§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction: *Kit Carson Union School District serves 410 students in a rural community, east of the city of Hanford in Kings County, California. The campus was built in 1952 on land donated by local dairy farmers, the Giacomazzi family. Since then, Kit Carson School has served as the hub of the community for multiple generations of families. The district houses two schools which service students in transitional kindergarten through eighth grade. Kit Carson School currently has 390 students. Mid Valley Alternative Charter School has 20 students enrolled, all from outside the district.*

The student population is representative of the surrounding community. 73% of the students qualified for the free or reduced meal program this school year, 19% of the students are identified English learners, and two foster youth attend the school. 56% of our students are Hispanic, 10% are students with disabilities, and 39% are white/non-Hispanic. 19% of our students are English Learners. A majority, 77%, of students' parents graduated from high school, and 18% of our students come from families where the parents have earned a college degree.

Surrounded by agricultural land and a small area of residential parcels, we only have one student who walks to the Kit Carson campus each day; all others are transported by school bus or parent drop-off and pick-up.

LEA: Kit Carson Union Elementary (559)582-2843 **Contact**: Todd Barlow, tbarlow@kitcarsonschool.com **LCAP** Year: 2015-16

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 school site, 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**
11/5/14	School Site Council (Certificated and Classified Staff and Parents)	Review SPSA and programs. Parents gave input about making sure students have access to technology. Parents also want a safe, secure campus.
1/20/15	LCAP Training at Kings County Office of Education: Introduction of new template and changes. Kit Carson developed LCAP Community	Solidified timeline and received new LCAP template and directions on how to use it.

	Awareness timeline.	
2/4/15	LCAP Training at Kings County Office of Education	Template was introduced.
2/4/15	School Site Council (Certificated and Classified Staff and Parents)	Staff and parents gave positive input on Charter status.
2/18/15	LCAP Stakeholders Meeting (board, community, staff, and parents)	Parent attended and gave input regarding the use of Chromebook labs. Had his daughter present about dogs on Chromebook. Parents also gave positive input on Charter status.
2/2015	Survey to stakeholders (staff, community, bargaining unit, and parents)	Communication between Mid Valley and Kit Carson is improving. Continue having Mid Valley students participate in extra curricular opportunities. 3&6. Students need to continue using traditional books but also incorporate technology as they have been doing. Stakeholders are requesting not having combo classes. SPED students need to be in class throughout the CORE program, they don't want students pulled out for SPED services. Parents enjoyed students receiving trimester awards. Awards encourage students to do their best. Would like full time aides in all lower grade classrooms. Extra support for students throughout the day. Parents want students learning at their level (differentiation) RTI and before and after school tutoring. Continue Mid Valley Charter school great for students seeking a different school. Enjoyed family nights they are fun. Offer art, music, extracurricular activities students need to feel a part of community. Reading, Writing, Arithmetic and basic skills. Need for an intervention specialist. Increase security measures to keep students safe; especially raising the gate at the front of the school. Transportation needed for students, without transportation students would be unable to get to school.
3/4/15	School Site Council (Certificated and Classified Staff and Parents)	Continue upgrading and incorporating technology.
3/18/15	LCAP Stakeholders Meeting (board, community, staff, and parents)	Need for 1:1 devices. Need for additional Special Education teacher. Need for English Learner parent liaison.
4/15/15	LCAP Stakeholders Meeting (board, community, staff, and parents)	Parent shared that he enjoyed the winter reading program with the incentive of Fresno Grizzlies tickets. A parent shared that he would like to see AP classes offered, that we should do the parent survey during family night, and he wanted to know if there was a plan regarding technology with an increase in the use of technology.
5/20/15	LCAP Stakeholders Meeting (board, community, staff, and parents)	Community members voiced concerns again regarding the 4 foot fence at the front of the school. They are concerned about the safety of students and the

		campus on the weekends. The school board will meet in July for a board study session.
5/15	Student Survey and bargaining unit	The student survey revealed that students feel safe at school. Students also feel that their teachers care about them and that they are available for students to talk with. The bargaining unit participated in a discussion with Superintendent regarding LCAP goals and updates. Input was given by staff through a survey. Input continued to focus around technology, safety, special education staff, and math curriculum.
Annual Update: 2/18/15 Parents, Staff, Community, Bargaining Unit 4/15/15 Parents, community, staff, students		Mr. Barlow presented an update on the LCAP goals. The majority of actions have been successful and we will continue with ongoing support. At this time we are in need of an Intervention Specialist position due to our increase in SPED students. We are also in need of an English Learner Liaison. Input from parents and staff include updated internet infrastructure and acquiring more chromebooks. As a result of reviewing past progress, we have created 5 goals instead of 3 goals to more closely align with the vision of the district. The following list represents the changes: **Goal # 1 High Expectations and Academic Rigor** • Professional development: now found in Goal # 2, Implementation of California Standards • Art and music: now found in Goal #5 Provide Access to a Broad Course of Study • Support SPED: now found in Goal # 2, Implementation of California Standards • Increase literacy: now found in Goal # 2, Implementation of California Standards • Formative assessment training: now found in Goal # 2, Implementation of California Standards • Maintaining school facilities: now found in Goal #1, Fundamental Student Support **Goal # 2 High Quality Instruction** • Build Staff Capacity: now found in Goal # 2, Implementation of

	California Standards, Goal #3, Maintain a Positive School Climate, and Goal #5 Provide Access to a Broad Course of Study • Highly qualified teachers: now found in Goal #1, Fundamental Student Support **Goal # 3 Engage Parents and Volunteers** • Build family efficacy: now found in Goal # 4, Maintain a High Level of Stakeholder Engagement • Effective communication: now found in Goal # 4, Maintain a High Level of Stakeholder Engagement

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., school site 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 school site level.

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

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

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

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

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

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

Guiding Questions:

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

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1: **2015-2016**	Fundamental Student Support	Related State and/or Local Priorities: 1 *X* *2* *3* 4 5 6 7 8 COE only: 9 10 Local : Specify _____

Identified Need:	1. There is a need to maintain a transportation program. Kit Carson district serves over 400 students in a rural district that covers nearly 72 square miles. 99.75% of the students require transportation by bus or parent. 2. There is a need to allocate resources for the upkeep of our 63 year old rural school site. Kit Carson is a single school district with an attached charter school. The school/district site was originally built in 1952. 3. There is a need for a highly qualified faculty. 4. Every student needs access to instructional materials aligned with the California Standards. METRICS: A. Facilities inspection tool B. Percent of teacher misassignment C. Percent of students with access to standards aligned instructional materials		
Goal Applies to:	**Schools:**	Kit Carson School, Mid Valley Alternative Charter	
	Applicable Pupil Subgroups:	All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	A. The school site will be rated with a 'good" or "exemplary" rating using the Facilities Inspection Tool. B. 100% of teachers will be highly qualified or in an approved preliminary teaching intern program C. 100% of students will have access to standards aligned instructional materials

