

Introduction:

Introduction: Kneeland School District is a rural single-school K-8 district in Humboldt.

There are no bargaining units representing Classified or Certificated employee groups.

* There are no ELL or Foster Youth students. The Free and Reduced Lunch count is 38%.

Because it is an elementary district, certain metrics do not apply to the District.

These metrics are:

Required Metrics # 4 Student Achievement:

* API Growth and Subgroup Performance (2015-16)

* Share of students that are college and career ready

* Share of students that pass Advanced Placement exams with a 3 or higher

* Share of students determined prepared for college by the Early Assessment Program high school dropout rates, and high school graduation rates.

* Share of English learners who become English proficient * English learner reclassification rate

Required Metrics # 5 Student Engagement

* High School dropout rates

* High School graduation rates

Required Metrics # 8

* Concurrent enrolment in community college classes

* Graduation rate of McKinney-Vento students

* Number of students receiving Seal of Biliteracy

LEA: Kneeland School District Contact: Thom McMahon, Superintendent

tmcmahon@humboldt.k12.ca.us, 707-442-5472 LCAP Year: 2016-2017

LEA: Kneeland Elementary
Contact: Thom McMahon, Interim Superintendent, tcmahon@humboldt.k12.ca.us, (707)442-5472
LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

Kneeland School Site Council has been designated to serve as our Parent Advisory Committee. Kneeland School does not have a Collective Bargaining Unit.

1. January 5th: Staff Meeting
2. January 19th: All School Morning Meeting
3. February 10th: Site Council Meeting
4. April 12th: School Board Meeting
5. May 3rd: Staff Meeting
6. May 17th: School Board Meeting
7. June 14th: Public Hearing
8. June 15th: Board Approval of Final LCAP

1. Staff took this opportunity to discuss school climate. They identified how they felt, what was working and suggested improvements on how to keep each other feeling safe at school and how to improve treating each other with respect, dignity and tolerance. Staff requested more professional development opportunities focussed on class management with difficult students.
2. Discussed respect and tolerance in relation to school climate. Students had an opportunity for input and developed activities.
3. Site Council reviewed newest eTemplate for LCAP and Annual Updates for 2015/16. This provided an opportunity for Parent Advisory Group to review how the new template differs from previous version and how it is being used. Members were also able to see what goals Kneeland School is working toward and the progress we have made in 2015/16 thus far. Happy with current goals. Site Council reviewed LCAP goals in alignment with the eight State Priority areas for 2016/17 and outgoing years. They agreed alignment was accurate and were happy with goals as stated.
4. The School Board reviewed LCAP goals and their alignment with the eight State Priorities. This provided the Board insight as to how Kneeland's goals are related to the priorities. They agreed alignment was accurate.
5. Staff reviewed LCAP goals for possible improvements to actions. Staff reviewed Annual Updates and discussed how students were progressing in Language Arts and Mathematics. Felt the new adoptions will be available and a priority for them.
6. School Board reviewed LCAP Timeline for Public Hearing and Adoption. Board dates for June were scheduled.
7. Parents, staff and community members suggestions and input on the LCAP goals:
 - More individualized instruction in multi-graded classrooms
 - Keep Science in the vision for improvement
 - Continue use of "BlackboardConnect" for communication tool
 - Continue to improve upon use of community resources for enrichment
 - More opportunities for higher achieving students
 - Continue to improve school website
8. Public hearing held for LCAP on June 14, 2016.
9. LCAP approved by Kneeland School Board on June 15, 2016

<p>Annual Update:</p> <p>Annual Update:</p> <ol style="list-style-type: none"> 1. February 10th: Site Council Meeting 2. April 7th: Site Council Meeting 3. May 17th: School Board Meeting 	<p>Annual Update:</p> <p>See above.</p>
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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).

