

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

**Introduction:** *Kit Carson Union School District serves 394 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 370 students. Mid Valley Alternative Charter School has 24 students enrolled, all from outside the district.*

*The student population is representative of the surrounding community. 71% of the students qualified for the free or reduced meal program this school year, 22% of the students are identified English learners, and seven foster youth attend the school. 61% of our students are Hispanic, 13% are students with disabilities, and 35% are white/non-Hispanic. A majority, 76%, of students' parents graduated from high school, and 17% 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 Mid Valley Alternative Charter

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LCAP Year: 2016-19

### 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
9/7/15	Staff PLC, LCAP needs assessment	Mr. Barlow presented an update on the LCAP goals. He shared the CAASPP results with alignment to beginning of the year local assessments (STAR reading and mathematics). We have found that our local assessments align with the CAASPP results. Staff gave input regarding immediate needs. Input included the need to begin before/after school tutoring, the need to begin RTI, the need for training in step up to writing and Bridges math coaching.

		Staff also shared that within the classrooms we need to have more reading and comprehension opportunities, we need to use academic language, typing and Chromebook use for all students, students citing evidence, and student motivation. Mr. Barlow shared that the CAASPP results with alignment to beginning of the year local assessments (STAR reading and mathematics). We have found that our local assessments align with the CAASPP results.
9/16/15	LCAP stakeholder input (Board/community Meeting)	Mr. Barlow presented an update on the LCAP goals. He shared that the CAASPP results with alignment to beginning of the year local assessments (STAR reading and mathematics). We have found that our local assessments align with the CAASPP results.
9/23/15	Family night survey for parents, students, faculty	Parents shared that they are only slightly concerned with having students use technology. They would like to see art, music, and agriculture education taught. There is a need for more parking, sports in the lower grades, and more family nights.
10/2/15	LCAP Training at Kings County Office of Education	Aligning your site and district plans
10/14/15	SSC/ELAC	Mr. Barlow presented an update on the LCAP goals. He shared the CAASPP results with alignment to beginning of the year local assessments (STAR reading and mathematics). We have found that our local assessments align with the CAASPP results. Parent input included 95% in favor of raising the fence at the front of the school, 5% of parent input included not supporting the fence project.
10/21/15	LCAP stakeholder input (Board/community Meeting)	A parent stated that she did not support the Board's decision to install a new fence. Mr. Barlow informed the Board that he received two quotes: one for a six foot fence, and another for an eight foot fence.
10/19/15	Staff PLC	Staff input included the need for CPR and Epipen training. Mr. Barlow discussed the need for an additional tutor for an at risk student.
11/10/15	SSC/ELAC	Input included the continued need for technology and upgrades to infrastructure.
11/18/15	LCAP stakeholder input (Board/community Meeting)	One parent was in attendance, and made no comments regarding LCAP. Mr. Barlow reported that the parent LCAP survey was available online through the school's website.
11/30/15	SSC/ELAC	Staff met and discussed the need to align the LCAP and the LEAP. The team discussed the needs for increased reading for students, increasing EL

		reclassification, math instruction needs, tutoring needs, etc.
12/3/15	Family night survey for parents, students, faculty	Parent concerns include: the need for ELA and math tutoring afterschool, special education services, RTI support during the school day to support struggling students. Parent survey results include: partitions for boys restrooms, the need for art, music, and agriculture education.
12/9/15	LCAP stakeholder input (Board/community Meeting), SSC/ELAC	Mr. Barlow discussed the need for an additional LVN.
12/14/15	Staff PLC	Staff support needed in the area of interim benchmarks and assessment. Staff reports needing technology for performance task practice assessments and time to score local assessments. Staff was presented with the trimester STAR results. The highest level of STAR increase was +1.0 to +0.3 GE growth. Teachers gave input that they would like the agriculture education program, art program, and music program to move forward. Two teachers are willing to perform agricultural teacher duties as an extracurricular activity. One teacher is willing to perform music teacher duties as an extracurricular activity. One parent/substitute teacher is willing to perform art duties on a scheduled basis once per week.
12/15/15	LCAP planning with KCOE	Timeline confirmed for collecting data and presenting findings to stakeholders.
12/17/15	LCAP Training at Kings County Office of Education	Discussion on LCAP goals and alignment
1/11/16	Staff PLC	Teachers collected data based on local performance tasks. Teachers input included: need to develop academic vocabulary, planning for more reading, planning for the use of technology, the need for more intervention, and planning for student engagement.
1/13/16	LCAP stakeholder input (Board/community Meeting)	<p>Mr. Barlow presented data based on local performance tasks. Input included:</p> <p>Parent conferences need to be held the week of Thanksgiving</p> <p>Interim assessments and the need to analyze data. The need to map out the interim assessments. Foreign language, art, music, ag. ELA program. The need for teachers to access Teacher Pay Teacher for lesson design. Staff was presented with the trimester STAR results. The highest level of STAR increase was +1.0 to +0.3 GE growths.</p> <p>Mr. Barlow reported that teachers gave input that they would like the agriculture education program, art program, and music program to move forward. Two teachers are willing to perform agricultural teacher duties as an extracurricular activity. One teacher is willing to perform music teacher</p>

		duties as an extracurricular activity. One parent/substitute teacher is willing to perform art duties on a scheduled basis once per week.
1/15/16	Student survey	Students reported that they would like to see playground improvements (49), a gymnasium (37), art instruction (33), restroom upgrades (33), improved sports facilities (32), technology devices for each student (22), music instruction (16). Added art instruction and did music with a stipend
2/10/16	SSC/ELAC	Mr. Barlow presented the trimester STAR results. The highest level of STAR increase was +1.0 to +0.3 GE growth
2/18/16	LCAP planning with KCOE	Discussion regarding EL services for students. Discussion regarding supplemental concentration grant.
2/22/2016	Kit Carson Teacher Union	Update teacher union with listening interim assessment scores. Student survey data shared. Union members were given a survey. Results are as follows: Need for Step up to Writing and curricular area (Math, Science, HSS), and Google Education Tech.
2/29/16	Countywide LCAP meeting	Alignment of metrics and goals
3/16/16	LCAP stakeholder input (Board/community Meeting)	Update board and stakeholders with listening interim assessment scores.
4/20/16	LCAP stakeholder input (Board/community Meeting)	Discussion regarding the need for writing professional development.
5/4/16	SSC/ELAC	Update members and stakeholders with listening interim assessment scores.
5/18/16	LCAP stakeholder input (Board/community Meeting)	Discussion regarding the need for continued math professional development and math coaching.
Annual Update:  9/7/15 Staff		Mr. Barlow presented an update on the LCAP goals. He shared the CAASPP results with alignment to beginning of the year local assessments (STAR reading and mathematics). We have found that our local assessments align with the CAASPP results. Staff gave input regarding immediate needs. Input included the need to begin before/after school tutoring, the need to begin RTI, the need for training in step up to writing and Bridges math coaching. Staff also shared that within the classrooms we need to have more reading and comprehension opportunities, we need to use academic language, typing and Chromebook use for all students, students citing evidence, and student motivation.

9/16/15 Board, community, staff	Mr. Barlow shared the CAASPP results with alignment to beginning of the year local assessments (STAR reading and mathematics). We have found that our local assessments align with the CAASPP results. Staff gave input regarding immediate needs.
10/14/15 SSC, ELAC, Community	Mr. Barlow shared the CAASPP results with alignment to beginning of the year local assessments (STAR reading and mathematics). We have found that our local assessments align with the CAASPP results. Staff gave input regarding immediate needs.
2/22/16 Kit Carson Teacher Union	Update teacher union with listening interim assessment scores. Student survey data shared. Union members were given a survey. Results are as follows: Need for Step up to Writing and curricular area (Math, Science, HSS), and Google Education Tech.
3/16/16 Kit Carson School Board/community	Update board and stakeholders with listening interim assessment scores, Listening Interim Results, teacher survey results.
5/4/16 SSC/ELAC	Update members and stakeholders with listening interim assessment scores, Listening Interim Results, teacher survey results.
Summary:	In looking forward to the 2016-2017 school year, teachers will be trained in Step up to Writing, ELD practices, and they will be given the opportunity for math coaching throughout the school year. Upgrading and adding technology will continue to be a focus. Outdoor education is a priority field trip and will be completely funded. Parent involvement and communication will continue to be a focus. Art, music, agriculture, and PE will continue to add depth to the rigorous educational program.

