

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Kit Carson Union Elementary School District

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LCAP Year: 2014-2015

Kit Carson School currently has a population of 392 students in transitional kindergarten through eighth grade. 79% of the students qualified for the free or reduced meal program this school year, 25% of the students are identified English learners, and four foster youth attend the school. Due to declining enrollment on the tail of statewide deferrals and deficit funding, the LCFF formula does not generate additional total base funds for the school. The funds mostly represent an opportunity to reclassify spending based on LCAP priorities.

Local Control and Accountability Plan and Annual Update Template

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

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

Kit Carson School LCAP

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>1. School Site Council – February 2014</p> <p>2. Parent Meeting – February 2014</p> <p>3. Parent Survey - February 2014</p> <p>4. Staff Survey – April 2014</p>	<p>1. School Site Council shared the need for art and music in addition to the core classroom curriculum. The members also discussed the need for additional computers or tablets in the form of a mobile cart; not only for the new assessments but so that teachers can use them with group activities within the classroom.</p> <p>2. Parents discussed the need for students to feel safe and engaged in the school community. Parents discussed the need for art and music in addition to the core classroom curriculum. One parent really liked having Mr. Barlow outside when the students are being dropped off in the mornings. She felt that this made her daughter feel safe and that she knew the principal of the school. Mid Valley Charter parents discussed the need they have when they get to use the computer lab at the school. Mid Valley Charter parents also discussed the need for continued field trips and collaboration/activity days.</p> <p>3. The district received 30 parent survey responses. Parents overwhelming felt that teachers and staff communicate effectively and timely. Parents also felt that their students are safe at school. The surveys revealed the following areas of growth: 32% of parents believe the curriculum is too difficult for their student, 16% of parents would like additional academic support beyond the classroom instruction, 44% of parents would like to see the food in the cafeteria improved,</p> <p>4. Staff was given the opportunity to discuss in small groups. Staff shared concerns about limiting combination classes. Staff is interested in recruiting for new students, additional adult help within the classrooms, norms for the school as a whole and within grade levels, after school tutoring, enrichment classes, improving attendance, decreasing the number of tardies and leaving early, additional positive rewards for</p>

	students each trimester, additional drama performances, more parent participation at activities (possibly a parent night per trimester), and the implementation of a chromebook lab(s).
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Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017	
High Expectations and Academic Rigor Metric: Local Assessments, Formative Assessments		All Students	Kit Carson School					Implementation of State Standards, Access to a Broad Curriculum, Student Achievement, Basic Services
	Student Engagement Metric: Classroom Observations, Local Assessments	All Students, Special Education Students, English Language Learners	Kit Carson School		Student collaboration strategies professional learning , field trips (live and interactive), before/after school tutoring opportunities	Full implementation of collaborative techniques within classrooms, field trips (live and interactive), before/after school tutoring opportunities	Full implementation of collaborative techniques and structured classroom groups for the development of SPED/ELL student success, field trips (live and interactive),before/after school tutoring opportunities	Implementation of State Standards, Access to a Broad Curriculum, Student Achievement
	Art and Music Appreciation Metric: Surveys	All Students	Kit Carson School		Design art and music curriculum and staffing options	Implement art and music curriculum within the school day	Implement art and music curriculum within the school day and incorporate an extra-curricular component	Implementation of State Standards, Access to a Broad Curriculum, Student Achievement
	Special Education Metric: Local Assessments	Pupils with disabilities	Kit Carson School		Inclusion in regular education classroom	Inclusion in regular education classroom	Inclusion in regular education classroom	Implementation of State Standards, Student Achievement, Basic Services
	English Language Learners (ELL) Metric: Local Assessments, CELDT	ELL	Kit Carson School		Professional Learning ELD standards, creating language standards per lesson, before/after school tutoring and support	Create language standards per lesson, before/after school tutoring and support	Create language standards per lesson, before/after school tutoring and support	Student Achievement, Implementation of State Standards

