

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>School Site Council – February 2014</p>	<p>This information describes how the engagement process contributed to the development of the KCESD LCAP.</p> <p>School Site Council shared the need for art and music in addition to the core classroom curriculum. The members also discussed the need for additional computers or tablets in the form of a mobile cart; not only for the new assessments but so that teachers can use them with group activities within the classroom.</p>
<p>Parent Meeting – February 2014</p>	<p>Parents discussed the need for students to feel safe and engaged in the school community. Parents discussed the need for art and music in addition to the core classroom curriculum. One parent really liked having Mr. Barlow outside when the students are being dropped off in the mornings. She felt that this made her daughter feel safe and that she knew the principal of the school. Mid Valley Charter parents discussed the need they have when they get to use the computer lab at the school. Mid Valley Charter parents also discussed the need for continued field trips and collaboration/activity days.</p>
<p>Parent Survey - February 2014</p>	<p>The district received 30 parent survey responses. Parents overwhelming felt that teachers and staff communicate effectively and timely. Parents also felt that their students are safe at school. The surveys revealed the following areas of growth: 32% of parents believe the curriculum is too difficult for their student, 16% of parents would like additional academic support beyond the classroom instruction, 44% of parents would like to</p>

Involvement Process	Impact on LCAP
<p>Staff Survey – April 2014</p>	<p>see the food in the cafeteria improved.</p> <p>Staff was given the opportunity to discuss in small groups. Staff shared concerns about limiting combination classes. Staff is interested in recruiting for new students, additional adult help within the classrooms, norms for the school as a whole and within grade levels, after school tutoring, enrichment classes, improving attendance, decreasing the number of tardies and leaving early, additional positive rewards for students each trimester, additional drama performances, more parent participation at activities (possibly a parent night per trimester), and the implementation of a chromebook lab(s).</p>