## 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?

<b>GOAL 1:</b>  <b>2016-2017</b>	Fundamental Student Support		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>  </u> 3 <u>  </u> 4 <u>  </u> 5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>  </u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify _____
<b>Identified Need:</b>	1. 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. 2. There is a need for appropriately placed teachers. 3. Every student needs access to instructional materials aligned with the California Standards.  <b>METRICS:</b> A. Facilities inspection tool B. Percent of teachers appropriately assigned. C. Percent of students with access to standards aligned instructional materials		
<b>Goal Applies to:</b>	<b>Schools:</b>	Kit Carson School, Mid Valley Alternative Charter	
	<b>Applicable Pupil Subgroups:</b>	All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)	

<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	A. The school site will be rated with a “good” or “exemplary” rating using the Facilities Inspection Tool. B. 100% of teachers will be appropriately assigned. C. 100% of students will have access to standards aligned instructional materials		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1. Maintain facilities in good repair. Provide a safe and secure facility.	LEA-wide	<u>X</u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>White</u> <u>  </u> Other Subgroups:(Specify) <u>Hispanic</u> <u>  </u> Other Subgroups:(Specify) <u>SWD</u>	\$50,000 (Deferred Maintenance, Supplemental Concentration)  Services and other operating expenditures
2. Teachers hired with preliminary credentials will be required to enroll in a Beginning Teacher Support and Assessment (BTSA) program at the	LEA-wide	<u>X</u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners	\$2,309 (Supplemental Concentration)  Certificated salaries and benefits

expense of the district.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
3.Purchase additional technology devices for students to access curriculum and formative and summative assessments, including CAASPP; Chromebook Lab and I-pads	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$11,730 (Supplemental Concentration)  Materials and supplies
4.Provide transportation services for students.	Schoolwide Kit Carson School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$83,351(Supplemental Concentration)  Classified salaries and benefits  \$128,665 State Allocation \$212,016 Actual Cost to District

LCAP Year 2: 2017-18			
<b>Expected Annual Measurable Outcomes:</b>	A. The school site will be rated with a ‘good’ or ‘exemplary’ rating using the Facilities Inspection Tool. B. 100% of teachers will be appropriately assigned. C. 100% of students will have access to standards aligned instructional materials		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.Maintain facilities in good repair. Provide a safe and secure facility.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>	\$50,000 (Deferred Maintenance, Supplemental Concentration)  Services and other operating expenditures

		<input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
2.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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$0 (Supplemental Concentration)  Certificated salaries and benefits
3. Purchase additional technology devices for students to access curriculum and formative and summative assessments, including CAASPP; Chromebook Lab and I-pads	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$27,500 (Supplemental Concentration)  Materials and supplies
4.Provide transportation services for students.	Schoolwide Kit Carson School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$83,351(Supplemental Concentration)  Classified salaries and benefits  \$128,665 State Allocation \$212,016 Actual Cost to District
<b>LCAP Year 3: 2018-19</b>			
<b>Expected Annual Measurable Outcomes:</b>	A. The school site will be rated with a 'good" or "exemplary" rating using the Facilities Inspection Tool. B. 100% of teachers will be appropriately assigned. C. 100% of students will have access to standards aligned instructional materials		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.Maintain facilities in good repair. Provide a safe and secure facility.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$50,000 (Deferred Maintenance, Supplemental Concentration)  Services and other operating expenditures

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
2. 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$0 (Supplemental Concentration)  Certificated salaries and benefits
3. Purchase additional technology devices for students to access curriculum and formative and summative assessments, including CAASPP; Chromebook Lab and I-pads	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$27,500 (Supplemental Concentration)  Materials and supplies
4. Provide transportation services for students.	Schoolwide Kit Carson School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$83,351 (Supplemental Concentration)  Classified salaries and benefits  \$128,665 State Allocation \$212,016 Actual Cost to District

<b>GOAL 2:</b>  <b>2016-2017</b>	Implementation of California Standards		Related State and/or Local Priorities: 1 __ 2 <u>X</u> 3 __ 4 <u>X</u> 5 __ 6 __ 7 __ 8 __ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>Teachers and students need access to California Standards aligned curriculum and supplemental materials.</li> <li>There is a need for students to access the curriculum and assessments using technology.</li> <li>Teachers and staff need ongoing professional learning opportunities.</li> <li>General education students who are underperforming need extra support to meet curricular objectives</li> <li>Student progress needs to be measured with local assessments.</li> <li>Support personnel are needed to monitor the progress of students in significant subgroups, coordinating applicable interventions</li> <li>Special education students need extra support to meet curricular objectives</li> </ol> <p><b>METRICS:</b></p> <ol style="list-style-type: none"> <li>Percent of students showing growth on local assessments</li> <li>Percent of EL students reclassified, and % of EL's who made progress towards English proficiency.</li> <li>Percent of EL students scoring Advanced or Early Advanced on the CELDT</li> <li>Percent of students scoring "standard exceeded" on the CAASPP</li> <li>Percent of students identified as 'prepared for high school' on stakeholder survey (College and Career readiness)</li> <li>AP Exams and CTE programs</li> <li>EAP and A-G</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Kit Carson School, Mid Valley Alternative Charter <b>Applicable Pupil Subgroups:</b> All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)	

<b>LCAP Year 1: 2016-17</b>	
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>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.</li> <li>5% of students will be reclassified this year based on the CELDT assessment results</li> <li>50% of EL students will score Advanced or Early Advanced on the CELDT</li> <li>10% of students will score standard exceeded on the ELA CAASPP, 8% of students will score standard exceeded on the Math CAASPP</li> <li>92% of stakeholders will identify students as 'prepared for high school' on stakeholder survey</li> </ol>



F. AP level Exams and CTE are not administered at the elementary level			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1. (a) Purchase professional development, training and release time for teachers to: improve student engagement strategies, participate in instructional rounds, implement early literacy intervention, math coaching, step up to writing, and using interim assessment data to guide instruction- with \$25,021 (S/C) (b) the ongoing support of the Learning Director (.6). \$76,179 (Supplemental Concentration)	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$101,200 (Supplemental Concentration)  Certificated salaries and benefits
2. 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	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$33,907 (Supplemental Concentration)  Classified salaries and benefits
3. 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.)  Intervention Materials/Supplies	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$62,246 (Supplemental Concentration)  Certificated salaries and benefits  \$750 (Supplemental Concentration) Materials and Supplies
4. Retain a classified librarian to provide students access to a wide range of leveled reading material (1FTE).	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1. \$51,746 (Supplemental Concentration) Classified salaries and benefits  2. \$1,000 (Supplemental Concentration)

Books and supplies		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Materials and supplies  Total \$52,746
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LCAP Year 2: 2017-18			
<b>Expected Annual Measurable Outcomes:</b>	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 C. 50% of EL students will score Advanced or Early Advanced on the CELDT D. 12% of students will score standard exceeded on the ELA CAASPP, 10% of students will score standard exceeded on the Math CAASPP E. 93% 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. (a) Purchase professional development, training and release time for teachers to: improve student engagement strategies, participate in instructional rounds, implement early literacy intervention, math coaching, ELA/ELD coaching, step up to writing and using interim assessment data to guide instruction- with \$25,772 (S/C) (b) the ongoing support of the Learning Director (.6). \$78,464 (Supplemental Concentration)	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$104,236 (Supplemental Concentration)  Certificated salaries and benefits
2. 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	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u>	\$34,924 (Supplemental Concentration)  Classified salaries and benefits