Actions/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 schools/sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal #1 All students will reach high academic standards In English Language Arts and Mathematics		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local: * District will adopt Math in 2016-17 and Language Arts Materials for all grade levels by 2018/19 * Utilize ongoing assessments to create baseline for all students.
Identified Need:	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 (see above).		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
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 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) 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) 90% 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
Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Teacher Salaries: RS 0000, 1400, 4035, 5820 OBJ 1100 = \$176,213
Employ Special Education Teacher for student with Special education needs Employ Speech Teacher for students with Speech and Language needs	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RSP Salary: RS 3310, 6500 Obj 1104 = \$12,143 Speech Salary RS 6500, OBJ 5819 = \$10,352
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	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Instructional Aide Salary RS 0000, OBJ 2100 = \$3,973

Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing.	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Computer Lab Technician RS 0000, OBJ 5800 = \$ 3,870
Maintain Library Contract with HCOE as a teacher resource for instructional materials and support	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Library Contract RS 0000, 1100, OBJ 5812 = \$450
Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Information Network Service Contract RS 1100 OBJ 5845 \$2,567
Implementing CCSS curriculum by purchasing consumables for My Math and California Math. Supplemental materials will also be considered for Language Arts.	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Textbook Purchase RS 6300, OBJ 4110 = \$1,000

<p>For low income pupils: For English learners: Not applicable as we have no students designated For foster youth: Not applicable as we have no students designated For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>	<p>School Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Instructional Aide Supplemental Concentration / Grant see goal #4</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 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
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Note: When new API System is in place plan will be revised and outcomes set.

Outcome:

- 1) District assessments for reading will show that 82% 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 87% 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) 73% 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) 79% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 11) 92% 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
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<p>Maintain employment of Highly Qualified Teachers with appropriate credentials in place.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teacher Salaries: RS 0000, 1400, 4035, 5820 OBJ 1100 = \$111,716</p>
<p>Maintain employment of Special Education Teacher for student with Special education needs</p> <p>Employ Speech Teacher for students with Speech and Language needs</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RSP Salary: RS 3310, 6500 Obj 1104 = \$12,143</p> <p>Speech Salary RS 6500, OBJ 5819 = \$10,352</p>
<p>Maintain employment of 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>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Instructional Aide Salary RS 0000, OBJ 2100 = \$3,973</p>

Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing.	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Computer Lab Technician RS 0000, OBJ 5800 = \$ 3,870
Maintain Library Contract with HCOE as a teacher resource for instructional materials and support	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Library Contract RS 0000, 1100, OBJ 5812 = \$450
Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Information Network Service Contract RS 1100 OBJ 5845 \$2,745
Implementing CCSS curriculum by purchasing consumables for My Math and California Math. Supplemental materials will also be considered for Language Arts.	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Textbook Purchase RS 6300, OBJ 4110 = \$1,000

<p>For low income pupils: For English learners: Not applicable as we have no students designated For foster youth: Not applicable as we have no students designated For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>	<p>School Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Instructional Aide Supplemental Concentration / Grant see goal #4</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 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
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Note: When new API System is in place plan will be revised and outcomes set.

Outcome:

- 1) District assessments for reading will show that 85% 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 90% 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) 76% 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) 83% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 11) 96% 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
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<p>Maintain employment of Highly Qualified Teachers with appropriate credentials in place.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teacher Salaries: RS 0000, 1400, 4035, 5820 OBJ 1100 = \$111,716</p>
<p>Maintain employment of Special Education Teacher for student with Special education needs</p> <p>Employ Speech Teacher for students with Speech and Language needs</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RSP Salary: RS 3310, 6500 Obj 1104 = \$12,143</p> <p>Speech Salary RS 6500, OBJ 5819 = \$10,352</p>
<p>Maintain employment of 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>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Classified Instructional Aide Salary RS 0000, OBJ 2100 = \$3,973</p>
<p>Maintain employment of Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Computer Lab Technician 0000: Unrestricted LCFF \$ 486</p>

<p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Library Contract RS 0000, 1100, OBJ 5812 = \$450</p>
<p>Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Information Network Service Contract RS 1100 OBJ 5845 = \$2,937</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Textbook Purchase RS 6300, OBJ 4110 = \$1,000</p>