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.Provide transportation services for students.	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$200,000 (0000)

2.Maintain facilities in good repair. Provide a safe and secure facility. Raise fences to secure school site.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$50,000 (1400)
3.Teachers hired with preliminary credentials will be required to enroll in a Beginning Teacher Support and Assessment (BTSA) program at the expense of the district.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$3,000 (Title II)

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	A. The school site will be rated with a 'good" or "exemplary" rating using the Facilities Inspection Tool. B. 100% of teachers will be highly qualified or in an approved preliminary teaching intern program C. 100% of students will have access to standards aligned instructional materials		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.Continue to provide transportation services for students.	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$200,000 (0000)
2. Maintain facilities in good repair. Provide a safe and secure facility. Facilities project year 2.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth	$50,000 (1400)

		__Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	
3. Teachers hired with preliminary credentials will be required to enroll in a Beginning Teacher Support and Assessment (BTSA) program at the expense of the district.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$3,000 (Title II)

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	A. The school site will be rated with a 'good" or "exemplary" rating using the Facilities Inspection Tool. B. 100% of teachers will be highly qualified or in an approved preliminary teaching intern program C. 100% of students will have access to standards aligned instructional materials		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.Continue to provide transportation services for students.	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$200,000 (0000)
2.Maintain facilities in good repair. Provide a safe and secure facility. Facilities project year 3.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic	$50,000 (1400)

		__ Other Subgroups:(Specify) SWD	
3.Teachers hired with preliminary credentials will be required to enroll in a Beginning Teacher Support and Assessment (BTSA) program at the expense of the district.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$3,000 (Title II)

GOAL 2: **2015-2016**	Implementation of California Standards	Related State and/or Local Priorities: 1 __ 2 X 3__4_X_ 5 __ 6 __ 7__ 8 __ COE only: 9__ 10__ Local : Specify _____

Identified Need:	1. Teachers and students need access to California Standards aligned curriculum and supplemental materials. 2. There is a need for students to access the curriculum and assessments using technology. 3. Teachers and staff need ongoing professional learning opportunities. 4. General education students who are underperforming need extra support to meet curricular objectives 5. Student progress needs to be measured with local assessments. 6. Support personnel are needed to monitor the progress of students in significant subgroups, coordinating applicable interventions 7. Special education students need extra support to meet curricular objectives METRICS: A. Percent of students showing growth on local assessments B. Percent of ELL students reclassified, and % of ELL's who made progress towards English proficiency. C. Percent of students performing proficiently on standardized tests D. API data (In 2015: participation rate for state tests and attendance rate) E. Percent of students identified as 'prepared for high school' on stakeholder survey (College and Career readiness) F. AP Exams and CTE programs G. EAP and A-G	
Goal Applies to:	**Schools:**	Kit Carson School, Mid Valley Alternative Charter
	Applicable Pupil Subgroups:	All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	A. Through Implementation of the academic content and performance standards 100% of students will show at least 1 year growth in GE according to the STAR Reading assessment. B. 5% of students will be reclassified this year based on the CELDT assessment results, and % who made progress as measured by the CELDT. C. CAASPP results will provide data for student performance D. API will meet participation rate of 95% and attendance rate target, as set by state. E. 90% of stakeholders will identify students as 'prepared for high school' on stakeholder survey F. AP level Exams and CTE are not administered at the elementary level

	G. EAP exams and A-G are not administered at the elementary level

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.Purchase professional development and supplies for California Standards aligned math curriculum with supplemental materials: • K-5 Bridges • 6-8 CPM	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$5,000 (Title II)
2. Purchase additional technology devices for students to access curriculum and formative and summative assessments, including CAASPP; Chromebook Lab and I-pads	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$20,000 (0332)
3. (a) Purchase professional development, training and release time for teachers to: improve student engagement strategies, participate in instructional rounds, implement early literacy intervention, and develop local interim assessments aligned with California Standards- with $5,000 (Title II) (b) the ongoing support of the Learning Director (.6). $68,065 (0332)	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$73,065 (Title II & 0332)
4. Pay teachers (had 4 teachers last year, planning to have 8 teachers this year) and instructional aides (3 aides each Monday) to conduct before and after school tutoring of students who are underperforming	Kit Carson School	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White	$14,000 (Title)

		__ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	
5. Purchase the following items and services to implement assessments and measure student progress: (a) contract for STAR Reading assessment and Accelerated Reader program	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$2,500 (0332)
6. Hire and retain a Subgroup Support Specialist to monitor the progress of students in significant subgroups and coordinate and implement applicable interventions (1 FTE).	LEA-wide	__ ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$41,829 (0332)
7. Hire and retain a part time intervention teacher (.6 FTE) to monitor the progress of and provided intervention services for: students receiving general education and special education services. (Will be a full time position, will be .6 intervention and .4 SPED)	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$56,935 (0332)

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	A. Through Implementation of the academic content and performance standards 100% of students will show at least 1 year growth in GE according to the STAR Reading assessment. B. 5% of students will be reclassified this year based on the CELDT assessment results, and % who made progress as measured by the CELDT. C. CAASPP results will provide data for student performance

	D. API will meet participation rate of 95% and attendance rate target, as set by state. E. 90% of stakeholders will identify students as 'prepared for high school' on stakeholder survey F. AP level Exams and CTE are not administered at the elementary level

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1. Purchase professional development for foreign language for 7th and 8th grades.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$5,000 (Title II)
2. Purchase additional technology devices for students to access curriculum and formative and summative assessments, including CAASPP; Chromebook Lab and I-pads	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$20,000 (0332)
3. (a) Purchase professional development, training and release time for teachers to: improve student engagement strategies, participate in instructional rounds, implement early literacy intervention, and develop local interim assessments aligned with California Standards- with $5,000 (Title II) (b) the ongoing support of the Learning Director (.6). $68,065 (0332)	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$73,065 (Title II & 0332)
4. Continue to pay teachers (had 4 teachers last year, planning to have 8 teachers this year) and instructional aides (3 aides each Monday) to conduct before and after school tutoring of students who	Kit Carson School	X ALL OR: __Low Income pupils __English Learners __Foster Youth	$14,000 (Title)

are underperforming		__Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	
5. Renew the following items and services to implement assessments and measure student progress: (a) contract for STAR Reading assessment and Accelerated Reader program	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$2,500 (0332)
6. Retain a Subgroup support/data support specialist to monitor the progress of students in significant subgroups and coordinate and implement applicable interventions (1 FTE).	LEA-wide	__ ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$43,084 (0332)
7. Retain a part time intervention teacher (.6 FTE) to monitor the progress of and provided intervention services for: students receiving general education and special education services. (Will be a full time position, will be .6 intervention and .4 SPED)	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$58,643 (0332)

