a need to continue adopting and implementing CCSS Instructional Materials</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>



LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

Metric:

- 1) District assessments for English Language Arts
- 2) CAASP Interim Assessments for English Language arts
- 3) District assessment District assessments for Mathematics
- 4) CAASP Interim Assessments for Mathematics
- 5) CAASP Student performance
- 6) Implement CCSS Instructional Materials
- 7) All Teachers will be properly assigned
- 8) Student access and enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE testing
- 11) Science Fair Participation

Outcome:

- 1) District assessments for reading will show that 78% of students are proficient at grade level standards or above over a 3 year period.
- 2) Using CAASP interim assessments for language arts we will begin to create a broader assessment baseline for all students.
- 3) District assessments for mathematics will show that 83% of students are proficient at grade level standards or above over a 3 year period.
- 4) Using CAASP interim assessments for mathematics we will begin to create a broader assessment baseline for all students.
- 5) 70% of students at Kneeland School will be at, or above, the CAASP state average for Language Arts and Mathematics.
- 6) Refine implementation of New Mathematics adoption: My Math and California Math Research Curriculum for Language Arts adoption in 2016-17
- 7) 100% of teachers will be highly qualified.
- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEPs.

10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.

11) 80% of students in grades 4-8 will participate in District Science Fair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB</p> <p>Employ Special Education Teacher for student with Special education needs</p> <p>Employ Speech Teacher for students with Speech and Language needs</p> <p>Employ Classified Instructional Aide to provide additional assistance for student learning</p> <p>Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing</p> <p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support</p> <p>Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district</p> <p>implementing CCSS curriculum by purchasing consumables for My Math</p>	<p>Identified Students</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>See budgeted expenditures for Goal #1</p>
<p>For low income pupils: Employ instructional aides to assist in student learning. These instructional aids will be supporting small group instruction in the classroom and working with students one on one in targeted areas for student achievement.</p>	<p>Identified Students</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>Instructional Aides Supplemental Concentration / Grant \$10,357</p>

<p>For English learners: Not applicable as we have no students designated</p> <p>For foster youth: Not applicable as we have no students designated</p> <p>For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

Metric:

- 1) District assessments for English Language Arts
- 2) CAASP Interim Assessments for Language arts
- 3) District assessment District assessments for Mathematics
- 4) CAASP Interim Assessments for Mathematics
- 5) CAASP Student performance
- 6) Implement CCSS Instructional Materials
- 7) All Teachers will be properly assigned
- 8) Student access and enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE testing
- 11) Science Fair Participation

Outcome:

- 1) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Language Arts
- 2) Using CAASP interim assessments we will begin to create a baseline for all identified students
- 3) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Mathematics
- 4) Using CAASP interim assessments we will begin to create a baseline for all identified students
- 5) Identified Student population at Kneeland School will approximate the CAASP state average for Language Arts and Mathematics
- 6) Adopt Curriculum for Language Arts  
100% of students will have access to instructional materials-aligned to state standards

- 7) 100% of teachers will be highly qualified
- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEPs.
- 10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 11) 80% of students in grades 4-8 will participate in District Science Fair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB</p> <p>Employ Special Education Teacher for student with Special education needs</p> <p>Employ Speech Teacher for students with Speech and Language needs</p> <p>Employ Classified Instructional Aide to provide additional assistance for student learning</p> <p>Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing</p> <p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support</p> <p>Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district</p> <p>implementing CCSS curriculum by purchasing consumables for My Math</p>	<p>Identified Students</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>See budgeted expenditures for Goal #1</p>
<p>For low income pupils:</p> <p>For English learners:</p>	<p>School</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	<p>Instructional Aides Supplemental Concentration / Grant \$10,357</p>

<p>Not applicable as we have no students designated</p> <p>For foster youth: Not applicable as we have no students designated</p> <p>For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>		<ul style="list-style-type: none"><li>_ English Learners</li><li>_ Foster Youth</li><li>_ Redesignated fluent English proficient</li><li>_ Other Subgroups: (Specify)</li></ul>	
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## LCAP Year 3: 2017-2018

Expected Annual  
Measurable  
Outcomes:

Metric:

- 1) District assessments for English Language Arts
- 2) CAASP Interim Assessments for Language arts
- 3) District assessment District assessments for Mathematics
- 4) CAASP Interim Assessments for Mathematics
- 5) CAASP Student performance
- 6) Implement CCSS Instructional Materials
- 7) All Teachers will be properly assigned
- 8) Student access and enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE testing
- 11) Science Fair Participation

Outcome:

- 1) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Language Arts
- 2) Using CAASP interim assessments we will begin to create a baseline for all identified students
- 3) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Mathematics
- 4) Using CAASP interim assessments we will begin to create a baseline for all identified students
- 5) Identified Student population at Kneeland School will approximate the CAASP state average for Language Arts and Mathematics
- 6) Refine Language Arts adoption  
100% of students will have access to instructional materials-aligned to state standards
- 7) 100% of teachers will be highly qualified

- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEPs.
- 10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 11) 80% of students in grades 4-8 will participate in District Science Fair.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB</p> <p>Employ Special Education Teacher for student with Special education needs</p> <p>Employ Speech Teacher for students with Speech and Language needs</p> <p>Employ Classified Instructional Aide to provide additional assistance for student learning</p> <p>Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing</p> <p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support</p> <p>Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district</p> <p>implementing CCSS curriculum by purchasing consumables for My Math</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>See budgeted expenditures for Goal #1</p>
<p>For low income pupils: Employ instructional aides to assist in student learning</p> <p>For English learners: Not applicable as we have no students designated</p>	<p>Identified Students</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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</p>	<p>Instructional Aides Supplemental Concentration / Grant \$10,357</p>



<p>For foster youth: Not applicable as we have no students designated</p> <p>For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>		<p>English proficient _ Other Subgroups: (Specify)</p>	
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**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 #1 All students will reach high standards of academic proficiencies, by employing highly qualified teachers and paraprofessionals, and implementing CCSS curricula and programs.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify</p>
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric Performance on standardized tests, District assessments  Score on Academic Performance Index  Implement CCS Instructional Material  All Teachers will be properly assigned  Student access and enrollment and enrollment in all required areas of study  Outcome Develop baseline for annual district assessment  Meet API Target  Implement CCS textbooks for Math  100% of teachers will be highly qualified</p>	<p>Actual Annual Measurable Outcomes:       Annual district assessment baseline for reading was created using Jerry Johns Reading Inventory and Qualitative Reading Inventory. Students were assessed for fluency, comprehension. assessments were given twice during the course of the year.  Annual district assessment baseline for mathematics was created using newly adopted My Math assessment. Students were assessed monthly during the course of the year. These assessments still require some fine tuning as staff implemented both new curriculum and assessments  API targets no longer exist  All grades adopted and implemented CCS textbooks for math</p>

		All teachers are highly qualified	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Employ Highly Qualified Teachers	Teacher Salaries RS Unrestricted, EPA, Title II, REAP \$116,440	All teachers employed were highly qualified.	Teacher Salaries RS Unrestricted, EPA, Title II, REAP \$141,592
Employ Special Education Teacher	RSP Salary State \$7,866	Special Education teacher was employed	RSP Salary State \$11,988
Employ Speech Teacher	Speech Teacher	Speech Teacher was employed	Speech Salary State \$10,870
Employ Classified Instructional Aide	Classified Instructional Aide Salary 0000: Unrestricted LCFF \$1,538	Classified instructional aide was employed	Classified Instructional Aide Salary 0000: Unrestricted LCFF \$3,769
Employ Computer Lab Technician	Computer Lab Technician 0000: Unrestricted LCFF \$ 400	Computer Lab Technician was employed	Computer Lab Technician 0000: Unrestricted LCFF \$2,449
Maintain Library Contract with HCOE	Library Contract 0000: Unrestricted LCFF \$ 450	Library contract with HCOE was maintained	Library Contract 0000: Unrestricted Lottery \$450
Maintain Information Network Service Contract with HCOE	Information Network Service Contract Lottery \$2105	Information network services contract with HCOE was maintained	Information Network Service Contract Lottery \$2,274
Purchase textbooks aligned with CCSS	Textbook Purchase 0000: Unrestricted LCFF \$1000	Math textbooks aligned with CCSS were purchased for all grades	Textbook Purchase 0000: Unrestricted LCFF \$2,427
Scope of Service	school	Scope of Service	School-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
For low income pupils: Provide instructional aide	Instructional Aide Supplemental Concentration / Grant \$17,092	Instructional aide for designated students was provided.	Instructional Aide Salary Supplemental Concentration / Grant