<p>For low income pupils: For English learners: Not applicable as we have no students designated For foster youth: Not applicable as we have no students designated For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>	<p>School Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Instructional Aide Supplemental Concentration / Grant see goal #4</p>
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GOAL:	<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: X 1 _2 X 3 _4 _5 X 6 _7 _8 Local: * To maintain professional development for a positive learning environment.</p>
Identified Need:	<p>The district has a need to maintain school facility in good repair</p> <p>The district has a need to maintain low rates of suspension and expulsion. Kneeland School District rates for 2015-2016 are as follows: .037% rate of suspension and 0% rate of expulsion</p> <p>The district has a need to maintain professional development for a positive learning environment.</p>	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 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 <p>Outcome:</p> <ol style="list-style-type: none"> 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. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<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>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Custodial Salaries RS 0000 OBJ 2214 = \$6,791 Custodial and Building Maint. Supplies RS 0000, 8150, 0230 OBJ 4374 & 4381= \$3,123</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>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Travel and Conferences 0000: Unrestricted LCFF \$1,200</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Landscaping Ongoing Major Maintenance RS 8150 OBJ 2213 = \$6,791</p>
<p>LCAP Year 2</p>			

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
Provide safe and well maintained facilities by maintaining employment of Custodial staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Custodial Salaries RS 0000 OBJ 2214 = \$6,791 Custodial and Building Maint. Supplies RS 0000, 8150, 0230 OBJ 4374 & 4381= \$3,123
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	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 0000, OBJ 5210 = \$1,200 (includes Administration & Teaching Staff)
Provide a safe and well maintained facility by maintaining employment of landscaping staff. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Landscaping Ongoing Major Maintenance RS 8150 OBJ 2213 = \$6,791
LCAP Year 3			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 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 <p>Outcome:</p> <ol style="list-style-type: none"> 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 : Above Average rating will be good 6) District developed Student survey will indicate a positive learning environment : Above Average rating will be good 7) District developed Parent survey will indicate a positive learning environment : AboveAverage 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. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Provide safe and well maintained facilities by maintaining employment of Custodial staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Custodial Salaries RS 0000, OBJ 2214 = \$6,791 Custodial and Building Maint. Supplies RS 0000, 8150, 0230 OBJ 4374 & 4381= \$3,123</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>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RS 0000, OBJ 5210 = \$1,200 (includes Administration & Teaching Staff)</p>
<p>Provide a safe and well maintained facility by maintaining employment of landscaping staff. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Landscaping Ongoing Major Maintenance RS 8150 OBJ 2213 = \$6,791</p>