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	A. Through Implementation of the academic content and performance standards 100% of students will show at least 1 year growth in GE according to the STAR Reading assessment. B. 5% of students will be reclassified this year based on the CELDT assessment results, and % who made progress as

	measured by the CELDT. C. CAASPP results will provide data for student performance D. API will meet participation rate of 95% and attendance rate target, as set by state. E. 90% of stakeholders will identify students as 'prepared for high school' on stakeholder survey F. AP level Exams and CTE are not administered at the elementary level

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1. Purchase professional development for Science for 7th and 8th grades.	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$5,000 (Title II)
2. Purchase additional technology devices for students to access curriculum and formative and summative assessments, including CAASPP; Chromebook lab and I-pads	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$20,000 (0332)
3. (a) Purchase professional development, training and release time for teachers to: improve student engagement strategies, participate in instructional rounds, implement early literacy intervention, and develop local interim assessments aligned with California Standards- with $5,000 (Title II) (b) the ongoing support of the Learning Director (.6). $68,065 (0332)	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$73,065 (Title II & 0332)

4.Continue to pay teachers (had 4 teachers last year, planning to have 8 teachers this year) and instructional aides (3 aides each Monday) to conduct before and after school tutoring of students who are underperforming	Kit Carson School	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$14,000 (Title)
5.Renew the following items and services to implement assessments and measure student progress: (a) contract for STAR Reading assessment and Accelerated Reader program	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$2,500 (0332)
6. Retain a Subgroup support/data support specialist to monitor the progress of students in significant subgroups and coordinate and implement applicable interventions (1 FTE).	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$44,376 (0332)
7. Hire and retain a part time intervention teacher (.6 FTE) to monitor the progress of and provided intervention services for: students receiving general education and special education services. (Will be a full time position, will be .6 intervention and .4 SPED)	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$60,402 (0332)

GOAL 3: **2015-2016**	Maintain a Positive School Climate	Related State and/or Local Priorities: 1 __ 2__ 3 __ 4__ 5_X_ 6_X_ 7__ 8 COE only: 9__ 10__ Local : Specify _____

Identified Need:	1. Students need access to extracurricular programs and activities 2. Students need to be recognized for achievements 3. There is a need to provide real world experiences to students through field trips 4. There is a need to monitor student attendance and tardy rates 5. There is a need to promote a safe school environment through monitoring student behavior 6. There is a need to provide students access to a wide range of leveled reading material 7. Students need access to licensed health care services METRICS: A. Attendance rates B. Chronic absenteeism rates C. Middle school dropout rates D. High school dropout rates E. High school graduation rates F. Suspension rates G. Expulsion rates H. Surveys of students, parents, and teachers	
Goal Applies to:	**Schools:**	Kit Carson School, Mid Valley Alternative Charter
	Applicable Pupil Subgroups:	All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	A. Maintain an attendance rate of 95% or higher B. Put fewer than 5% of students on SARB contracts C. Maintain a 0% middle school dropout rate D. High school dropout rates are not measured at the elementary level E. High school graduation rates are not measured at the elementary level F. Maintain a Suspension rate of less than 1% G. Maintain an expulsion rate of less than 1% H. 90% of stakeholders will report that students feel safe according to survey data

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

1. Pay stipends for staff to implement extracurricular programs and activities (School garden, yearbook, drama club, student council, overnight field trips, sports coaches) Purchase supplies for extracurricular programs and activities; such as, garden materials and sports equipment	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1. $16,100 (0000) 2. $7,500 (0000) Total $23,600 (0000)
2.Continue citizenship awards program (6 times per year) set up supplies for luncheon Continue Trimester awards program (3 times per year)	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1 $500 (1100) 2.$75 (0000)
3. Staff will plan, coordinate and implement field trips aligned with curriculum objectives and field trips as student rewards. *All field trips funded with student council funds. Transportation costs included in Goal 1.*	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$0
4. Retain a Student Specialist to monitor student attendance and tardy rates, and to promote a safe school environment through monitoring student behavior (1 FTE).	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$62,689 (0332)

5. Retain a classified librarian to provide students access to a wide range of leveled reading material (1FTE). Books and supplies	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1. $48,620 (0332) 2. $1500 (0332) Total $50,120 (0332)
6. Retain a LVN Health Aide to provide access to licensed health care services (.72 FTE). Health care supplies	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1. $29,474 (0332) 2. $500 (0332) Total $29,974 (0332)

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	A. Maintain an attendance rate of 95% or higher B. Put fewer than 5% of students on SARB contracts C. Maintain a 0% middle school dropout rate D. High school dropout rates are not measured at the elementary level E. High school graduation rates are not measured at the elementary level F. Maintain a Suspension rate of less than 1% G. Maintain an expulsion rate of less than 1% H. 90% of stakeholders will report that students feel safe according to survey data		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1. Pay stipends for staff to implement extracurricular programs and activities (School garden, yearbook, drama club, student council, overnight field trips, sports coaches) Purchase supplies for extracurricular programs and activities; such as, garden	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic	1. $16,100 (0000) 2. $7,500 (0000) Total $23,600 (0000)

materials and sports equipment		__ Other Subgroups:(Specify) SWD	
2. Continue citizenship awards program (6 times per year) set up supplies Continue Trimester awards program (3 times per year)	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1 $500 (1100) 2.$75 (0000)
3. Staff will plan, coordinate and implement field trips aligned with curriculum objectives and field trips as student rewards. *All field trips funded with student council funds. Transportation costs included in Goal 1.*	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$0
4. Retain a Student Specialist to monitor student attendance and tardy rates, and to promote a safe school environment through monitoring student behavior (1 FTE).	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$64,570 (0332)
5. Retain a classified librarian to provide students access to a wide range of leveled reading material (1FTE). Books and supplies	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1. $50,079 (0332) 2. $1,500 (0332) Total $51,579

6. Retain a LVN Health Aide to provide access to licensed health care services (.72 FTE). Health care supplies	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1. $30,358 (0332) 2. $500 (0332) Total $30,858 (0332)

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	A. Maintain an attendance rate of 95% or higher B. Put fewer than 5% of students on SARB contracts C. Maintain a 0% middle school dropout rate D. High school dropout rates are not measured at the elementary level E. High school graduation rates are not measured at the elementary level F. Maintain a Suspension rate of less than 1% G. Maintain an expulsion rate of less than 1% H. 90% of stakeholders will report that students feel safe according to survey data		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1. Pay stipends for staff to implement extracurricular programs and activities (School garden, yearbook, drama club, student council, overnight field trips, sports coaches) Purchase supplies for extracurricular programs and activities; such as, garden materials and sports equipment	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1. $16,100 (0000) 2. $7,500 (0000) Total $23,600 (0000)
2. Continue citizenship awards program (6 times per year) set up supplies Continue Trimester awards program (3 times per year)	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic	1 $500 (1100) 2.$75 (0000)