		__ Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>SWD</u>	
3.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.)  Materials/Supplies	LEA-wide	__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>SWD</u>	\$64,113 (Supplemental Concentration)  Certificated salaries and benefits  \$1000 (Supplemental Concentration) Materials and Supplies
4. Retain a classified librarian to provide students access to a wide range of leveled reading material (1FTE).  Books and supplies	LEA-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>SWD</u>	1. \$53,298 (Supplemental Concentration) Classified salaries and benefits  2. \$1,000 (Supplemental Concentration) Materials and supplies  Total \$54,298
<b>LCAP Year 3: 2018-19</b>			
<b>Expected Annual Measurable Outcomes:</b>	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 C. 50% of EL students will score Advanced or Early Advanced on the CELDT D. 15% of students will score standard exceeded on the ELA CAASPP, 15% of students will score standard exceeded on the Math CAASPP E. 93% 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. (a) Purchase professional development, training and release time for teachers to: improve student engagement strategies, participate in instructional rounds, implement early literacy intervention, math coaching, ELA/ELD coaching, step up to writing Science coaching, and using interim assessment data to guide instruction- with \$26,545 (S/C) (b) the ongoing support of the Learning Director (.6). \$80,818 (Supplemental Concentration)	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$107,363 (Supplemental Concentration)  Certificated salaries and benefits
2. 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	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$35,972 (Supplemental Concentration)  Classified salaries and benefits
3.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.)  Materials/Supplies	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$66,037(Supplemental Concentration)  Certificated salaries and benefits  \$1000 (Supplemental Concentration) Materials and Supplies
4. Retain a classified librarian to provide students access to a wide range of leveled reading material (1FTE).	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1. \$54,897 (Supplemental Concentration) Classified salaries and benefits  2. \$1,000 (Supplemental Concentration)

Books and supplies		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Materials and supplies  Total \$55,897
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<b>GOAL 3:</b>  <b>2016-2017</b>	Maintain a Positive School Climate		Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 __ 5 <u>X</u> 6 <u>X</u> 7 __ 8 COE only: 9__ 10__ Local : Specify _____
<b>Identified Need:</b>	<ol style="list-style-type: none"> <li>1. Students need access to extracurricular programs and activities</li> <li>2. Students need to be recognized for achievements</li> <li>3. There is a need to provide real world experiences to students through field trips</li> <li>4. There is a need to monitor student attendance and tardy rates</li> <li>5. There is a need to promote a safe school environment through monitoring student behavior</li> <li>6. There is a need to provide students access to a wide range of leveled reading material</li> <li>7. Students need access to licensed health care services</li> </ol> <b>METRICS:</b> <ol style="list-style-type: none"> <li>A. Attendance rates</li> <li>B. Chronic absenteeism rates</li> <li>C. Middle school dropout rates</li> <li>D. High school dropout rates</li> <li>E. High school graduation rates</li> <li>F. Suspension rates</li> <li>G. Expulsion rates</li> <li>H. Surveys of students, parents, and teachers</li> </ol>		
<b>Goal Applies to:</b>	<b>Schools:</b>	Kit Carson School, Mid Valley Alternative Charter <b>Applicable Pupil Subgroups:</b> All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)	

<b>LCAP Year 1: 2016-17</b>	
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>A. Maintain an attendance rate of 95% or higher</li> <li>B. Chronic absenteeism rate will be measured</li> <li>C. Put fewer than 5% of students on SARB contracts</li> <li>D. Continue a 0% middle school dropout rate</li> <li>E. High school dropout rates are not measured at the elementary level</li> <li>F. High school graduation rates are not measured at the elementary level</li> <li>G. Continue a suspension rate of less than 2%</li> <li>H. Continue an expulsion rate of less than 1%</li> <li>I. 90% of staff, students, and parents will report that students feel safe according to survey data</li> </ol>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Continue citizenship awards program (6 times per year) set up supplies</p> <p>Continue Trimester awards program (3 times per year)</p>	<p>Schoolwide Kit Carson Elementary</p>	<p><input checked="" type="checkbox"/> ALL OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>1.\$500 (Supplemental Concentration)</p> <p>Materials and supplies</p>
<p>2. Staff will plan, coordinate and implement field trips aligned with curriculum objectives and field trips as student rewards.</p> <p><i>Majority of field trips funded with student council funds.</i></p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$9,250 (Supplemental Concentration)</p> <p>Services and other operating expenditures</p>
<p>3. Retain a Student Specialist to monitor student attendance and tardy rates, and to promote a safe school environment through monitoring student behavior (1 FTE).</p>	<p>Schoolwide Kit Carson Elementary</p>	<p><input checked="" type="checkbox"/> ALL OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$67,165 (Supplemental Concentration)</p> <p>Classified salaries and benefits</p>
<p>4. Retain LVN Health Aide to provide access to licensed health care services (.72 FTE).</p> <p>Health care supplies</p>	<p>Schoolwide Kit Carson Elementary</p>	<p><input checked="" type="checkbox"/> ALL OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>1. \$33,218 (Supplemental Concentration) Classified salaries and benefits</p> <p>2. \$600 (Supplemental Concentration) Materials and supplies</p> <p>Total \$33,818 (Supplemental Concentration)</p>

**LCAP Year 2: 2017-18**

<b>Expected Annual Measurable Outcomes:</b>	A. Maintain an attendance rate of 95% or higher B. Chronic absenteeism rate will be measured C. Put fewer than 5% of students on SARB contracts D. Continue a 0% middle school dropout rate E. High school dropout rates are not measured at the elementary level F. High school graduation rates are not measured at the elementary level G. Continue a suspension rate of less than 2% H. Continue an expulsion rate of less than 1% I. 90% of staff, students, and parents 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. Continue citizenship awards program (6 times per year) set up supplies  Continue Trimester awards program (3 times per year)	Schoolwide Kit Carson Elementary	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$500 (Supplemental Concentration)  Materials and supplies
2. Staff will plan, coordinate and implement field trips aligned with curriculum objectives and field trips as student rewards.  <i>Majority of field trips funded with student council funds.</i>	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$6,290 (Supplemental Concentration)  Services and other operating expenditures
3. Retain a Student Specialist to monitor student attendance and tardy rates, and to promote a safe school environment through monitoring student behavior (1 FTE).	Schoolwide Kit Carson Elementary	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$69,180 (Supplemental Concentration)  Classified salaries and benefits



4. Retain LVN Health Aide to provide access to licensed health care services (.72 FTE).  Health care supplies	Schoolwide Kit Carson Elementary	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	1. \$34,215 (Supplemental Concentration) Classified salaries and benefits  2. \$1,000 (Supplemental Concentration) Materials and supplies  Total \$35,215
<b>LCAP Year 3: 2018-19</b>			
<b>Expected Annual Measurable Outcomes:</b>	A. Maintain an attendance rate of 95% or higher B. Chronic absenteeism rate will be measured C. Put fewer than 5% of students on SARB contracts D. Continue a 0% middle school dropout rate E. High school dropout rates are not measured at the elementary level F. High school graduation rates are not measured at the elementary level G. Continue a suspension rate of less than 2% H. Continue an expulsion rate of less than 1% I. 90% of staff, students, and parents will report that students feel safe according to survey data		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.Continue citizenship awards program (6 times per year) set up supplies for luncheon  Continue Trimester awards program (3 times per year)	Schoolwide Kit Carson Elementary	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$500 (Supplemental Concentration)  Materials and supplies
2. Staff will plan, coordinate and implement field trips aligned with curriculum objectives and field trips as student rewards.  <i>Majority of field trips funded with student council funds.</i>	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$6,290 (Supplemental Concentration)  Services and other operating expenditures