GOAL:	Goal #3 Maintain or improve high level of parent, student, and community involvement.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 _7 _8 Local: * Maintain our current level of parent, student, and community involvement.
Identified Need:	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.	
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> 1) Attendance at family events /logs 2) Parent volunteer activity in each classroom 3) Parent attendance at parent-teacher conferences 4) Booster Club activities 5) Partnering with local organizations 6) Student attendance rates 7) Chronic absenteeism more than 10%/ p2 counts formula in appendix <p>Outcome</p> <ol style="list-style-type: none"> 1) 90% of families, including parents of students with disabilities, will participate in at least one family event. 2) The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities. 3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 4) 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event. 5) We will partner with at least three community organizations. 6) The district will maintain or improve on our 94.19% student attendance rates. 7) The district will maintain or improve on our .017% chronically absentee rate. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Maintain employment of 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 Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Secretary Salary RS 0000 OBJ 2406 = \$25,799</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> 1) Attendance at family events /logs 2) Parent volunteer activity in each classroom 3) Parent attendance at parent-teacher conferences 4) Booster Club activities 5) Partnering with local organizations 6) Student attendance rates <p>chronic absenteeism more than 10%/ p2 counts formula in appendix</p> <p>Outcome</p> <ol style="list-style-type: none"> 1) 92% of families, including parents of students with disabilities, will participate in at least one family event. 2) The district will have a 63% parental participation, including parents of students with disabilities, in classroom activities. 3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 4) 77% of parents, including parents of students with disabilities, will support at least one PTO sponsored event. 5) We will partner with at least three community organizations. 6) The district will maintain or improve on our 94.19% student attendance rates. 7) The district will maintain or improve on our .017% chronically absentee rate. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Maintain employment of 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 Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Secretary Salary RS 0000 OBJ 2406 = \$25,799</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> 1) Attendance at family events /logs 2) Parent volunteer activity in each classroom 3) Parent attendance at parent-teacher conferences 4) Booster Club activities 5) Partnering with local organizations 6) Student attendance rates <p>chronic absenteeism more than 10%/ p2 counts formula in appendix</p> <p>Outcome</p> <ol style="list-style-type: none"> 1) 95% of families, including parents of students with disabilities, will participate in at least one family event. 2) The district will have a 66% parental participation, including parents of students with disabilities, in classroom activities. 3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 4) 80% of parents, including parents of students with disabilities, will support at least one PTO sponsored event. 5) We will partner with at least three community organizations. 6) The district will maintain or improve on our 94.19% student attendance rates. 7) The district will maintain or improve on our .017% chronically absentee rate. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Maintain employment of 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 Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Secretary Salary RS 0000 OBJ 2406 = \$25,799</p>
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GOAL:	<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: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: * Not having any Foster Youth or EL students, focus will be on low income pupils. * Restructure Instructional Aide assignment to focus on low-income students who need the extra instruction.</p>
Identified Need:	<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>	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	Low Income Pupils
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>Metric:</p> <ol style="list-style-type: none"> 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 2015 CAASP assessments we will create a baseline for all identified students. 75% of students will meet or exceed standards on CAASPP in ELA as well as Math.

3) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Mathematics

4) Identified Student population at Kneeland School will approximate the CAASP state average for Language Arts and Mathematics

5) Adopt Curriculum for Language Arts

100% of students will have access to instructional materials-aligned to state standards

6) 100% of teachers will be highly qualified

7) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.

8) All students with disabilities will participate in programs indicated in student IEPs.

9) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.

10) 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
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<p>Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Employ Special Education Teacher for student with Special education needs Employ Speech Teacher for students with Speech and Language needs</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Employ Classified Instructional Aide to provide additional assistance for student learning</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>

Maintain Library Contract with HCOE as a teacher resource for instructional materials and support	Identified Students Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	See budgeted expenditures for Goal #1
Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district	Identified Students Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	See budgeted expenditures for Goal #1
Implementing CCSS curriculum by purchasing consumables for My Math	Identified Students Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	See budgeted expenditures for Goal #1

<p>For low income pupils: For English learners: Not applicable as we have no students designated For foster youth: Not applicable as we have no students designated For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>	<p>School Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Instructional Aides Supplemental Concentration / Grant \$21,637</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 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 <p>Outcome:</p>
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- 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 2016 CAASP assessments 78% of students will meet or exceed standards on CAASPP in ELA as well as Math.
- 3) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Mathematics
- 4) Identified Student population at Kneeland School will approximate the CAASP state average for Language Arts and Mathematics
- 5) Refine Language Arts adoption
 - 100% of students will have access to instructional materials-aligned to state standards
- 6) 100% of teachers will be highly qualified
- 7) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 8) All students with disabilities will participate in programs indicated in student IEPs.
- 9) 77% of students will fall in the Healthy Fitness Zone for State PE Testing.
- 10) 83% 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
Maintain employment of Highly Qualified Teachers with appropriate credentials in place.	Identified Students Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See budgeted expenditures for Goal #1

<p>Maintain employment of Special Education Teacher for student with Special education needs</p> <p>Employ Speech Teacher for students with Speech and Language needs</p>	<p>Identified Students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Employ Classified Instructional Aide to provide additional assistance for student learning</p>	<p>Identified Students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Maintain employment of Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing</p>	<p>Identified Students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support</p>	<p>Identified Students</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>

<p>Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Implementing CCSS curriculum by purchasing consumables for My Math</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>For low income pupils: Employ instructional aides to assist in student learning For English learners: Not applicable as we have no students designated For foster youth: Not applicable as we have no students designated For redesignated fluent English proficient pupils: Not applicable as we have no students designated</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Instructional Aides Supplemental Concentration / Grant \$10,357</p>

LCAP Year 3

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 2017 CAASP assessments we will create a baseline for all identified students. 81% of students will meet or exceed standards on CAASPP in ELA as well as Math.
- 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) 82% of students will fall in the Healthy Fitness Zone for State PE Testing.