		__ Other Subgroups:(Specify) SWD	
3. Staff will plan, coordinate and implement field trips aligned with curriculum objectives and field trips as student rewards. *All field trips funded with student council funds. Transportation costs included in Goal 1.*	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$0
4. Retain a Student Specialist to monitor student attendance and tardy rates, and to promote a safe school environment through monitoring student behavior (1 FTE).	Kit Carson Elementary	__ ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD __ Other Subgroups:(Specify) SWD	$66,507 (0332)
5. Retain a classified librarian to provide students access to a wide range of leveled reading material (1FTE). Books and supplies	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1. $51,581 (0332) 2. $1,500 (0332) Total $53,081
6. Retain a LVN Health Aide to provide access to licensed health care services (.72 FTE). Health care supplies	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	1. $31,269 (0332) 2. $500 (0332) Total $31,319

		__ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	

GOAL 4: **2015-2016**	Maintain a High Level of Stakeholder Engagement	Related State and/or Local Priorities: 1 __ 2__ 3 _X_ 4__ 5___ 6___ 7__ 8 COE only: 9__ 10__ Local : Specify _____

Identified Need:	1. There is a need to facilitate communication with stakeholders 2. There is a need to facilitate parent involvement in school METRICS: A. Efforts to seek parent input in decision making B. Promotion of parent participation in programs for unduplicated pupils and special needs subgroups	
Goal Applies to:	**Schools:**	Kit Carson School, Mid Valley Alternative Charter
	Applicable Pupil Subgroups:	All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	A. 25% of parents/guardians will complete the LCAP stakeholder survey B. 100% of PAC/SSC & ELAC/DELAC meetings will have a quorum	

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.Purchase contracts for website hosting and family "all call" service. Implement "no cost" communication solutions, including social media sites, text messaging and weekly newsletter	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1. $1,750 (0332) 2. $0
2.Promote parent involvement by hosting events: *back-to-school night,4 family nights, monthly parent club meetings, pee wee track meet, grandparents day, open house, spring carnival, parent-teacher conferences, donuts with dad, muffins with*	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$500 (0332)

mom. Refreshments and awards.		__ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	A. 35% of parents/guardians will complete the LCAP stakeholder survey B. 100% of PAC/SSC & ELAC/DELAC meetings will have a quorum		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1. Renew contracts for website hosting and family "all call" service. Continue "no cost" communication solutions, including social media sites, text messaging and weekly newsletter	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1. $1,750 (0332) 2. $0
2. Continue to promote parent involvement by hosting events: *back-to-school night, 5 family nights, monthly parent club meetings, pee wee track meet, grandparents day, open house, spring carnival, parent-teacher conferences, donuts with dad, muffins with mom*	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$500 (0332)

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	A. 45% of parents/guardians will complete the LCAP stakeholder survey B. 100% of PAC/SSC & ELAC/DELAC meetings will have a quorum		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

1.Renew contracts for website hosting and family “all call” service. Implement “no cost” communication solutions, including social media sites, text messaging and weekly newsletter	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	1. $1,750 (0332) 2. $0
2. Promote parent involvement by hosting events: *back-to-school night, 6 family nights, monthly parent club meetings, pee wee track meet, grandparents day, open house, spring carnival, parent-teacher conferences, donuts with dad, muffins with mom*	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$500 (0332)

GOAL 5: **2015-2016**	Provide Access to a Broad Course of Study	Related State and/or Local Priorities: 1 _ 2_ *3* _ 4_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need:	1. There is a need for music education 2. There is a need for a physical education instruction 3. There is a need for extracurricular agricultural education 4. There is a need to support a broad range of curricular and extracurricular instruction with technology METRICS: A. Areas of study English, math, social science, science, art, health, physical education, foreign language (7th&*8th) B. Student performance indicators	
Goal Applies to:	**Schools:**	Kit Carson School, Mid Valley Alternative Charter
	Applicable Pupil Subgroups:	All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	A. 100% of students will be enrolled in a broad course of study that includes, English, math, social science, science, art, health, physical education B. 90% of 1st -3rd grade students will have an average of "exceeds or meets standards" for their grade level, 90% of students in grades 4 through 8 will have a grade point average of 2.0 or higher

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.Retain a part-time music instructor to teach music after school. 3 days per week, 2 hours per day	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$9,073 (0332)
2. Retain a physical education teacher to provide standards based PE program in grades K-8 (1 FTE).	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth	$75,615 (0332)

		__Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	
3. Retain a part-time agricultural education instructor to provide access to specialized curriculum during and after school. 4 days per week, 1 hour per day	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$14,775 (0332)
4.Retain the services of a classified Technology Support Specialist to support a broad range of curricular and extracurricular instruction with technology. (1 FTE)	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$76,971 (0332)

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	A. 100% of students will be enrolled in a broad course of study that includes, English, math, social science, science, art, health, physical education B. 90% of students in grades 4 through 8 will have a grade point average of 2.0 or higher		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.Retain a part-time music instructor to teach music after school. 3 days per week, 2 hours per day	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic	$9,073 (0332)

		__ Other Subgroups:(Specify) SWD	
2.Retain a physical education teacher to provide standards based PE program in grades K-8 (1 FTE).	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$77,883 (0332)
3.Retain a part-time agricultural education instructor to provide access to specialized curriculum during and after school. 4 days per week, 1 hour per day	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$15,218 (0332)
4.Retain the services of a Classified Technology Support Specialist to support a broad range of curricular and extracurricular instruction with technology. (1 FTE)	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$79,280 (0332)

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	A. 100% of students will be enrolled in a broad course of study that includes, English, math, social science, science, art, health, physical education B. 90% of students in grades 4 through 8 will have a grade point average of 2.0 or higher		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

1.Retain a part-time music instructor to teach music after school. 3 days per week, 2 hours per day	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$9,073 (0332)
2.Retain a physical education teacher to provide standards based PE program in grades K-8 (1 FTE).	Kit Carson Elementary	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$80,220 (0332)
3.Retain a part-time agricultural education instructor to provide access to specialized curriculum during and after school. 4 days per week, 1 hour per day	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$15,674 (0332)
4.Retain the services of a Classified Technology Support Specialist to support a broad range of curricular and extracurricular instruction with technology. (1 FTE)	LEA-wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) White __ Other Subgroups:(Specify) Hispanic __ Other Subgroups:(Specify) SWD	$81,659(0332)

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 low to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

<table>
<tr><td>Original GOAL 1 from prior year LCAP:</td><td colspan="2">High Expectations and Academic Rigor