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (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.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	Goal 1: High Expectations and Academic Rigor							
Need: Maintain high academic rigor and full implementation of Common Core standards. Metric: Classroom Observations, Local Assessments and state assessments (API) to measure students' progress.		All Students, including Low income, RFEP, Foster youth, and EL	Kit Carson School		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).	Full implementation of collaborative techniques within classrooms, field trips (live and interactive), and before/after school tutoring opportunities to ensure student progress based on CCSS implementation. Common Core Implementation will be measured by a 5% increase in State Assessments (API).	Full implementation of collaborative techniques and structured classroom groups for the development of SPED/ELL student success, field trips (live and interactive), and before/after school tutoring opportunities to ensure student progress based on CCSS Implementation. Common Core Implementation will be measured by a 5% increase in State Assessments (API).	Pupil Achievement – State Priority 4 Implementation of State Standards – State Priority 2
Need: Access to art and music curriculum, to supplement the Common Core curriculum. Metric: Surveys to measure art and music appreciation		All Students including Low income, RFEP, Foster youth, and EL	Kit Carson School		All students will have access to a broad course of study as measured by teacher schedules and/or adjunct teachers.	All students will have access to a broad course of study as measured by teacher schedules and/or adjunct teachers.	All students will have access to a broad course of study as measured by teacher schedules and/or adjunct teachers.	Course Access – State Priority 7
Need: Increased academic support of mainstreamed SPED students. Metric: State		Pupils with disabilities	Kit Carson School		on assessments. API Base will be established by the state.	Meet the API growth target established by the state.	Meet the API growth target established by the state.	Pupil Achievement – State Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Assessments for Special Education progress								
Need: Increase academic support of EL students. Metric: Local Assessments. State Assessments and CELDT to measure growth of English Language Learners (ELL)		ELL, RFEP	Kit Carson School		Meet EL Proficiency targets set by the state. Increase EL reclassification rate by 5%.	Meet EL Proficiency targets set by the state. Increase EL reclassification rate by 5%.	Meet EL Proficiency targets set by the state. Increase EL reclassification rate by 5%.	Pupil Achievement – State Priority 4
Need: Increase student literacy rates. Metric: OG Assessments, DIBELS, STAR Reading Assessments, and local and state assessments to measure literacy growth		All Students including Low income, RFEP, Foster youth, and EL	Kit Carson School		Professional Learning for staff, partially implement skills and practices, before/after school tutoring and support. API Base will be established by the state.	Implement skills and practices, align to local assessments, use data to guide instruction, before/after school tutoring and support. Meet the API growth target established by the state.	Fully implement skills and practices, align to local assessments, use data to guide instruction, before/after school tutoring and support. Meet the API growth target established by the state.	Pupil Achievement – State Priority 4 Other pupil outcomes – State priority 8
Need: Train staff on the development of formative assessments to support the common core implementation. Metric: State assessment (API),		All Students including Low income, RFEP, Foster youth,	Kit Carson School		Professional learning for staff: formative assessments. API Base will be established by the state.	Create formative assessments and use to guide instruction Meet the API growth target established by the state.	Use assessments to guide instruction Meet the API growth target established by the state.	Pupil Achievement – State Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
IReady, OG Assessments, DIBELS, STAR Reading Assessments, other local assessments and CELDT to develop a system of formative assessments		and EL						
Need: Maintain school facilities in good repair. Metric: Observation, Surveys for deferred maintenance, Facilities Inspection Tool		All Students	Kit Carson School		All facilities will be well maintained as measured by the Facilities Inspection Tool.	All facilities will be well maintained as measured by the Facilities Inspection Tool.	All facilities will be well maintained as measured by the Facilities Inspection Tool.	Basic - State Priority 1
	Goal 2: High Quality Instruction							
Need: Build Staff (certificated and classified) Capacity Metric: 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		All Students	Kit Carson School		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	Professional development, evaluation based goals tied to student progress. Increase or maintain attendance rates by 3%. Reduce suspension rates by 3%. Maintain low expulsion rate (less than 1%). Common Core Implementation will be	Professional development, evaluation based goals tied to student progress. Increase or maintain attendance rates by 3%. Reduce suspension rates by 3%. Maintain low expulsion rate (less than 1%). Common Core Implementation will be	Pupil Engagement – State Priority 5 School Climate – State Priority 6 Implementation of State Standards – State Priority 2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Specialist, PE Teacher, Learning Director, Administration, and Teachers					measured by State Assessments.	measured by a 5% increase in State Assessments.	measured by a 5% increase in State Assessments.	
Need: Highly Qualified Teachers Metric: Rate of teacher mis-assignment, Observation to Improve Teacher Evaluation, Retention, and Promotion Practices		All Students	Kit Carson School		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.	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.	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.	Basic - State Priority 1
	Goal 3: Engage Parents and Volunteers							
Need: Build Family Efficacy Metric: Surveys will help Build Family Educational Efficacy		All Students	Kit Carson School		Create opportunities to extend classroom to the home, online component. Survey data will set a baseline for improvement. Develop Parent Liaison for translation. Baseline Data on parent participation will be collected from parent sign in sheets at parent meetings.	Extend classroom into the home. Survey data will show an increase in family educational efficacy. Continue Parent Liaison for translation. Increase parent participation by 5% as measured by parent sign in sheets at parent meetings.	Extend classroom into the home. Survey data will show an increase in family educational efficacy. Continue Parent Liaison for translation. Increase parent participation by 5% as measured by parent sign in sheets at parent meetings.	Parent Involvement – State Priority 3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Develop effective communication with parents and the school community</p> <p>Metric: Surveys will help develop Family Friendly Schools District-wide and develop effective communication with Parents and the Community</p>		All Students	Kit Carson School		<p>Create parent meetings, school websites, parent nights, awards assemblies.</p> <p>Baseline Data on parent participation will be collected from parent sign in sheets at parent activities.</p>	<p>Create parent meetings, school websites, parent nights, awards assemblies, continue parent liaison.</p> <p>Increase parent participation by 3% as measured by parent sign in sheets at parent meetings.</p>	<p>Create parent meetings, school websites, parent nights, awards assemblies, continue parent liaison.</p> <p>Increase parent participation by 3% as measured by parent sign in sheets at parent meetings.</p>	Parent Involvement – State Priority 3