11) 85% 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>Maintain employment of Highly Qualified Teachers with appropriate credentials in place.</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Maintain employment of Special Education Teacher for student with Special education needs Employ Speech Teacher for students with Speech and Language needs</p>	<p>Identified Students Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Maintain employment of Classified Instructional Aide to assist student learning.</p>	<p>School Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See budgeted expenditures for Goal #1</p>

<p>Maintain employment of Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing</p>	<p>School Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>See budgeted expenditures for Goal #1</p>
<p>Implementing CCSS curriculum</p>	<p>Identified Students Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>See budgeted expenditure for Goal #1</p>

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?

Original Goal from prior year LCAP:	Goal #1 All students will reach high academic standards In English Language Arts and Mathematics		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	
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	Actual Annual Measurable Outcomes:	1) District assessments for reading show that 72% of students are proficient at grade level standards for the 2015/16 year. 2) Using CAASP interim assessments for language arts the district has yet to create a District assessment baseline. Will utilize in 2016/17. 3) District assessments for mathematics show that

	<p>4) CAASP Interim Assessments for Mathematics</p> <p>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.</p> <p>6) Implement CCSS Instructional Materials: Annual Board resolution of sufficiency of instructional materials and SARC.</p> <p>7) All Teachers will be properly assigned</p> <p>8) Student access and enrollment in all required areas of study</p> <p>9) Individualized Education Plans (IEP)</p> <p>10) State PE testing</p> <p>11) Science Fair Participation</p> <p>Outcome:</p> <p>1) District assessments for reading will show that 78% of students are proficient at grade level standards or above over a 3 year period.</p> <p>2) Using CAASP interim assessments for language arts we will begin to create a broader assessment baseline for all students.</p> <p>3) District assessments for mathematics will show that 83% of students are proficient at grade level standards or above over a 3 year period.</p> <p>4) Using CAASP interim assessments for mathematics we will begin to create a broader assessment baseline for all students.</p> <p>5) 70% of students at Kneeland School will be at, or above, the CAASP state average for Language Arts and Mathematics.</p> <p>6) Refine implementation of New Mathematics</p>	<p>68% of students are proficient at grade level standards for 2015/16 school year.</p> <p>4) Using CAASP interim assessments for mathematics the district has yet to create an assessment baseline for all students. Will utilize in 2016/17.</p> <p>5) 69% of students at Kneeland School are at, or above, the CAASP state average for Language Arts and Mathematics.</p> <p>6) Still reviewing New Mathematics adoption: My Math and California Math Research Curriculum for Language Arts adoption in 2016-17 100% of students have access to instructional materials- aligned to state standards</p> <p>7) 100% of teachers are highly qualified.</p> <p>8) Students are enrolled in all required areas of study, including physical education, but not visual art, dramatic arts and outdoor education.</p> <p>9) All students with disabilities participate in programs indicated in student IEPs.</p> <p>10) 78% of students fell into the Healthy Fitness Zone for State PE Testing.</p> <p>11) 92% of students in grades 4-8 participated in District Science Fair.</p>
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	<p>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</p> <p>7) 100% of teachers will be highly qualified.</p> <p>8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p> <p>9) All students with disabilities will participate in programs indicated in student IEPs.</p> <p>10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.</p> <p>11) 80% of students in grades 4-8 will participate in District Science Fair.</p>		
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB		Teacher Salaries: RS Unrestricted, EPA, Title II, REAP \$162,952	100% are highly qualified.	
Scope of service:	School Grades: All		Scope of service:	School wide Grades: All
			\$169, 227 - RS 0000, RS 1400, RS 4035	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Employ Special Education Teacher for student with Special education needs		RSP Salary: State, Federal \$12,143	Kneeland has hired a .2 Special Education Teacher.		\$12,108 - RS 3310 & RS 6500
Scope of service:	School Grades: All		Scope of service:	Priority of service is for students with special needs with an active IEP. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
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		Classified Instructional Aide Salary 0000: Unrestricted LCFF \$2,002	Hired a Classified Instructional Aide.		\$3,932 - RS 0000
Scope of service:	School Grades: All		Scope of service:	School wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing.		Computer Lab Technician 0000: Unrestricted LCFF \$ 486	Hired a Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing.	\$3,870 - RS 0000	
Scope of service:	School Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain Library Contract with HCOE as a teacher resource for instructional materials and support		Library Contract 0000: Unrestricted Lottery \$450	Entered into a Library Contract with HCOE as a teacher resource for instructional materials and support	\$450 - RS 0000 & RS 1100	
Scope of service:	School Grades: All		Scope of service:	All Teachers Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district</p>		<p>Information Network Service Contract Lottery \$2,820</p>	<p>MOU for Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district</p>	<p>\$2,399 - RS 1100</p>
<p>Scope of service:</p>	<p>School Grades: All</p>		<p>Scope of service:</p>	<p>School wide Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>Textbook Purchase 0000: Unrestricted LCFF \$1,000</p>	<p>Purchased consumables for My Math and California Math. Supplemental materials were also purchased for Language Arts. These materials are being used by all teachers in all grades every day as well as for remediation for students having difficulty with certain concepts.</p>	<p>\$960 - RS 1100</p>