Metrics: Classroom Observations, Local Assessments and state assessments (API) to measure students' progress, Surveys to measure art and music appreciation, State Assessments for Special Education progress, Local Assessments. State Assessments and CELDT to measure growth of English Language Learners (ELL), OG Assessments, DIBELS, STAR Reading Assessments, and local and state assessments to measure literacy growth, State assessment (API), IReady, OG Assessments, DIBELS, STAR Reading Assessments, other local assessments and CELDT to develop a system of formative assessments, Observation, Surveys for deferred maintenance, Facilities Inspection Tool</td><td>Related State and/or Local Priorities:
1X 2X 3__ 4X 5__ 6__ 7x 8x
COE only: 9__ 10__
Local : Specify _____</td></tr>
<tr><td rowspan="2">Goal Applies to:</td><td>Schools:</td><td colspan="2">Kit Carson School</td></tr>
<tr><td>Applicable Pupil Subgroups:</td><td colspan="2">All students, including low income, RFEP, Foster Youth and EL</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td>1. Begin student collaboration strategies professional learning, field trips (live and interactive), and before/after school tutoring opportunities to increase student progress based on CCSS implementation. Common Core implementation will be measured by state assessments (API).</td><td>Actual Annual Measurable Outcomes:</td><td>1. Student collaboration strategies professional learning (Kagan) is being used by 100% of the teachers as measured by 2 Kagan coaching days. During classroom observations, Kagan structures are being utilized by 45% of teachers. 4 teachers have participated in a total of 12 interactive field trips this year. Each grade level has taken at least 1 field trip this year. 30% of teachers are offering before and/or after school tutoring, 19 students are taking advantage of tutoring. Of those 19 students, 13 students showed growth on the local performance task writing</td></tr>
</table>

			benchmark based on common core state standards. API will not be measured in the 2014-2015 school year.
	2. All students will have access to a broad course of study as measured by teacher schedules and/or adjunct teachers.		2. A broad course of study includes offering access to music and art during the school year. Music is offered afterschool 3 days per week and art is integrated into each teacher's classroom. Surveys conclude that 90% of families are satisfied that their child is learning the kind of skills and knowledge needed to be successful in high school. Comments from parents on the survey also conclude that parents are happy with the music program. Teacher schedules show that art is being taught at least 1 time per week in 8/15 classrooms.
	3. on assessments. API Base will be established by the state.		3. State assessments (API) will not be measured in the 2014-2015 school year. API base has not been established for SPED.
	4. Meet EL Proficiency targets set by the state. Increase EL reclassification rate by 5%.		4. EL reclassification rate for students during the 2014-2015 school year was 25%. This rate is high because in prior years very few students have been reclassified. We don't expect that rate to be that high in subsequent years.
	5. Professional Learning for staff, partially implement skills and practices, before/after school tutoring and support. API Base will be established by the state.		5. 100% of teachers and instructional aides have participated in Orton Gillingham professional learning to increase literacy skills. Full implementation of RTI (skills and practices associated with literacy are taught using Orton Gillingham practices). 30% of teachers are offering before and/or after school tutoring, 19 students are taking advantage of tutoring. API base has not been established.
	6. Professional learning for staff: formative assessments. API Base will be established by the state.		6. Formative assessments were created by 100% of 3rd through 8th grade teachers. Performance tasks were created in ELA/writing and given twice during the school

	7. All facilities will be well maintained as measured by the Facilities Inspection Tool.		year. Teachers created and used results from PT's to drive instruction. API base has not been established. 7. FIT data showed that the school scored a Good rating overall. Metrics: • Classroom Observations: Student collaboration strategies professional learning (Kagan) is being used by 100% of the teachers as measured by 2 Kagan coaching days. During classroom observations, Kagan structures are being utilized by 45% of teachers. • Local Assessments: Formative assessments were created by 100% of 3rd through 8th grade teachers. Performance tasks were created in ELA/writing and given twice during the school year. Teachers created and used results from PT's to drive instruction. • State assessments (API) to measure students' progress: State assessments (API) will not be measured in the 2014-2015 school year • Surveys to measure art and music appreciation: Surveys conclude that 90% of families are satisfied that their child is learning the kind of skills and knowledge needed to be successful in high school. • State Assessments for Special Education progress: State assessments (API) will not be measured in the 2014-2015 school year. API base has not been established for SPED. • Local Assessments: Formative assessments were created by 100% of 3rd through 8th grade teachers. Performance tasks were created in ELA/writing and given twice during the school year. Teachers created and used results from PT's to drive instruction. • State Assessments: State assessments (API) will not be measured in the 2014-2015 school year • CELDT to measure growth of English Language Learners (ELL): ELL reclassification rate for students during the 2014-2015 school year was 25% based on CELDT results and local assessments. • OG Assessments: 70% of students working in OG RTI groups showed growth based on the red word assessment.

			• DIBELS: DIBELS was not used this year. • STAR Reading Assessments: STAR shows that each grade level had between 50-91 points growth, except for 1 grade level. • Local and state assessments to measure literacy growth: Formative assessments were created by 100% of 3rd through 8th grade teachers. Performance tasks were created in ELA/writing and given twice during the school year. Teachers created and used results from PT's to drive instruction. STAR shows that each grade level had between 50-91 points growth, except for 1 grade level. 70% of students working in OG RTI groups showed growth based on the red word assessment. State assessments (API) will not be measured in the 2014-2015 school year. • State assessment (API): State assessments (API) will not be measured in the 2014-2015 school year. • IReady: IReady was not administered this year. • OG Assessments: 70% of students working in OG RTI groups showed growth based on the red word assessment. • DIBELS: DIBELS was not used this year. • STAR Reading Assessments: STAR shows that each grade level had between 50-91 points growth, except for 1 grade level. • Other local assessments: Formative assessments were created by 100% of 3rd through 8th grade teachers. Performance tasks were created in ELA/writing and given twice during the school year. Teachers created and used results from PT's to drive instruction. STAR shows that each grade level had between 50-91 points growth, except for 1 grade level. 70% of students working in OG RTI groups showed growth based on the red word assessment. • CELDT to develop a system of formative assessments: CELDT was not used this year to develop a system of formative assessments • Observation: 100% of teachers and instructional aides were observed . • Surveys for deferred maintenance: Parents surveys reflect that parents would like the campus to be more secure. • Facilities Inspection Tool: FIT data showed that the school scored a Good rating overall