<p>For English learners: Not applicable as we have no students designated</p> <p>For foster youth: Not applicable as we have no students designated</p> <p>For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>			See Goal #4
<p>Scope of Service   school</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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   School-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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal #1 was revised to focus more on academic standards in English Language Arts and Mathematics. The goal was also simplified by moving some wording from the goal area to the action and services area. The identified needs were improved to show more specific current levels of need in various areas. Metrics were also revised to provide more accurate data for outgoing years. Additional information was provided for actions and services.</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 #2 All students will have access to safe and well maintained facilities and welcoming learning environments supported by positive behavior intervention.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	Metric School facilities in good repair  Student suspension Rates Student expulsion rates  Outcome Inspection will show facility is in good repair CA school Climate Survey	Actual Annual Measurable Outcomes:	School facilities are in good repair as indicated by use of the Facilities Inspection Tool  Student suspension and expulsion rates remain low  CA school climate survey and district survey currently being reviewed by District Site Council
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide safe and well maintained facilities	Maintenance and custodial salaries 0000: Unrestricted LCFF \$15,768	School facilities are in good repair as indicated by use of the Facilities Inspection Tool	Maintenance and Custodial Salaries 0000: Unrestricted Ongoing Major Maintenance \$10,354
Provide safe and well maintained facilities	Custodial and Building Maint. Supplies 0000: Unrestricted LCFF \$4,000	Custodial and Maintenance expenditures changed do to personnel changes	Custodial and Building Maint. Supplies 0000: Unrestricted \$3,600
Provide professional development for with a focus on positive behavior intervention	Travel and Conferences 0000: Unrestricted LCFF \$300	Staff participated in Responsive	Travel and Conferences 0000: Unrestricted LCFF \$542

		Classroom training during summer months. This program focuses positive behavior intervention.		
Scope of Service	school		Scope of Service	School-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)			<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?		The identified needs were improved to show more specific current levels of need in various areas. Metrics were also revised to provide more accurate data for outgoing years. Additional information was provided for action and services.		

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

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

Original GOAL 3 from prior year LCAP:	Goal #3 Maintain or improve high level of parent, student, and community involvement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Metric Promotion of parental participation  Efforts to seek Parent input  School: Attendance Rates , Absenteeism and Middle school dropout rates  Outcome 50% Classroom Participation  58% PTO, Site Council, or School Board  Student attendance 94%	Actual Annual Measurable Outcomes:	     we currently have 50% parental participation in classrooms  we currently have 70% parental participation in PTO, Site Council and School Board activities  We currently have a 94% attendance rate for our students
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Employ District Secretary to assist in Outreach programs	Secretary Salary 0000: Unrestricted LCFF \$6,103	We have increased the FTE for our district secretary to assist in outreach programs.	Secretary Salary 0000: Unrestricted LCFF \$24,259
Scope of Service	School	Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:	