Scope of service:	School Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
For low income pupils: For English learners: Not applicable as we have no students designated For foster youth: Not applicable as we have no students designated For redesignated fluent English proficient pupils: Not applicable as we have no students designated		Instructional Aide Supplemental Concentration / Grant see goal #4	Low income students will have extended access to teachers and classroom aides to assure remediation and access to a broad course of study in all subjects including art and enrichment opportunities.		Instructional Aide Supplemental Concentration / Grant see goal #4
Scope of service:	School Grades: All		Scope of service:	None Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<ul style="list-style-type: none"> * District staff will utilize CAASP interim assessments for Language Arts and Mathematics to create an assessment baseline for all students. * Teachers will focus more on skills necessary for students to reach the 75% goal of students falling in the Healthy Fitness Zone for State PE Testing. * District will research volunteer enrichment personnel for Visual Arts and outdoor education. * District will purchase and implement My Math and California Math 2016-17 and Language Arts curriculum in 2017-18.
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Original Goal 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: X 1 _2 _3 _4 _5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 1) Inspection shows facility is in good repair 2) The District maintained student suspension rate at .037% 3) The District maintained expulsion rates at 0%. 4) The District maintained Middle School dropout rates at 0%. 5) Ca School Climate indicated a positive learning environment : Average rating 6) District developed Parent survey that indicated a positive learning environment : Average rating 7) District staff participated in professional development with a focus on positive behavior intervention. Staff agendas and district invoices indicate professional development. 	
	<ul style="list-style-type: none"> 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:			
	<ul style="list-style-type: none"> 1) Inspection will show facility is in good repair 2) Will maintain or improve student suspension rate 			

	<p>at or below .037%</p> <p>3) Will maintain expulsion rates at 0%.</p> <p>4) The District will maintain Middle School dropout rates at 0%.</p> <p>5) Ca School Climate will indicate a positive learning environment : Average rating will be good</p> <p>6) District developed Student survey will indicate a positive learning environment : Average rating will be good</p> <p>7) District developed Parent survey will indicate a positive learning environment : Average rating will be good</p> <p>8)) District staff will participate in professional development with a focus on classroom management for difficult students.. Staff agendas and district invoices will indicate professional development. New Superintendent/Princip[al/ Teacher will lead trainings</p>		
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