LCAP YEAR: 2014-15			
Planned Actions/Services	**Budgeted Expenditures**	**Actual Actions/Services**	**Estimated Actual Annual Expenditures**
A. Maintain high academic rigor and full implementation of Common Core standards. a. Common Core professional learning for staff, b. Student field trips 1. Professional learning $15,000.00 (Resource 7405) 2. Field trips $5,000 (Resource 0000)	$15,000.00 (Resource 7405) $5,000 (Resource 0000)	1. Kagan Training (3 days + 2 coaching days) Kagan professional development was paid for out of one time common core implementation funds, so was not cost to LCAP funds. 2. Three additional professional learning days included in teacher salary 3. Field trips (paid for with student council funds)	1. $9,760 (7405) 2. $22,750 (0000) 3. $0
Scope of Service:	LEA	**Scope of Service:**	LEA
X ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify):		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):	
B. Access to art and music curriculum, to supplement the Common Core curriculum. Teacher or staff training. Design Program	$500.00 (Resource 0000)	1. Hired extracurricular music teacher. We made a typo ($500 instead of $5000) last year. Hired a classified position instead of a teacher stipend; therefore, the cost increased significantly from $5,000 to $10,000. We also contracted for more days than originally planned for so that we could offer beginning, intermediate, and advanced band sessions. 2. materials and repairs supplies for music 3. Art integrated into classroom	1. $8885 (0332) 2. $1430 (0332) 3. $0 Total $10,315 (0332)
Scope of Service:	LEA	**Scope of Service:**	LEA
X ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify):		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):	
For EL pupils increase academic support of EL students and increase student literacy rates through after school tutoring. Professional learning, tutoring stipends	$20,000 (0332,Title I)	Increase academic support of EL students by providing before and or after school tutoring. Instructional aide provided 30 minutes on Wednesdays from December through April (0332). Due to services provided by other programs (SES tutoring) the 30 minutes was sufficient for the need so the budget decreased significantly. Teachers provided before and after school tutoring (Title 1)	$84 (0332) $4987 (Title I)
Scope of Service:	LEA	**Scope of Service:**	LEA

__ ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify):		__ ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify):	
For low income pupils: Increase academic support of EL students and increase literacy rates through afterschool tutoring. Professional learning tutoring stipends.	$20,000 (0332,Title I)	Increase academic support of EL students by providing before and or after school tutoring. Instructional aide provided 30 minutes on Wednesdays from December through April (0332). Due to services provided by other programs (SES tutoring) the 30 minutes was sufficient for the need so the budget decreased significantly. Teachers provided before and after school tutoring (Title 1)	$84 (0332) $4987 (Title I)
Scope of Service:	LEA	**Scope of Service:**	LEA
__ ALL OR: _x_Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):		__ ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):	
For redesignated fluent English proficient pupils: Increase academic support of RFEP students and increase student literacy rates through after school tutoring._Professional learning tutoring stipends.	$20,000 (0332,Title I)	Increase academic support of EL students by providing before and or after school tutoring. Instructional aide provided 30 minutes on Wednesdays from December through April (0332). Due to services provided by other programs (SES tutoring) the 30 minutes was sufficient for the need so the budget decreased significantly. Teachers provided before and after school tutoring (Title 1)	$84 (0332) $4987 (Title I)
Scope of Service:	LEA	**Scope of Service:**	LEA
__ ALL OR: __Low Income pupils __English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify):		__ ALL OR: __Low Income pupils __English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify):	
For foster youth: Increase academic support of foster youth students and increase student literacy rates through after school tutoring. Professional learning tutoring stipends.	$20,000 (0332,Title I)	Increase academic support of EL students by providing before and or after school tutoring. Instructional aide provided 30 minutes on Wednesdays from December through April (0332). Due to services provided by other programs (SES tutoring) the 30 minutes was sufficient for the need so the budget decreased	$84 (0332) $4987 (Title I)

		significantly. Teachers provided before and after school tutoring (Title 1)	
Scope of Service:	LEA	**Scope of Service:**	LEA
__ ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):		__ ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):	
F. Train staff on the development of formative assessments to support the common core implementation. Purchase online formative assessment benchmark license and mobile devices for student use. 1. Formative Assessment System License 2. Purchase mobile devices for student use, interactive instructional opportunities	1. $6,000 (Resource 0332) 2. $60,000 (Resource 7405)	1. Accelerated Reader/STAR license 2. Purchase 3 mobile Chromebook labs (Used CCSS implementation funds instead of 0332) We originally budgeted $20,000 per lab, but the price was less at about $13,000 per lab.	1. $4067 (Title I) 2. $38,000 (Resource 0332)
Scope of Service:	LEA	**Scope of Service:**	LEA-wide
X ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify):		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):	
G. Maintain school facilities in good repair. Ensure school and district facilities are maintained and safe. Deferred maintenance	$50,000 (0000 & 8150)	1. Re-surfaced and paved front parking lot. The deferred maintenance cost was more than anticipated due to choosing to repave the parking lot instead of routine deferred maintenance projects originally planned for.	1. $72,600 (Fund 1400)
Scope of Service:	LEA	**Scope of Service:**	LEA-wide
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to 72 mile boundary area, transportation was added to the LCAP. $212,000 (function 3600). There was an increase in the amount of funds spend on professional development. We included 3 professional development days at the beginning of the school year. We provided our teachers Kagan training that was beneficial to student engagement strategies observed within the classrooms. We will continue Kagan coaching days in 2015-2016. There was also an increase in the cost of our music program. We held music classes 3 times per week, 2 hours per day. We will continue our music program in 2015-2016. In addition, we will create a similar art program in 2015-2016. As a result of reviewing past progress, we have created 5 goals instead of 3 goals to more closely align with the vision of the district. The following list represents the changes: **Goal # 1 High Expectations and Academic Rigor** • Professional development: now found in Goal # 2, Implementation of California Standards		

	• Art and music: now found in Goal #5 Provide Access to a Broad Course of Study • Support SPED: now found in Goal # 2, Implementation of California Standards • Increase literacy: now found in Goal # 2, Implementation of California Standards • Formative assessment training: now found in Goal # 2, Implementation of California Standards • Maintaining school facilities: now found in Goal #1, Fundamental Student Support

Original GOAL 2 from prior year LCAP:	High Quality Instruction Metrics: Attendance rate, chronic absenteeism rate, suspension rate, expulsion rate, Surveys, Observation & Evaluation, and state assessments will be used to develop student support staff; including, student specialist, LVN, health aide, technology support specialist, PE teacher, Learning Director, Administration, and Teachers ,Rate of teacher mis-assignment, Observation to Improve Teacher Evaluation, Retention, and Promotion Practices	Related State and/or Local Priorities: 1X 2X 3__ 4__ 5X 6X 7__ 8 COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	**Schools:**	Kit Carson School
	Applicable Pupil Subgroups:	All Students