3. Retain a Student Specialist to monitor student attendance and tardy rates, and to promote a safe school environment through monitoring student behavior (1 FTE).	Schoolwide Kit Carson Elementary	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$71,255 (Supplemental Concentration)  Classified salaries and benefits
4. Retain LVN Health Aide to provide access to licensed health care services (.72 FTE).  Health care supplies	Schoolwide Kit Carson Elementary	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	1. \$35,241 (Supplemental Concentration) Classified salaries and benefits  2. \$1000 (Supplemental Concentration) Materials and supplies  Total \$36,241 (Supplemental Concentration)

<b>GOAL 4:</b>  <b>2016-2017</b>	Maintain a High Level of Stakeholder Engagement		Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8 COE only: 9__ 10__ Local : Specify _____
<b>Identified Need:</b>		1. There is a need to facilitate communication with stakeholders 2. There is a need to facilitate parent involvement in school  <b>METRICS:</b> A. Efforts to seek parent input in decision making B. Promotion of parent participation in programs for unduplicated pupils and special needs subgroups	
<b>Goal Applies to:</b>		<b>Schools:</b>	Kit Carson School, Mid Valley Alternative Charter  <b>Applicable Pupil Subgroups:</b> All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)

LCAP Year 1: 2016-17			
<b>Expected Annual Measurable Outcomes:</b>	A. 40% 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.Continue communication, including social media sites, text messaging and weekly newsletter, school reach and website hosting.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>SWD</u>	\$4,250 (Supplemental Concentration)  Contracted services
2. Continue to promote parent involvement by hosting events: <i>back-to-school night, 5 family nights, monthly parent club meetings, pee wee track meet, grandparents day, open house, spring</i>	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth	\$900 (Supplemental Concentration)  Materials and Supplies

<i>carnival, parent-teacher conferences, pancakes with parents, PAC/SSC &amp; ELAC/DELAC meetings.</i>		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
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<b>LCAP Year 2: 2017-18</b>
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<b>Expected Annual Measurable Outcomes:</b>	A. 45% of parents/guardians will complete the LCAP stakeholder survey B. 100% of PAC/SSC & ELAC/DELAC meetings will have a quorum		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.Continue communication, including social media sites, text messaging and weekly newsletter, school reach and website hosting.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$4,750 (Supplemental Concentration)  Contracted services
2. Promote parent involvement by hosting events: <i>back-to-school night, 6 family nights, monthly parent club meetings, pee wee track meet, grandparents day, open house, spring carnival, parent-teacher conferences, pancakes with parents, PAC/SSC &amp; ELAC/DELAC meetings.</i>	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$1,400 (Supplemental Concentration)  Materials and Supplies

<b>LCAP Year 3: 2018-19</b>
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<b>Expected Annual Measurable Outcomes:</b>	A. 50% of parents/guardians will complete the LCAP stakeholder survey B. 100% of PAC/SSC & ELAC/DELAC meetings will have a quorum		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.Continue communication, including social media sites, text messaging and	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$4,750 (Supplemental Concentration)

weekly newsletter, school reach and website hosting.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Contracted services
2.Promote parent involvement by hosting events: <i>back-to-school night,4 family nights, monthly parent club meetings, pee wee track meet, grandparents day, open house, spring carnival, parent-teacher conferences, pancakes with parents, PAC/SSC &amp; ELAC/DELAC meetings.</i>	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$1400 (Supplemental Concentration)  Materials and Supplies

<b>GOAL 5:</b>  <b>2016-2017</b>	Provide Access to a Broad Course of Study	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify _____
<b>Identified Need:</b>	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  <b>METRICS:</b> A. Areas of study English, math, social science, science, art, health, physical education, foreign language (7 <sup>th</sup> &*8th) B. Student performance indicators	
<b>Goal Applies to:</b>	<b>Schools:</b>	Kit Carson School, Mid Valley Alternative Charter <b>Applicable Pupil Subgroups:</b> All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)

LCAP Year 1: 2016-17			
<b>Expected Annual Measurable Outcomes:</b>	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. 45% of 1 <sup>st</sup> -3 <sup>rd</sup> grade students will have an average of “exceeds or meets standards” for their grade level, 68% 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 physical education teacher to provide standards based PE program in grades K-8 (1 FTE).  PE Supplies	Schoolwide Kit Carson Elementary	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>White</u> ___ Other Subgroups:(Specify) <u>Hispanic</u> ___ Other Subgroups:(Specify) <u>SWD</u>	\$84,447 (Supplemental Concentration) Certificated salaries and benefits  \$4,860 (Supplemental Concentration) Materials and Supplies
2.Retain the services of a Classified Technology Support Specialist to support a broad range of curricular and extracurricular instruction with technology.	LEA-wide	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners	\$82,871 (Supplemental Concentration) Classified salaries and benefits

(1 FTE)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
3. Retain a part time art teacher to provide standards based art program in grades TK-8 (.5 FTE).  Art Materials/Supplies	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$5,000 (Supplemental Concentration) Certificated salaries and benefits  \$1,750 (Supplemental Concentration) Materials and Supplies
4.Retain 2 extracurricular agricultural teachers to provide standards based science program in grades TK-8.  Ag and Science Materials/Supplies	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$3,500 (Supplemental Concentration) Certificated salaries and benefits  \$1500 (Supplemental Concentration) Materials and Supplies
5.Retain extracurricular music teacher to provide standards based music program.  Music Materials/Supplies & Repairs	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$5,000 (Supplemental Concentration) Certificated salaries and benefits  \$1,750 (Supplemental Concentration) Materials and Supplies  \$640 (Supplemental Concentration) Contracted Services, Repairs

LCAP Year 2: 2017-18	
<b>Expected Annual Measurable Outcomes:</b>	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. 50% of 1 <sup>st</sup> -3 <sup>rd</sup> grade students will have an average of “exceeds or meets standards” for their grade level, 70% 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
<p>1.Retain a physical education teacher to provide standards based PE program in grades TK-8 (1 FTE).</p> <p>PE Supplies</p>	<p>Schoolwide Kit Carson Elementary</p>	<p><input checked="" type="checkbox"/> ALL OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$86,980 (Supplemental Concentration) Certificated salaries and benefits</p> <p>\$5,000 (Supplemental Concentration) Materials and Supplies</p>
<p>2.Retain the services of a Classified Technology Support Specialist to support a broad range of curricular and extracurricular instruction with technology. (1 FTE)</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$85,357 (Supplemental Concentration) Classified salaries and benefits</p>
<p>3. Retain a part time art teacher to provide standards based art program in grades TK-8 (.5 FTE).</p> <p>Art Supplies</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$8,750 (Supplemental Concentration) Certificated salaries and benefits</p> <p>\$1,250 (Supplemental Concentration) Materials and Supplies</p>
<p>4.Retain 2 extracurricular agricultural teachers to provide standards based science program in grades TK-8.</p> <p>Ag and Science Materials/Supplies</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u>  <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u></p>	<p>\$0 (Supplemental Concentration) Certificated salaries and benefits</p> <p>\$4,500 (Supplemental Concentration) Materials and Supplies</p>



5.Retain extracurricular music teacher to provide standards based music program.  Music Materials/Supplies & Repairs	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$8,750 (Supplemental Concentration) Certificated salaries and benefits  \$1,250 (Supplemental Concentration) Materials and Supplies  \$500 (Supplemental Concentration) Contracted Services, Repairs
<b>LCAP Year 3: 2018-19</b>			
<b>Expected Annual Measurable Outcomes:</b>	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. 55% of 1 <sup>st</sup> -3 <sup>rd</sup> grade students will have an average of “exceeds or meets standards” for their grade level, 72% of students in grades 4 through 8 will have a grade point average of 2.0 or higher		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1. Retain a physical education teacher to provide standards based PE program in grades K-8 (1 FTE).  PE Supplies	Schoolwide Kit Carson Elementary	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$89,590 (Supplemental Concentration) Certificated salaries and benefits  \$5,000 (Supplemental Concentration) Materials and Supplies
2.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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$87,918 (Supplemental Concentration) Classified salaries and benefits
3. Retain a part time art teacher to provide standards based art program in grades TK-8 (.5 FTE).  Art Supplies	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$8,750 (Supplemental Concentration) Certificated salaries and benefits  \$1,250 (Supplemental Concentration) Materials and Supplies