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		Custodial Salaries Ongoing Major Maintenance \$5,107 Custodial and Building Maint. Supplies 0000: Unrestricted LCFF \$3,600	Employed a .5 FTE Maintenance/Custodian		Custodial Salaries Ongoing Major Maintenance: \$2,295 - RS 8150 Building Maint. Supplies: \$3,123 - RS 0000
Scope of service:	School Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Travel and Conferences 0000: Unrestricted LCFF \$300	2/3 of certificated staff attended Professional Development traing in Responsive Classroom.		Travel and Conferences \$2,143 - RS 6264
Scope of service:	School Grades: All		Scope of service:	School wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
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.		Landscaping Ongoing Major Maintenance \$3,000	Employed landscaping staff to be be responsible for maintaining outdoor areas at a level which supports safe and positive environment.	\$10,982 - RS 8150
Scope of service:	School Grades: All		Scope of service:	School wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, servivces, and expenditures	* Still a need to focus on Staff Development focusing on Classroom Management strategies for difficult students. * New Superintendent/Principal/ Teacher will be hired and lead trainings * Maintain attendance and expulsion rates.			

Original Goal 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 X 3 _4 X 5 _6 _7 _8 Local:
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Goal Applies to:	Schools:	All Grades: All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Metric	Actual Annual Measurable Outcomes:	
	<ul style="list-style-type: none"> 1) Attendance at family events /logs 2) Parent volunteer activity in each classroom 3) Parent attendance at parent-teacher conferences 4) Booster Club activities 5) Partnering with local or community agencies 6) Student attendance rates 7) Chronic absentee rates 		<ul style="list-style-type: none"> 1) 85% of families, including parents of students with disabilities, participated in at least one family event. 2) The district had a 45% parental participation rate, including parents of students with disabilities, in classroom activities. 3) 92% of parents, including parents of students with disabilities, attended parent-teacher conferences. 4) 75% of parents, including parents of students with disabilities, supported at least one PTO sponsored event. 5) We only partnered with two community organizations...CalFire and Musicians 6) The district maintained its 94.19% student attendance rates. 7) The district maintained its .017% chronically absentee rate.
	<p>Outcome</p> <ul style="list-style-type: none"> 1) 90% of families, including parents of students with disabilities, will participate in at least one family event. 2) The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities. 3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 4) 75% of parents, including parents of students with disabilities, will support at least one PTO sponsored event. 5) We will partner with at least three community organizations. 6) The district will maintain or improve on our 94.19% student attendance rates. 7) The district will maintain or improve on our .017% chronically absentee rate. 		

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			
			Estimated Actual Annual 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		Secretary Salary 0000: Unrestricted LCFF \$25,457	Employed a 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		\$25,525 - RS 0000
Scope of service:	School Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	<ul style="list-style-type: none"> • District has hired a new Superintendent/Principal for stable leadership and oversight. • Encourage more parent participation at Board Meetings. Review times and dates meetings are held. • More outreach to community organizations and resources 				

Original Goal 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: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Low Income Pupils	
Expected Annual Measurable Outcomes:	<p>Metric:</p> <ol style="list-style-type: none"> 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 <p>Outcome:</p> <ol style="list-style-type: none"> 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 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) District assessments for reading show that 82% of students are proficient at grade level standards or above 2) Using CAASP interim assessments for language arts we created a broader assessment baseline for all students. 3) District assessments for mathematics will show that 81% of students are proficient at grade level standards or above 4) Used CAASP interim assessments for mathematics we created a broader assessment baseline for all students. 5) 68% of students at Kneeland School are at, or above, the CAASP state average for Language Arts and Mathematics. 6) Implementing New Mathematics adoption: My Math and California Math and Curriculum for Language Arts adoption in 2016-17 7) 100% of teachers are highly qualified. 8) Students are enrolled in all required areas of study, including physical education, as well as dramatic arts and outdoor education. but are enrolled in more visual art, . 9) All students with disabilities participated in