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: High Expectations and Academic Rigor	Pupil Achievement – State Priority 4	Maintain high academic rigor and full implementation of Common Core standards.	LEA		Professional Learning \$15,000 Common Core Implementation Dollars (Resource 7405), Field Trips \$5,000 (Resource 0000)	Professional Learning \$10,000 (Resource 0332), Field Trips \$5,000 (Resource 0000)	Professional Learning \$10,000 (Resource 0332), Field Trips \$5,000 (Resource 0000)
	Implementation of State Standards – State Priority 2	a. Common Core professional learning for staff, b. Student field trips	LEA		Design program \$500 (Resource 0000)	Hire teacher(s)/support staff and professional learning \$60,000 (Resource 0000)	Salary and professional learning \$60,000 (Resource 0000)
	Course Access – State Priority 7	Access to art and music curriculum, to supplement the Common Core curriculum. Teacher or staff training.	LEA		Special Education additional support staff - \$10,000 (Resource 0000)	Special Education additional support staff - \$10,000 (Resource 0000)	Special Education additional support staff - \$10,000 (Resource 0000)
	Basic - State Priority 1	Increased academic support of main-streamed SPED students. Hire additional support staff	LEA				
	Other pupil outcomes – State priority 8						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Increase student literacy rates. Implement after-school tutoring and professional learning for teachers and instructional support staff</p>	LEA		<p>Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I, Title II)</p>	<p>Professional Learning Tutoring Stipends (Resource 0332, Title I, Title II)</p>	<p>Professional Learning Tutoring Stipends (Resource 0332, Title I, Title II)</p>
		<p>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.</p>	LEA		<p>Formative Assessment System License \$6,000 (Resource 0332), Purchase mobile devices for student use, interactive instructional opportunities \$60,000 (Resource 7405)</p>	<p>Formative Assessment System License \$6,000 (Resource 0332), Purchase mobile devices for student use, interactive instructional opportunities \$60,000 (Resource 7405)</p>	<p>Formative Assessment System License \$6,000 (Resource 0332), Purchase mobile devices for student use, interactive instructional opportunities \$60,000 (Resource 7405)</p>
		<p>Maintain school facilities in good repair. Ensure school and district facilities are maintained and safe.</p>	LEA		<p>Deferred Maintenance \$50,000 (Resource 0000/8150)</p>	<p>Deferred Maintenance \$50,000 (Resource 0000/8150)</p>	<p>Deferred Maintenance \$50,000 (Resource 0000/8150)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #2: High Quality Instruction	Pupil Engagement – State Priority 5 School Climate – State Priority 6 Implementation of State Standards – State Priority 2 Basic - State Priority 1	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 Highly qualified teachers. Provide professional learning in student engagement and common core state standards	LEA LEA		Salary and Professional Learning \$230,000 (Resource 0332), Learning Director Salary \$20,000 (Resource 0332, Title I, Title II) Professional learning \$5,000 (Resource 0332)	Salary and Professional Learning \$230,000 (Resource 0332), Learning Director Salary \$20,000 (Resource 0332, Title I, Title II) Professional learning \$5,000 (Resource 0332)	Salary and Professional Learning \$230,000 (Resource 0332), Learning Director Salary \$20,000 (Resource 0332, Title I, Title II) Professional learning \$5,000 (Resource 0332)
Goal #3: Engage Parents and Volunteers	Parent Involvement – State Priority 3	Build Family Educational Efficacy. Hire, retain, and train a parent liaison to extend classroom to the home and online. Hold parent meetings	LEA		Parent Liaison \$8,000 (Resource 0332, Title I) Learning Director	Parent Liaison \$8,000 (Resource 0332, Title I) Learning Director	Parent Liaison \$8,000 (Resource 0332, Title I) Learning Director