Expected Annual Measurable Outcomes:	1. Professional development, evaluation based goals tied to student progress. Establish baseline data on attendance. Reduce suspension rates by 3%. Maintain low expulsion rate (less than 1%). Common core implementation will be measured by state assessments. 2. Professional development, evaluation based teacher goals tied to student progress. Teacher observations will increase teacher capacity and overall student performance. All students will have access to Highly Qualified Teachers.	**Actual Annual Measurable Outcomes:**	1. Student Specialist attended 3 conferences throughout the year. LVN/Aide attended 1 conference throughout the year. 100% of teachers and instructional aides have participated in Orton Gillingham professional learning to increase literacy skills. 100% of certificated staff attended 3 days of Kagan training and 2 days of Kagan coaching. Average attendance is 96%. Suspension rate is less than 1%. Expulsion rate is 0. . API will not be measured in the 2014-2015 school year. Student scores have not been reported for state assessment. 2. Student Specialist attended 3 conferences throughout the year. LVN/Aide attended 1 conference throughout the year. 100% of teachers and instructional aides have participated in Orton Gillingham professional learning to increase literacy skills. 100% of certificated staff attended 3 days of Kagan training and 2 days of Kagan coaching. 100% of teachers were observed throughout the year formally and informally. 100% of teachers are highly qualified. Metrics:

			• Attendance rate: Average attendance is 96%. • Chronic absenteeism rate: 2% of students are on SARB contracts. • Suspension rate: Suspension rate is less than 1%. • Expulsion rate: Expulsion rate is 0. • Surveys: Survey data shows 80% of parents believe high expectations are set for their students at Kit Carson. 80% of parents are satisfied that their child is learning the kind of skills and knowledge needed to be successful. • Observation & Evaluation and development of student specialist, LVN, health aide, technology support specialist, PE teacher, Learning Director, Administration, and Teachers: 100% of certificated and classified staff have been observed and evaluated. • State assessments: API will not be measured in the 2014-2015 school year. Student scores have not been reported for state assessment. • Rate of teacher mis-assignment: 0% of teachers are classified as mis-assigned. • Observation to Improve Teacher Evaluation, Retention, and Promotion Practices: 100% of teachers were observed throughout the year formally and informally.

LCAP YEAR: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
A. Build staff (certificated and classified) capacity. Hire, retain and train: student specialist, LVN, health aide, tech support specialist, PE teacher, Learning Director, Administrator, and Teachers. Salary and professional learning. Learning Director Salary.	$230,000.00 (Resource 0332) $20,000.00 (Resource 0332, Title I, Title II)	Salaries: 1. Student Specialist $62,623 2. LVN/Health Aide $28,579 3. Tech Support Specialist $76,631 4. PE teacher (.6) $43,650 5. Intervention Teacher $0 (unfilled) 6. Learning Director (.6) $62,575 (% of salary was increased using LCAP due to decreased funding in Title I) Supplies were added for above positions: 7. Nurse supply budget for student medical care items $500 (0332) 8. PE Equipment for student use $2,500 (0332)	$211,483 (0332) $62,575 (0332) $3,000 (0332)

Scope of Service:	LEA	**Scope of Service:**	LEA-wide
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):	
B. Highly qualified teachers. Provide professional learning in student engagement and common core state standards. Professional Learning.	$5,000.00 (Resource 0332)	1. Kagan coaching. This is a repeat expenditure from Goal 1A. 3 days of professional learning and 2 days of coaching. Kagan professional development was paid for out of one time common core implementation funds, so was not cost to LCAP funds. 2. Release time for common core planning and assessment creation	1. $9,760 (7405) 2. $2500 (Title II)
Scope of Service:	LEA	**Scope of Service:**	LEA-wide
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We did not fill the intervention teacher position. We plan on hiring an intervention teacher in 2015-2016. The learning director increased expense in LCAP due to decreased Title I funds will be on ongoing cost. As a result of reviewing past progress, we have created 5 goals instead of 3 goals to more closely align with the vision of the district. The following list represents the changes: **Goal # 2 High Quality Instruction** • Build Staff Capacity: now found in Goal # 2, Implementation of California Standards, Goal #3, Maintain a Positive School Climate, and Goal #5 Provide Access to a Broad Course of Study • Highly qualified teachers: now found in Goal #1, Fundamental Student Support

Original GOAL 3 from prior year LCAP:	Engage Parents and Volunteers Metrics: Surveys will help Build Family Educational Efficacy, Surveys will help develop Family Friendly Schools District-wide and develop effective communication with Parents and the Community	Related State and/or Local Priorities: 1__ 2__ 3 x 4__ 5__ 6__ 7__ 8 COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	**Schools:**	Kit Carson School
	Applicable Pupil Subgroups:	All Students

Expected Annual	1. Create opportunities to extend classroom to the home, online component. Survey data will set	**Actual Annual Measurable**	1. Opportunities to extend the classroom to the home were implemented this year in the form of school & classroom websites, text messages, and social media. 99% of

Measurable Outcomes:	a baseline for improvement. Develop Parent Liaison for translation. 2.Baseline Data on parent participation will be collected from parent sign in sheets at parent meetings 3.Create parent meetings, school websites, parent nights, awards assemblies. 4.Baseline data on parent participation will be collected from parent sign in sheets at parent activities.	**Outcomes:**	parents believe the school holds events at times that are convenient for them. Parent Liaison was not hired this year. 50% of families attended family night #1, 48% of families attended family night #2, and 43% of families attended family night #3. 2. 3 family nights were created to encourage participation. Feedback from parent surveys show that family members enjoyed the time with their families. 3. 3 family nights were created to encourage participation. School & classroom websites, text messages, and social media were created. Awards assemblies were created for each trimester. 100% of teachers handed out awards to students at each assembly. Monthly student Character Counts luncheons were created. 100% of teachers participated in the student of the month lunches honoring students for positive character. 50% of families attended family night #1, 48% of families attended family night #2, and 43% of families attended family night #3. 4. 48% of families attended family night #2, and 43% of families attended family night #3. Metrics: • Surveys will help Build Family Educational Efficacy: 90% of parents believe that students are recognized for their achievements. 99% of parents believe the school holds events at times that are convenient for them. • Surveys will help develop Family Friendly Schools District-wide and develop effective communication with Parents and the Community: 90% of parents believe that students are recognized for their achievements. 99% of parents believe the school holds events at times that are convenient for them.