	<p>baseline for all students.</p> <p>3) District assessments for mathematics will show that 83% of students are proficient at grade level standards or above over a 3 year period.</p> <p>4) Using CAASP interim assessments for mathematics we will begin to create a broader assessment baseline for all students.</p> <p>5) 70% of students at Kneeland School will be at, or above, the CAASP state average for Language Arts and Mathematics.</p> <p>6) Refine implementation of New Mathematics adoption: My Math and California Math Research Curriculum for Language Arts adoption in 2016-17</p> <p>7) 100% of teachers will be highly qualified.</p> <p>8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p> <p>9)All students with disabilities will participate in programs indicated in student IEPs.</p> <p>10)75% of students will fall in the Healthy Fitness Zone for State PE Testing.</p> <p>11) 80% of students in grades 4-8 will participate in District Science Fair.</p>		<p>programs indicated in student IEPs.</p> <p>10) 76% of students will fell in the Healthy Fitness Zone for State PE Testing.</p> <p>11) 96% of students in grades 4-8 participated in District Science Fair.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB		See budgeted expenditures for Goal #1	All teachers Highly Qualified		See budgeted expenditures for Goal #1
Scope of service:	Identified Students Grades: All		Scope of service:	Low income students Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Employ Special Education Teacher for student with Special education needs		See budgeted expenditures for Goal #1	Employ Special Education Teacher for students with Special education needs		See budgeted expenditures for Goal #1
Scope of service:	Identified Students Grades: All		Scope of service:	Low income Students with IEP Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Employ Speech Teacher for students with Speech and Language needs		See budgeted expenditures for Goal #1	Employ Speech Teacher for students with Speech and Language needs		\$10,352 - RS 6500

Scope of service:	Identified Students Grades: All		Scope of service:	Students with Speech needs identified in IEP. Grades: All	
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>		
Employ Classified Instructional Aide to provide additional assistance for student learning		See budgeted expenditures for Goal #1	Employed Instructional Aide to provide additional assistance for student learning		See budgeted expenditures for Goal #1
Scope of service:	Identified Students Grades: All		Scope of service:	Students identified ans needing additional instructional support Grades: All	
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>		
Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing		See budgeted expenditures for Goal #1	Employed a Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASP annual testing		See budgeted expenditures for Goal #1

Scope of service:	Identified Students Grades: All		Scope of service:	Low income students Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain Library Contract with HCOE as a teacher resource for instructional materials and support		See budgeted expenditures for Goal #1	MOU for Library Contract with HCOE as a teacher resource for instructional materials and support		See budgeted expenditures for Goal #1
Scope of service:	Identified Students Grades: All		Scope of service:	Low income students Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain Information Network Service Contract with HCOE to maintain a level of technology appropriate for the district		See budgeted expenditures for Goal #1	MOU for Information Network Service Contract with HCOE		See budgeted expenditures for Goal #1
Scope of service:	Identified Students Grades: All		Scope of service:	Low income students Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Implementing CCSS curriculum by purchasing consumables for My Math		See budgeted expenditures for Goal #1	Purchased CCSS curriculum consumables for My Math		See budgeted expenditures for Goal #1
Scope of service:	Identified Students Grades: All		Scope of service:	Low income students Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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. For English learners: Not applicable as we have no students designated For foster youth: Not applicable as we have no students designated For redesignated fluent English proficient pupils: Not applicable as we have no students designated		Instructional Aides Supplemental Concentration / Grant \$10,357	Employed Instructional aide to assist in student learning. This instructional aide supported small group instruction in the classroom and worked with students one-on-one in targeted areas for student achievement. For English learners: Not applicable as we have no students designated For foster youth: Not applicable as we have no students designated For redesignated fluent English proficient pupils: Not applicable as we have no students designated		\$17,014 - RS 0001

Scope of service:	Identified Students Grades: All		Scope of service:	Low-income students Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
What changes in actions, services, and expenditures	<ul style="list-style-type: none"> • More Visual Art opportunities for students • More research into Stae Adoptions for Language Arts and Math 				

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:	13601
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The district received \$13,601 in funding to serve the supplemental/grant students in 2016-17. The district will spend \$20,993 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 areas 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.

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

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

4.51	%
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For 2016-17, based on the proportionality calculator, the District is required to show increased or improved services valued at 4.51%. 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.

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).