		<input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	
4.Retain 2 extracurricular agricultural teachers to provide standards based science program in grades TK-8.  Ag and Science Materials/Supplies	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$0 (Supplemental Concentration) Certificated salaries and benefits  \$4,500 (Supplemental Concentration) Materials and Supplies
5.Retain extracurricular music teacher to provide standards based music program.  Music Materials/Supplies & Repairs	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	\$8,750 (Supplemental Concentration) Certificated salaries and benefits  \$1,250 (Supplemental Concentration) Materials and Supplies  \$500 (Supplemental Concentration) Contracted Services, Repairs

## 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?

<b>Original GOAL 1 from prior year LCAP:</b>	Fundamental Student Support			Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
<b>Goal Applies to:</b>	<b>Schools:</b>	Kit Carson School, Mid Valley Alternative Charter		
	<b>Applicable Pupil Subgroups:</b>	All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)		
<b>Expected Annual Measurable Outcomes:</b>	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 C. 100% of students will have access to standards aligned instructional materials		<b>Actual Annual Measurable Outcomes:</b>	A. The school site scored exemplary on the Facilities Inspection Tool (November 2015) B. 100% of teachers are appropriately assigned C. 100% of students have access to standards aligned instructional materials per board resolution 1516-04
<b>LCAP YEAR: 2015-16</b>				
<b>Planned Actions/Services</b>		<b>Budgeted Expenditures</b>	<b>Actual Actions/Services</b>	<b>Estimated Actual Annual Expenditures</b>

1. Provide transportation services for students.	\$200,000 (0000)	Provided transportation services for students. 100% of students have access to standards aligned instructional materials Transportation to school connects to students having access to instruction. Originally the entire cost of transportation was included in goal 1; but the the amount of \$200,000 should have been split between base and supplemental concentration. Priority 1.	\$ 70,279 (S/C)  \$128,665 (Base)
<b>Scope of Service:</b>	School-Wide: Kit Carson Elementary	<b>Scope of Service:</b>	Kit Carson Elementary
<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify):	
2. Maintain facilities in good repair. Provide a safe and secure facility. Raise fences to secure school site.	\$50,000 (Resource 1400)	Raised front fencing to increase facility safety. The school site scored exemplary on the Facilities Inspection Tool (November 2015). The fence project increased the school sites score on the FIT. Priority 1	\$ 50,000 (1400,Deferred Maintenance)
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify):	
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.	\$3,000 (Title II)	BTSA provided for the induction of 1 teacher. 100% of teachers are appropriately assigned, due to BTSA program being available to teachers. Title II was not used due to insufficient Title II funds. Priority 1	\$2,273 (S/C)
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify):	
<b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>	Goal 2, Action 1 was moved to Goal 1 to align with the metric (Williams Act). Action 1.3 has been moved to action 1.2. Action 1.3 is from action 2.2. Action 1.1 has been moved to 1.4.		
<b>Original GOAL 2 from prior year LCAP:</b>	Implementation of California Standards  Metrics: Percent of students showing growth on local assessments, Percent of ELL students reclassified, and % of ELL's who made progress towards English proficiency, Percent of students performing proficiently on standardized tests, API data (In		Related State and/or Local Priorities:  1___ 2 <input checked="" type="checkbox"/> 3___ 4 <input checked="" type="checkbox"/> 5___ 6___ 7___ 8

	2015: participation rate for state tests and attendance rate), Percent of students identified as 'prepared for high school' on stakeholder survey (College and Career readiness), AP Exams and CTE programs, EAP and A-G		COE only: 9__ 10__ Local : Specify _____																																																																																											
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)																																																																																												
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	Actual Annual Measurable Outcomes:	A. 33% of students showed at least 1 year growth in GE according to the STAR Reading assessment. Based on pre assessment in August 2015 and final assessment in March 2016. B. 20.2% of students were reclassified this year based on the CELDT assessment results. (We have 125 students and redesignated 22 students) per Dataquest. CELDT data (2014-2015) 9% of EL students scored Advanced. C. **CAASPP result data showed:																																																																																											
			<table><tr><td>ELA</td><td>All</td><td>SWD</td><td>LI</td><td>EL</td><td>His</td><td>Wht</td></tr><tr><td>Standard Exceeded</td><td>7%</td><td>2%</td><td>4%</td><td>0%</td><td>5%</td><td>10%</td></tr><tr><td>Standard Met</td><td>19%</td><td>2%</td><td>16%</td><td>3%</td><td>16%</td><td>24%</td></tr><tr><td>Nearly Met</td><td>26%</td><td>24%</td><td>26%</td><td>25%</td><td>27%</td><td>26%</td></tr><tr><td>Not Met</td><td>48%</td><td>71%</td><td>54%</td><td>72%</td><td>52%</td><td>40%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Math</td><td>All</td><td>SWD</td><td>LI</td><td>EL</td><td>His</td><td>Wht</td></tr><tr><td>Standard Exceeded</td><td>5%</td><td>2%</td><td>3%</td><td>0%</td><td>3%</td><td>6%</td></tr><tr><td>Standard Met</td><td>9%</td><td>5%</td><td>7%</td><td>4%</td><td>8%</td><td>11%</td></tr><tr><td>Nearly Met</td><td>33%</td><td>10%</td><td>34%</td><td>31%</td><td>35%</td><td>31%</td></tr><tr><td>Not Met</td><td>53%</td><td>83%</td><td>56%</td><td>65%</td><td>54%</td><td>52%</td></tr></table>				ELA	All	SWD	LI	EL	His	Wht	Standard Exceeded	7%	2%	4%	0%	5%	10%	Standard Met	19%	2%	16%	3%	16%	24%	Nearly Met	26%	24%	26%	25%	27%	26%	Not Met	48%	71%	54%	72%	52%	40%																						Math	All	SWD	LI	EL	His	Wht	Standard Exceeded	5%	2%	3%	0%	3%	6%	Standard Met	9%	5%	7%	4%	8%	11%	Nearly Met	33%	10%	34%	31%	35%	31%	Not Met	53%	83%	56%
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Not Met	53%	83%	56%	65%	54%	52%																																																																																								
			D. API is no longer a state requirement. Met participation rate of 95% and 96% attendance rate target, as set by state. E. 90% of stakeholders identified students as 'prepared for high school' on stakeholder survey																																																																																											

LCAP YEAR: 2015-16			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Purchase professional development and supplies for California Standards aligned math curriculum with supplemental materials: <ul style="list-style-type: none"> <li>• K-5 Bridges</li> <li>• 6-8 CPM</li> </ul>	\$5,000 (Title II)	Purchased professional development and supplies for math curriculum with supplemental materials: The Math Learning Center (Bridges) Kindergarten through 5 <sup>th</sup> grade. There were insufficient Title II funds so the district utilized Educator Effectiveness funds. Teachers requested additional coaching to the math program which increased the cost of the training. Overall 5% of students scored standard exceeded on the CAASPP in the area of math. With math coaching, CAASPP math scores will increase in subsequent years. Priority 2.	\$ 16,837 (Educator Effectiveness)
<b>Scope of Service:</b>	School-Wide: Kit Carson Elementary	<b>Scope of Service:</b>	Kit Carson Elementary
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):	
2. Purchase additional technology devices for students to access curriculum and formative and summative assessments, including CAASPP; Chromebook Lab and I-pads	\$20,000 (0332)	Purchased 1 Chromebook lab for students to access curriculum and formative and summative assessments, including CAASPP. Students took their first interim assessment in the area of listening this year, using the Chromebook lab. Overall 5% of students scored standard exceeded on the CAASPP in the area of math and 7% of students scored standard exceeded on the CAASPP in the area of ELA. With more chromebook labs, students are able to practice test taking skills and technology interaction for the CAASPP. Priority 4. API is no longer a state requirement. Met participation rate of 95% and 96% attendance rate target, as set by state.	\$ 24,475 (S/C)