LCAP YEAR: 2014-15			
Planned Actions/Services	**Budgeted Expenditures**	**Actual Actions/Services**	**Estimated Actual Annual Expenditures**
A. Build family educational efficacy. Hire, retain, and train a parent liaison to extend classroom to the home and online. Hold parent meetings. Parent liaison	$8,000.00 (Resource 0332, Title I)	1. Didn't fill position of Parent Liaison, will do so in 15/16. Parent meetings held by administration 2. Used school & classroom websites, text messages, and social media as a communication tool. Expenditure for website license, all other communication tools were $0/free. 3. 2nd-8th grade students utilized Google Education accounts, facilitating online instruction (free to schools; no cost).	1. $0 2.$2250 (0332) 3. $0 Total $2250 (0332)
Scope of Service:	LEA	**Scope of Service:**	LEA-wide
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):	
B. Develop effective communication with parents and the school community. Hire and retain Learning Director to facilitate parent meetings, parent communication & implement student incentive programs. 1. Learning Director Salary	$20,000.00 (Resource 0332, Title I, Title II)	1. Learning Director salary (increased due to decrease in Title 1 funds) 2. Three Family Nights (some PTC funded) 3. Wednesday notes, included in general printing costs 4. Website: license repeat expenditure 5. Social Media (no cost) 6. text messaging (no cost) 7. "All call" system, contract 8. Back to School Night, Pee Wee track meet, Open House, and Grandparents day (no cost) 9. Citizenship recognition lunch, Trimester awards, End-of-year awards (Cost of set up supplies for luncheon) 10. Extracurricular sports (Staff stipends for coaching) 11. "Tiger Society" Citizenship awards (paid for with student council funds)	1. $62,575 (repeated expenditure) 2. $300 (0332) 3. $0 4. $2250 (repeated expenditure) 5. $0 6. $0 7. $1300 (0332) 8. $0 9. $150 (0332) 10. $7625 (0332) 11. $0 Total $74,200 (0332)
Scope of Service:	LEA	**Scope of Service:**	LEA-wide
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify):	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The learning director increased expense in LCAP due to decreased Title I funds will be on ongoing cost. As a result of reviewing past progress, we have created 5 goals instead of 3 goals to more closely align with the vision of the district. The following list represents the changes: **Goal # 3 Engage Parents and Volunteers** • Build family efficacy: now found in Goal # 4, Maintain a High Level of Stakeholder Engagement • Effective communication: now found in Goal # 4, Maintain a High Level of Stakeholder Engagement

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:	$ 715,858

We are at 76% enrollment of unduplicated pupils in the district. Kit Carson School currently has a population of 390 students in transitional kindergarten through eighth grade. 73% of the students qualified for the free or reduced meal program this school year, 19% of the students are identified English learners, and two foster youth attend the school. Due to declining enrollment on the tail of statewide deferrals and deficit funding, the LCFF formula does not generate additional total base funds for the school. The funds mostly represent an opportunity to reclassify spending based on LCAP priorities.

Salaries and benefits for employees whose services represent additional services make up the majority of LCAP priority spending: LCAP

priority funds retain the services of a Student Specialist, PE teacher, Librarian, Subgroup Support Specialist, Technology Support Specialist (TSS) and LVN/Health Aide. The Student Specialist improves school climate by promoting student attendance (through SARB), character education initiatives, anti-bullying programs, monitoring student activities, addressing disciplinary needs, and maintaining discipline records. The Student Specialist improves parental involvement by proactively contacting and acting as a point of contact for parents regarding student attendance and discipline. LCAP priority funds retain the services of a PE teacher to provide a broad course of study. The PE teacher provides access to a health related program of study, including tobacco use and drug prevention curriculum. The PE teacher acts as site coordinator for the annual physical fitness test for 5th and 7th grade students. LCAP priority funds retain the services of a Librarian. The Librarian helps maintain a positive school climate by providing an opportunity for students to access a wide range of leveled reading material, participate in Accelerated Reader, and student research projects. LCAP priority funds retain the services of a Subgroup Support Specialist to support the implementation of California standards. The Subgroup Support Specialist administers CELDT, supports reclassification of ELL students, oversees assessment data for student subgroups, monitor intervention services for student subgroups, and coordinate support services for subgroups. LCAP priority funds retain the services of a Technology Support Specialist (TSS). The TSS develops and maintains the technology infrastructure necessary to for the use of technology for the entire school. The TSS improves the implementation of the CCSS by providing support for instructional technology that students need to be college and career ready by high school graduation. The TSS supports the schools broad course of study by coordinating the technology related portions of district benchmark testing, and by acting as site coordinator for computer adaptive tests and performance tasks during CAASPP testing. LCAP priority funds retain the services of a part-time school nurse. The nurse improves the student climate by providing health related services provided to students as needed. These services are not required, but provide all students, including low income, English learners, foster youth, white, Hispanic, and students with disabilities with additional assistance and resources.

Portions of salaries and benefits for employees whose services represent additional services make up a portion of LCAP priority spending: LCAP priority funds retain the services of a Learning Director and Intervention Specialist. The Learning Director is an administrative position with a primary goal of providing direction for all aspects of student learning and staff professional development to implement California standards. The Learning Director will improve student achievement by coordinating and implementing staff development in curriculum based on the California standards. The Learning Director will oversee the procurement of curricular materials, ensuring that all students are prepared. The Learning Director will work with students and school personnel to increase student engagement and continuously improve the school climate in an effort to show student growth. LCAP priority funds retain the services of a part-time Intervention Specialist. The Intervention Specialist improves student achievement by coordinating intervention services for students who score low on district and state benchmark tests, including the CAASPP. The Intervention Specialist improves access to the California standards by providing student access to reading/language arts and math curriculum at students' level as needed. The Intervention Specialist provides information to parents and teachers regarding progress and performance of students receiving intervention services. The Intervention Specialist monitors student progress with differentiated benchmarks based on student need. These services are not required, but provide all students, including low income, English learners, foster youth, white, Hispanic, and students with disabilities with additional assistance and resources.

LCAP priority funds retain the services of teachers and instructional aides who provide before and after school tutoring for students. LCAP priority funds ensure that all facilities are in good repair through a deferred maintenance fund. LCAP priority funds provide the means to contract with a vendor for an online benchmark testing program, used by teachers and the Learning Director to assess student performance and progress. LCAP priority funds increase parent engagement by providing the means to contract with a communication technology vendor to provide an all call system which is used in emergencies and to increase attendance at school events such as Back-to-School-Night and the annual Title I meeting. LCAP priority funds provide the opportunity for teachers to obtain the professional development and purchase supplies needed to fully implement the California standards.

LEA-wide funds will be used for facilities, BTSA, additional technology devices, professional development, Learning Director support, tutoring, assessments, retain an English Learner and Data Support Specialist, retain an Intervention Specialist, stipends for extracurricular activities, student awards and recognition, field trips, retain a Librarian, communication for parents, host parent events, music teacher, and to retain a Technology Support Specialist.

School-wide funds will be used for transportation, professional development in the area of mathematics, Student Specialist, retain an LVN Health Aide, retain a PE teacher, and to retain and agriculture teacher.

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.

30.50%

LCAP priority funds support Implementation of California and Provide Access to a Broad Course of Study by providing an instructional setting where low income pupils, English learners and foster youth students are encouraged to learn. The 30.50% by which services for unduplicated pupils will be improved as compared to the services provided to all pupils will be through professional development for staff to improve student engagement strategies, literacy strategies, and using data to guide instruction. Teachers and instructional aides will provide low income, English learners, and foster youth before/after school tutoring and support, field trips (live and interactive) that offer experiences beyond the school day, formative assessment analysis to provide instruction for student learning gaps, and mobile devices to increase student engagement and interactive instructional opportunities. Extracurricular programs and activities will extend the classroom for students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).

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