<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<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>The identified needs were improved to show more specific current levels of need in various areas. Metrics were also revised to provide more accurate data for outgoing years. Additional information was provided for action and services.</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 4 from prior year LCAP:	Goal #4 The educational outcomes of student groups, which may be identified, such as foster youth, English Language and low income pupils will mirror the outcomes of the general student population.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Metric Performance on standardized test, District assessments  Score on Academic Performance Index  Outcome 3% Increase on district assessment  Meet API Target	Actual Annual Measurable Outcomes:  Assessments were given to create a baseline  Academic Performance Index (API) no longer exists	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Scope of Service	School		
_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>For low income pupils: Provide instructional aide</p> <p>Not applicable as we have no students designated</p> <p>For foster youth: Not applicable as we have no students designated</p> <p>For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>	<p>Instructional Aide Supplemental Concentration / Grant \$17,092</p>	<p>For low income pupils: Provide instructional aide</p> <p>Expenditure for instructional aide changed due to personnel change. Services to student were maintained throughout the year as anticipated.</p> <p>Not applicable as we have no students designated</p> <p>For foster youth: Not applicable as we have no students designated</p> <p>For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>	<p>Instructional Aide Supplemental Concentration / Grant \$10,222</p>												
<table border="1"> <tr> <td data-bbox="86 711 233 789">Scope of Service</td> <td data-bbox="233 711 562 789">school</td> </tr> <tr> <td colspan="2" data-bbox="86 789 562 854">_ All</td> </tr> <tr> <td colspan="2" data-bbox="86 854 562 1101">                     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)                 </td> </tr> </table>	Scope of Service	school	_ 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)			<table border="1"> <tr> <td data-bbox="1031 711 1178 789">Scope of Service</td> <td data-bbox="1178 711 1520 789"></td> </tr> <tr> <td colspan="2" data-bbox="1031 789 1520 854">_ All</td> </tr> <tr> <td colspan="2" data-bbox="1031 854 1520 1101">                     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)                 </td> </tr> </table>	Scope of Service		_ 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)		
Scope of Service	school														
_ 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)															
Scope of Service															
_ 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)															
<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>The identified needs were improved to show more specific current levels of need in various areas. Metrics were also revised to provide more accurate data for outgoing years. Additional information was provided for action and services.</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.

**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:	<u>\$10,414</u>
<p>The district received \$10,414 in funding to serve the supplemental/grant students in 2015-16. The district will spend \$10,414 and has budgeted the same amount for future years. To meet the goal for low income pupils to mirror the educational outcomes of the general population the district will provide a Classified Instructional Aide to meet the educational needs of identified students. This will be accomplished by the aide working with classroom teachers and working with students one on one in targeted are for student achievement. Monies will be used over and above what we do for other students who are not in the targeted group(s). We have met the target expenditures, and have surpassed the required amount of increase in service for the next three years.</p>	

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.

3.51	%
<p>For 2015-16 Based on the proportionality calculator, the District is required to show increased or improved services valued at 3.51%. This is a clear increase in support for an instructional aide and will help identified students achieve academically in the classroom so they are able to function in their classrooms and work at their highest potential. Without the additional funding from the Supplemental Concentration Grant this additional assistance would not be possible.</p>	

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## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	190,154.00	224,796.00	66,722.00	66,722.00	66,722.00	200,166.00
	116,440.00	145,192.00	12,143.00	12,143.00	12,143.00	36,429.00
LCFF	29,559.00	33,446.00	32,845.00	32,845.00	32,845.00	98,535.00
Lottery	2,105.00	2,724.00	3,270.00	3,270.00	3,270.00	9,810.00
Ongoing Major Maintenance	0.00	10,354.00	8,107.00	8,107.00	8,107.00	24,321.00
State	7,866.00	22,858.00	0.00	0.00	0.00	0.00
Supplemental Concentration / Grant	34,184.00	10,222.00	10,357.00	10,357.00	10,357.00	31,071.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	145,999.00	189,442.00	38,402.00	38,402.00	38,402.00	115,206.00
	116,440.00	141,592.00	5,107.00	5,107.00	5,107.00	15,321.00
0000: Unrestricted	29,559.00	47,850.00	33,295.00	33,295.00	33,295.00	99,885.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	145,999.00	189,442.00	38,402.00	38,402.00	38,402.00	115,206.00
		116,440.00	141,592.00	0.00	0.00	0.00	0.00
	Ongoing Major Maintenance	0.00	0.00	5,107.00	5,107.00	5,107.00	15,321.00
0000: Unrestricted		0.00	3,600.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF	29,559.00	33,446.00	32,845.00	32,845.00	32,845.00	98,535.00
0000: Unrestricted	Lottery	0.00	450.00	450.00	450.00	450.00	1,350.00
0000: Unrestricted	Ongoing Major Maintenance	0.00	10,354.00	0.00	0.00	0.00	0.00

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

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

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

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

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