Scope of Service:		Scope of Service:	
LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):	
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)	\$73,065 (Title II & 0332)	Purchased professional development, training and release time for teachers to: attend math coaching with The Math Learning Center math coach and CPM math coach, participated in 1 instructional rounds, teachers learned the interim assessment website and administered the listening interim assessment to students. 33% of students showed at least 1 year growth in GE according to the STAR Reading assessment. Based on pre assessment in August 2015 and final assessment in March 2016 because of professional development for teachers. Priority 2.	\$ 69,524 (S/C) \$ 2,455 (Title II)  \$ 71,979 Total
Scope of Service:		Scope of Service:	
LEA-wide		LEA-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):	
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	\$14,000 (Title)	Tutoring was offered for underperforming students, by 8 teachers afterschool (twice per week), 1 teacher before school (each day), and 2 aides after school each Monday. Increase in cost was attributable to hiring a tutor for an at risk student. Additional cost was paid out of supplemental concentration. 33% of students showed at least 1 year growth in GE according to the STAR Reading assessment due to tutoring services and a focus on reading during tutoring. Based	\$ 9,885 (Title I) \$ 1,210 (S/C) \$18,764 (S/C)

		on pre assessment in August 2015 and final assessment in March 2016. Priority 4	
<b>Scope of Service:</b>	School-Wide: Kit Carson Elementary	<b>Scope of Service:</b>	Kit Carson School
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):	
5. Purchase the following items and services to implement assessments and measure student progress: (a) contract for STAR Reading assessment and Accelerated Reader program	\$2,500 (0332)	Purchased contract for STAR reading assessment and Accelerated Reader program. 33% of students showed at least 1 year growth in GE according to the STAR Reading assessment. Based on pre assessment in August 2015 and final assessment in March 2016. The district is able to assess students because we have purchased the STAR reading assessment. Priority 4. The funding source should have been Title I.	\$ 4,383 (Title I)
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):	
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).	\$41,829 (0332)	Hired a Subgroup Support Specialist to monitor the progress of students in significant subgroups and coordinate and implement applicable interventions (1 FTE). 20.2% of students were reclassified this year based on the CELDT assessment results.	\$ 32,066 (S/C)



		(We have 125 students and redesignated 22 students) per Dataquest. CELDT data (2014-2015) 9% of EL students scored Advanced. The specialist worked with students on English language skills and OG (literacy skills). Priority 2. Salary and benefits were less than budgeted for originally because the hours were less than anticipated.	
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify):		__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify):	
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)	\$56,935 (0332)	Hired 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) Overall 5% of students scored standard exceeded on the CAASPP in the area of math and 7% of students scored standard exceeded on the CAASPP in the area of ELA. Intervention teacher worked with students based on academic need. Priority 2.	\$ 58,358 (S/C)
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify):	
<b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>	Goal 2, Action 1 was moved to Goal 1 to align with the metric (Williams Act). Goal 2, Action 2 was moved to Goal 1. Action 4 will not be included in the 16-17 plan due to being funded out of other resources. STAR reading was paid out of Title I and will continue to be paid out of Title I. Action 2.1 There were insufficient Title II funds so the district utilized Educator Effectiveness funds. In 2016-2017 S/C funds will be used because Educator Effectiveness Funds were one time funds. Action 2.5 will not be included in 2016-2017 because it's a Title I fund and that doesn't need to be included in the LCAP. Action 2.3 has been moved to action 2.1. Action 2.6 has been moved to 2.2. These actions are all renumbered because of deleting action 2.5. Action 2.3 increases because teacher PD increases by \$20,000 due to Step up to Writing training and math coaching, there is also an increase in salary for the learning director of \$8,000. Subgroup support specialist salary and		

benefits were less than budgeted for originally because the hours were less than anticipated.

<b>Original GOAL 3 from prior year LCAP:</b>	<b>Maintain a Positive School Climate</b>  Metrics: Attendance rates, Chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates, Suspension rates, Expulsion rates, Surveys of students, parents, and teachers		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>x</u> 6 <u>x</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
<b>Goal Applies to:</b>	<b>Schools:</b>	Kit Carson School, Mid Valley Alternative Charter		
	<b>Applicable Pupil Subgroups:</b>	All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)		
<b>Expected Annual Measurable Outcomes:</b>	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		<b>Actual Annual Measurable Outcomes:</b>	A. Attendance rate measured at 96.92% for the 2015-2016 school year B. SARB contracts were written for 1% of students for the 2015-2016 school year C. Maintained a 0% middle school dropout rate for the 2014-2015 school year, decreased from 1.19% in 2013-2014 F. Maintained a suspension rate of less than 2.2% G. Expulsion rate for 2015-2016 was 0% H. 97% of stakeholders reported that students feel safe according to survey data

**LCAP YEAR: 2015-16**

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Pay stipends for staff to implement extracurricular programs and activities (School garden, yearbook, drama club, student council, overnight field trips,	<p>\$16,100 (0000) \$7,500 (0000) Total \$23,600 (0000)</p>	<p>Paid stipends for the following:  Garden (didn't start until February 2016, stipend for teachers already on staff) *see</p>	\$ 11,097 (S/C)

<p>sports coaches)</p> <p>Purchase supplies for extracurricular programs and activities; such as, garden materials and sports equipment</p>		<p>below goal 5.3</p> <p>Art (didn't get a teacher until February 2016, 1 day per week) *see below goal 5.1</p> <p>Music (didn't start until December 2015, stipend for teacher already on staff) *see below goal 5.1</p> <p>Purchased:</p> <p>Garden: garden beds, drip system, fencing, garden tools, plants and seeds)</p> <p>Art: art cart, markers, paint supplies, paper, pencils</p> <p>Music: drums, buckets, sticks, materials, and repairs</p> <p>Did not pay yearbook, drama club, student council, overnight field trips, or sports coaches. They were paid from a different source. Stipends were paid out of general fund.</p> <p>Attendance rate measured at 96.92% for the 2015-2016 school year because extracurricular activities were offered to engage students. Priority 5.</p> <p>Funds should have always been from Supplemental/Concentration. The fund was incorrectly put as (0000).</p>	
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<p><input checked="" type="checkbox"/> ALL OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):</p>		<p><input checked="" type="checkbox"/> ALL OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):</p>	

<p>2.Continue citizenship awards program (6 times per year) set up supplies for luncheon</p> <p>Continue Trimester awards program (3 times per year)</p>	<p>\$500 (1100) \$75 (0000)</p>	<p>Citizenship awards luncheon was held in October, November, February, March, April, and May. Supplies were purchased (paper supplies and decorations) Trimester awards ceremonies were held for each 1<sup>st</sup> and 2<sup>nd</sup> trimester. 3<sup>rd</sup> trimester awards ceremony will be held in June. Funding source changed due to stakeholders requesting that awards were given to students. There was minimal cost to supply awards to students.</p> <p>97% of stakeholders reported that students feel safe according to survey data because awards are given to students exhibiting Character Counts. Priority 6.</p>	<p>\$ 50 (S/C)</p>
<b>Scope of Service:</b>	School-Wide: Kit Carson Elementary	<b>Scope of Service:</b>	Kit Carson Elementary
<p><input checked="" type="checkbox"/> ALL OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):</p>		<p><input checked="" type="checkbox"/> ALL OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):</p>	
<p>3. Staff will plan, coordinate and implement field trips aligned with curriculum objectives and field trips as student rewards.</p> <p><i>All field trips funded with student council funds. Transportation costs included in Goal 1.</i></p>	<p>\$0</p>	<p>Staff and students planned, coordinated and implemented field trips aligned with curriculum objectives and field trips as student rewards. Trips included the planetarium, Fresno State, Peach Blossom, Pumpkin Patch, Outdoor Education, Los Angeles, Bowling, and Skating. Student council pays for field trips.</p> <p>Beginning with 2015-2016 school year, LCAP funds will be used to supplement student council funds to pay for 6<sup>th</sup> grade outdoor education field trip. Originally \$0 was budgeted because student council funds were going to be used. Students were unable to raise the funds, so the</p>	<p>\$ 3,300 (S/C)</p>