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Develop effective communication with parents and the school community. Hire and retain Learning Director to facilitate parent meetings, parent communication & implement student incentive programs	LEA		Salary \$20,000 (Resource 0332, Title I, Title II)	Salary \$20,000 (Resource 0332, Title I, Title II)	Salary \$20,000 (Resource 0332, Title I, Title II)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: High Expectations and Academic Rigor	Pupil Achievement – State Priority 4 Implementation of State Standards – State Priority 2	For low income pupils: Increase academic support of EL students and increase student literacy rates through after school tutoring.	LEA		Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)	Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)	Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)
Goal #1: High Expectations and Academic Rigor	Pupil Achievement – State Priority 4 Implementation of State Standards – State Priority 2	For English learners: Increase academic support of EL students and increase student literacy rates through after school tutoring.	LEA		Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)	Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)	Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)
Goal #1: High Expectations and Academic Rigor	Pupil Achievement – State Priority 4 Implementation of State Standards – State Priority 2	For Re-designated Fluent English proficient pupils: Increase academic support of RFEF students and increase student literacy rates through after school tutoring.	LEA		Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)	Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)	Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)
Goal #1: High	Pupil Achievement	For Foster Youth:	LEA		Professional	Professional	Professional

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Expectations and Academic Rigor	– State Priority 4 Implementation of State Standards – State Priority 2	Increase academic support of Foster Youth students and increase student literacy rates through after school tutoring.			Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)	Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)	Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Kit Carson School currently has a population of 392 students in transitional kindergarten through eighth grade. 79% of the students qualified for the free or reduced meal program this school year, 25% of the students are identified English learners, and four 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.

During the 2014-2015 school year, the funds reclassified into LCAP priorities represent \$312,000 of our total budget. Portions of 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. The student specialist improves school climate, student engagement, and other student outcomes 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. These services are not required, but provide all students, including low income, foster youth, and English learners, with additional assistance and resources.

LCAP priority funds retain the services of a part-time school nurse. The school nurse improves student engagement by providing health related services that increase student attendance due to reduced student illness. The nurse improves the student climate by providing health related services provided to students as needed. The school nurse promotes parent involvement by communicating student health related issues and providing suggestions for such issues. These services are not required, but provide all students, including low income, foster youth, and English learners, with additional assistance.

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 improves student achievement 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. These services are not required, but provide all students with additional resources and assistance.

This is particularly true for low income, foster youth, and English learners, who may not have access to such services at home.

LCAP priority funds retain the services of a part-time physical education teacher. The PE teacher improves access to a broad curriculum by

insuring students are provided with high quality instruction based on physical education standards. The PE teacher also provides access to a health related program of study, including tobacco use and drug prevention curriculum. The PE teacher improves other student outcomes by acting as site coordinator for the annual physical fitness test for 5th and 7th grade students. These services are not required, but provide all students, including low income, foster youth, and English learners, with additional resources.

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 a broad curriculum based on the CCSS by providing student access to reading/language arts and math curriculum at students' level as needed. The intervention specialist improves parent involvement by providing information to parents and teachers regarding progress and performance of students receiving intervention services. The intervention specialist improves other student outcomes by monitoring student progress with differentiated benchmarks based on student need. These services are not required, but provide all students with additional assistance and resources, particularly low income students, foster youth, and English learners, who traditionally have scored lower than other student groups on standardized testing.

LCAP priority funds retain the services of a learning director. The learning director is an administrative position with a primary goal of providing direction for all aspects of student learning and staff professional development. The learning director will improve student achievement by coordinating and implementing staff development in curriculum based on the CCSS. The learning director will oversee the procurement of curricular materials, ensuring that all students are prepared for a broad program of study. The learning director will work with students and school personnel to increase student engagement and continuously improve the school climate.

LCAP priority funds retain the services of teachers who provide 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 CCSS.

- D. 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). 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). 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.

LCAP priority funds support High Expectations and Academic Rigor by providing an instructional setting where **low income pupils, English learners and foster youth** students are encouraged to learn. The 12.23% by which services for unduplicated pupils will be improved as compared to the services provided to all pupils will be through increased English Learner professional development providing teachers with training to facilitate student collaboration within the classroom. Teachers 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.

Areas of State Priority

Pupil Engagement-#5

Other Pupil Outcomes#8

Pupil Achievement #4

Parent Involvement #3

School Climate#6

Basic#1

Course Access #7

Implementation of State Standards#2

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