		<p>district chose to fund the 6<sup>th</sup> grade outdoor education trip. The entire trip will be funded in subsequent years resulting in an increase from \$3,300 to \$9,000 beginning with the 2016-2017 school year.</p> <p>Attendance rate measured at 96.92% for the 2015-2016 school year because students are able to attend field trips. Priority 5.</p>	
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<b>X ALL OR:</b> ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):		<b>X ALL OR:</b> ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):	
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).	\$62,689 (0332)	Retained a Student Specialist to monitor attendance, complete SARB steps, work with student discipline, and create a safe school environment.  SARB contracts were written for 1% of students for the 2015-2016 school year due to the Student Specialist following up with parents and students regarding attendance. Priority 5.	\$ 63,875 (S/C)
<b>Scope of Service:</b>	School-Wide: Kit Carson Elementary	<b>Scope of Service:</b>	LEA-wide
<b>X ALL OR:</b> ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):		<b>X ALL OR:</b> ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):	
5. Retain a classified librarian to provide students access to a wide range of leveled reading material (1FTE).  Books and supplies	\$48,620 (0332) \$1,500 (0332)  Total \$50,120 (0332)	Librarian worked with students in the library, gives access during recess to STAR reading tests, schedules and organizes the book fair. Purchased books for the library. Attendance rate measured at 96.92% for the 2015-2016 school year due to students enjoying the library. Priority 5.	\$ 49,446 (S/C) \$ 700 (S/C)  Total \$ 50,146 (S/C)
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide

<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):	
6. Retain a LVN Health Aide to provide access to licensed health care services (.72 FTE).  Health care supplies	\$29,474 (0332) \$ 500 (0332)  Total \$29,974 (0332)	LVN Health Aide supported student health and safety through working with students who are sent to the office for medical needs, set up vision and hearing screening, makes sure medications are dispersed during field trips, and scheduled Epi-pen training for staff. Health care supplies purchased include band aids, thermometer, blood pressure cuff, exam table paper, petroleum jelly, hydrogen peroxide, tongue depressors, finger splints, rubber gloves, sanitary napkins, and ice packs. Attendance rate measured at 96.92% for the 2015-2016 school year due to the LVN following up with parents and students regarding health. Priority 5.	\$ 30,214 (S/C) \$ 600 (S/C) \$  Total \$ 30,814 (S/C)
<b>Scope of Service:</b>		School-Wide: Kit Carson Elementary	
<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):	
<b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>		Classified Librarian will be adjusted to Goal 2 to better measure the effect on implementing standards. Goal 3, Action 5 moved to Goal 2. Goal 5, Action 1 will not be an action in 2016-17, they will be funded out of base; however, ag teachers, music teacher, and art teacher will each be an action in Goal 5. Goal 3.3 the entire outdoor education trip will be funded in subsequent years resulting in an increase from \$3,300 to \$9,000 beginning with the 2016-2017 school year. Action 3.2 becomes action3.1 in 2016-17. Action 3.3 becomes action 2.2 in 2016-17. Action 3.4 becomes action 3.3 in 2016-17. Action 3.6 becomes action 3.4 in 2016-17.	
<b>Original GOAL 4 from prior year LCAP:</b>	Maintain a High Level of Stakeholder Engagement  Metrics: Efforts to seek parent input in decision making, Promotion of parent participation in programs for unduplicated pupils and special needs subgroups		Related State and/or Local Priorities: 1__ 2__ 3x 4__ 5__ 6__ 7__ 8 COE only: 9__ 10__ Local : Specify _____
<b>Goal Applies to:</b>	<b>Schools:</b>	Kit Carson School, Mid Valley Alternative Charter	
	<b>Applicable Pupil Subgroups:</b>	All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with	

		Disabilities)	
<b>Expected Annual Measurable Outcomes:</b>	A. 25% of parents/guardians will complete the LCAP stakeholder survey B. 100% of PAC/SSC & ELAC/DELAC meetings will have a quorum	<b>Actual Annual Measurable Outcomes:</b>	A. 26% of parents/guardians completed the LCAP stakeholder survey B. 100% of PAC/SSC & ELAC/DELAC meetings will have a quorum
<b>LCAP YEAR: 2015-16</b>			
<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Actions/Services</b>	<b>Estimated Actual Annual Expenditures</b>
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	\$1,750 (0332) \$0	Purchased contracts for website hosting and family "all call" service and used Facebook, Remind app, and weekly newsletter to communicate with families and students. We budgeted too low for the cost of this provider.  26% of parents/guardians completed the LCAP stakeholder survey due to communication regarding the survey. Priority 3.	\$ 4,250 (S/C) \$0
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):	
2. Promote parent involvement by hosting events: <i>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 mom. Refreshments and awards.</i>	\$500 (0332)	Promoted parent involvement by hosting events: <i>back-to-school night, 3 family nights in September, December and April, monthly parent club meetings, pee wee track meet, grandparents day, open house, spring carnival, parent-teacher conferences, and pancakes with parents. Purchased refreshments for families to</i>	\$ 500 (S/C)

		enjoy.  26% of parents/guardians completed the LCAP stakeholder survey due to parent communication. Priority 3.	
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):	
<b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>		Will change Goal 4, Action 2 to reflect School Site Council and ELAC as parent involvement.	

<b>Original GOAL 5 from prior year LCAP:</b>	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 _____
<b>Goal Applies to:</b>	<b>Schools:</b>	Kit Carson School, Mid Valley Alternative Charter	
	<b>Applicable Pupil Subgroups:</b>	All (including Low Income, White, Hispanic, English Learner, Foster Youth and Students with Disabilities)	
<b>Expected Annual Measurable Outcomes:</b>	<b>Actual Annual Measurable Outcomes:</b>		
	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 1 <sup>st</sup> -3 <sup>rd</sup> 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		A. 100% of students were enrolled in a broad course of study that includes, English, math, social science, science, art, health, physical education B. 43% of 1 <sup>st</sup> -3 <sup>rd</sup> grade students have an average of “exceeds or meets standards” for their grade level. 67% of students in grades 4 through 8 have a grade point average of 2.0 or higher.



<b>LCAP YEAR: 2015-16</b>			
<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Actions/Services</b>	<b>Estimated Actual Annual Expenditures</b>
1.Retain a part-time music instructor to teach music after school. 3 days per week, 2 hours per day	\$9,073 (0332)	<p>Unable to fill music instructor position until February 2016 (was posted on Edjoin beginning August 2015). After school music program started in December 2015 after school. The cost was decreased so we added an art teacher also due to input from stakeholders.</p> <p>100% of students were enrolled in a broad course of study that includes, English, math, social science, science, art, health, physical education due to retaining a muic teacher. Priority 7.</p>	\$ 7,953 (S/C)
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<b>X</b> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):		<b>X</b> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify):	
2. Retain a physical education teacher to provide standards based PE program in grades K-8 (1 FTE).	\$75,615 (0332)	<p>Retained a physical education teacher to provide standards based PE program in grades K-8 (1 FTE).</p> <p>Purchased supplies for PE program.</p> <p>100% of students were enrolled in a broad course of study that includes, English, math, social science, science, art, health, physical education due to retaining a PE teacher. Priority 7.</p>	<p>\$ 77,505 (S/C)</p> <p>\$ 5,000 (S/C)</p>
<b>Scope of Service:</b>	School-wide: Kit Carson Elementary	<b>Scope of Service:</b>	Kit Carson Elementary

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):	
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	\$14,775 (0332)	Unable to fill position. We ran the position but didn't fill. 2 teachers filled and the stipend will be given to the 2 teachers. Program started in February 2016.  100% of students were enrolled in a broad course of study that includes, English, math, social science, science, art, health, physical education due to retaining agricultural teachers. Priority 7.	\$3,097 (S/C)
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):	
4.Retain the services of a classified Technology Support Specialist to support a broad range of curricular and extracurricular instruction with technology. (1 FTE)	\$76,971 (0332)	Retained the services of a classified Technology Support Specialist to support a broad range of curricular and extracurricular instruction with technology. The Technology Support Specialist coordinates technology curriculum, interim assessments, and CAASPP testing. She maintains equipment and server. (1 FTE)  43% of 1 <sup>st</sup> -3 <sup>rd</sup> grade students have an average of "exceeds or meets standards" for their grade level. 67% of students in grades 4 through 8 have a grade point average of 2.0 or higher. Students use technology to access curriculum. Priority 8.	\$ 78,516 (S/C)
<b>Scope of Service:</b>	LEA-wide	<b>Scope of Service:</b>	LEA-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify):	

**What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?**

Within Goal 5 all actions/services continue in 2016-2017 but the goals are renumbered. Music and Art become their own goals instead of grouping those teachers and supplies. Added 2 extracurricular ag teachers, art teacher, and music teacher to Goal 5.

**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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	\$ 658,071
<p>The October 7, 2015 CBEDS data indicates Kit Carson School has a population of 370 students in transitional kindergarten through eighth grade. 71% of the students qualified for the free or reduced meal program this school year, 22% of the students are identified English learners, and 2% are foster youth. For purposes of determining supplemental and concentration grant funding, the school has an unduplicated pupil percentage of 74.17%. With a population of 370 students, there are approximately 10 students per grade level who statistically do not contribute towards supplemental and concentration funds. However, the nature of the services provided (listed below) allow us to serve all 370 students, because providing them to the approximately 10 additional students per grade level does not infringe on, or take away from, the services for unduplicated students. Because our unduplicated percentage is 74.17%, these services are principally directed towards our unduplicated population. Furthermore, due to declining enrollment, the LCFF formula does not generate additional total base funds for the school, so we use the supplemental and concentration ("priority") funds to reinforce our school's LCAP goals, based on the eight state priorities.</p> <p>Goal 1, Action 1: LCAP priority funds ensure that all LEA facilities are in good repair - for all students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students - through a deferred maintenance fund.</p> <p>Goal 1, Action 2: LCAP priority funds provide the means to contract with Tulare County Office of Education to provide support to the LEA's new teachers through the Beginning Teacher Support &amp; Assistance program. This supports all students, including English Language learners, Hispanic</p>	

Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students.

Goal 1, Action 3: LCAP priority funds provide for the purchase of additional technology devices such as Chromebooks and iPads, for all LEA students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students, to access curriculum and formative and summative assessments, including CAASPP.

Goal 1, Action 4: LCAP priority funds provides partial funding for daily transportation services for students at Kit Carson School, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students.

Goal 2, Action, 1: LCAP priority funds are used to obtain professional development, training (including release time) and the accompanying materials for LEA teachers to: improve strategies, participate in instructional rounds, implement early literacy, participate in coaching for math & ELA/ELD, for using interim assessment data to drive instruction, implement the Step Up to Writing program, and to fully implement the California standards for all students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students.

LCAP priority funds are used to retain the services of a Learning Director. The Learning Director is an administrative position with a primary goal of providing direction for the LEA in all aspects of student learning and staff professional development to implement California standards. The Learning Director will improve achievement of all students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students, 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.

Goal 2, Action 2: LCAP priority funds retain the services of a Subgroup Support/Data Support Specialist. This is a targeted expenditure (please see section 3B).

Goal 2, Action 3: LCAP priority funds retain the services of a part time intervention specialist. This is a targeted expenditure (please see section 3B).

Goal 2, Action 4: LCAP priority funds retain the services of a LEA librarian, and books and materials for a LEA library, to provide all students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students, access to a wide range of leveled reading material.

Goal 3, Action 1: LCAP priority funds provide for supplies for Kit Carson School's citizenship and trimester awards program, which provides incentives for all students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students.

Goal 3, Action 2: LCAP priority funds provide for the planning and implementation of LEA field trips aligned with curriculum objectives and as student rewards. This is for all students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students.

Goal 3, Action 3: LCAP priority funds retain the service of a Student Specialist. The Student Specialist improves school climate for all students at Kit Carson School, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students, 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.

Goal 3, Action 4: LCAP priority funds retain the services of a part-time licensed vocational nurse at Kit Carson School. The nurse improves the student climate by providing health related services provided to all students as needed. These services are not required, but provide all students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students with additional assistance and resources.

Goal 4, Action 1: LCAP priority funds LCAP priority funds increase parent engagement of all LEA students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students by providing the means to contract for an all-call feature through our student information system vendor which is used in emergencies and to increase attendance at school events such as Back-to-School-Night and the annual Title I meeting.

Goal 4, Action 2: LCAP priority funds continue to promote parent involvement by providing the means to host LEA wide events, including: three family night events, monthly parent club meetings, a pee-wee track meet, grandparents day, open house, spring fling, parent teacher conferences, pancakes with parents, parent advisory committees, a school site council, District/English Learner Advisory Committee. These events are open to all students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students, and their families.

Goal 5, Action 1: LCAP priority funds retain the services of a PE teacher at Kit Carson School- in order to offer standards-based Physical Education Curriculum for all students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students. The PE teacher provides access to a health related program of study, including tobacco use and drug prevention curriculum. The PE teacher acts as the LEA coordinator for the annual physical fitness test for 5th and 7th grade students.

Goal 5, Action 2: LCAP priority funds retain the services of a LEA 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 school's 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. These activities support all students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students.

Goal 5, Action 3: LCAP priority funds retain the services of a part time LEA art teacher to provide a standards based art program for all students in grades TK-8, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students.

Goal 5, Action 4: LCAP priority funds provide for the stipends of two LEA, extra-curricular agriculture teachers and curriculum/supplies for an after school, standards based science program for students in grades TK-8, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students.

Goal 5, Action 5: LCAP priority provide funds for the stipend of one LEA, extra-curricular music teacher and curriculum/supplies for an afterschool, standards based music program for students, including English Language learners, Hispanic Students, White students, students with disabilities, Foster Youth, and Socioeconomically disadvantaged students, in grades 4-8.

- 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.

25.72%

Goal 2, Action 2: LCAP priority funds retain the services of a English Language/Subgroup Support Specialist to support the implementation of California standards. The Subgroup Support Specialist administers CELDT, supports reclassification of EL learners, oversees assessment data for student subgroups, monitor intervention services for student subgroups, and coordinates support services for all subgroups including redesignated and non-redesignated English Language learners, students with disabilities, foster youth, and socioeconomically disadvantaged students.

Goal 2, Action 3: LCAP priority funds retain the services of a part-time Intervention Specialist for the LEA. 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 certain subgroups of students, including redesignated and non-redesignated English Language learners, students with disabilities, foster youth, and socioeconomically disadvantaged students with additional assistance and resources.

The following actions are not included in the main body of the LCAP, because they are funded by other means than supplemental or concentration funds. They do however, qualitatively add to the targeted services provided to certain subgroups as indicated:

Kit Carson contracts with Learn-4-Life charter schools to provide a one month summer school program. Because of a noted regression in literacy and math skills over the course of the summer break, this session is offered to certain targeted subgroups including redesignated and non-redesignated English Language learners, students with disabilities, foster youth, and socioeconomically disadvantaged students.

Winter & Summer reading programs are offered to promote literacy during winter and summer breaks. Because of a noted regression in literacy skills over the course of the winter and summer breaks, this program is offered to certain targeted subgroups including redesignated and non-

redesignated English Language learners, students with disabilities, foster youth, and socioeconomically disadvantaged students.

Developmental literacy services are provided as an intervention for students of certain targeted subgroups including redesignated and non-redesignated English Language learners, students with disabilities, foster youth, and socioeconomically disadvantaged students, when there is a significant gap between students' reading ability and their grade level norm

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).



8-22-14 [California Department of Education]