	Literacy Metric: OG Assessments, DIBELS, STAR Reading Assessments	All Students	Kit Carson School		Professional Learning for staff, partially implement skills and practices, before/after school tutoring and support	Implement skills and practices, align to local assessments, use data to guide instruction, before/after school tutoring and support	Fully implement skills and practices, align to local assessments, use data to guide instruction, before/after school tutoring and support	Implementation of State Standards, Access to a Broad Curriculum, Student Achievement
	Develop a System of Formative Assessments Metric: IReady, OG Assessments, DIBELS, STAR Reading Assessments, CELDT	All Students	Kit Carson School		Professional learning for staff: formative assessments	Create formative assessments and use to guide instruction	Use assessments to guide instruction	Student Achievement
	Data Transformed into Actionable Knowledge Metric: I-Ready, OG Assessments, DIBELS, STAR Reading Assessments, CELDT	All Students	Kit Carson School		Professional learning: data	Use data to guide instruction and programs	Use data to guide instruction and programs	Student Achievement, Other Student Outcomes
	Deferred Maintenance Metric: Observation, Surveys	All Students	Kit Carson School		Routine repair	Routine repair	Routine repair	School Climate, Basic Services
Strong Leadership Metric: Surveys, Observation		All Students	Kit Carson School					School Climate, Parent Involvement
	Consciously develop Superintendent/Principal Metric: Surveys	All Students	Kit Carson School		Professional learning for Superintendent/Principal, create measurable goals, evaluate goals	Professional learning for Superintendent/Principal, create measurable goals, evaluate goals	Professional learning for Superintendent/Principal, create measurable goals, evaluate goals	School Climate
	Consciously develop Learning Director Metric: Surveys, Observation/Evaluation	All Students	Kit Carson School		Measurable goals with evaluation of effectiveness	Measurable goals with evaluation of effectiveness	Measurable goals with evaluation of effectiveness	School Climate

	Develop student support staff; including, Student Specialist, LVN/Health Aide, Technology Support Specialist, PE Teacher, and Learning Director Metric: Surveys, Observation/Evaluation	All Students	Kit Carson School		Develop positions and expectations for student services	Maintain positions and expectations for student services	Maintain positions and expectations for student services	Student Achievement, School Climate, Basic Services, Parent Involvement, Basic Services, Implementation of State Standards, Access to a Broad Curriculum, Other Student Outcomes
High Quality Instruction Metric: Local Assessments, Formative Assessments		All Students	Kit Carson School					Implementation of State Standards, Access to a Broad Curriculum, Student Achievement, Other Student Outcomes
	Build Teacher Capacity Metric: Observation	All Students	Kit Carson School		Professional development, evaluation based teacher goals tied to student progress	Professional development, evaluation based teacher goals tied to student progress	Professional development, evaluation based teacher goals tied to student progress	Implementation of State Standards, Access to a Broad Curriculum, Student Achievement, Other Student Outcomes
	Improve Teacher Evaluation, Retention, and Promotion Practices Metric: Observation	All Students	Kit Carson School		Professional development, evaluation based teacher goals tied to student progress	Professional development, evaluation based teacher goals tied to student progress	Professional development, evaluation based teacher goals tied to student progress	Implementation of State Standards, Access to a Broad Curriculum, Student Achievement, Other Student Outcomes
	Teacher Collaboration and Leadership Metric: Observation	All Students	Kit Carson School		Designated learning community, continued professional learning and implementation into classroom	Designated learning community, continued professional learning and implementation into classroom	Designated learning community, continued professional learning and implementation into classroom	Implementation of State Standards, Access to a Broad Curriculum, Student Achievement, Other Student Outcomes
	Effective Professional Learning Activities Metric: Observation	All Students	Kit Carson School		Designated learning community, continued professional learning and implementation into classroom	Designated learning community, continued professional learning and implementation into classroom	Designated learning community, continued professional learning and implementation into classroom	Implementation of State Standards, Access to a Broad Curriculum, Student Achievement, Other Student Outcomes
Engage Parents and Volunteers		All Students	Kit Carson School					Parent Involvement

Metric: Surveys								
	Build Family Educational Efficacy Metric: Surveys	All Students	Kit Carson School		Create opportunities to extend classroom to the home, online component	Extend classroom into the home	Extend classroom into the home	Parent Involvement, Student Engagement
	Family Friendly Schools District-wide Communicate More Effectively with Parents and the Community Metric: Surveys	All Students	Kit Carson School		Create parent meetings, school websites, parent nights, awards assemblies, develop Parent Liaison for translation	Create parent meetings, school websites, parent nights, awards assemblies, continue parent liaison	Create parent meetings, school websites, parent nights, awards assemblies, continue parent liaison	Parent Involvement, Student Engagement
Provide an Instructional Setting Where All Students are Encouraged to Learn Metric: Local Assessments, Formative Assessments		All Students	Kit Carson School					Student Engagement
	Provide a Safe and Secure Environment for Students and Employees Metric: Surveys, Suspension Data, Expulsion Data	All Students	Kit Carson School		Parent/ student surveys yearly to guide safety plan, use data on suspensions to guide safety, deferred maintenance	Parent/ student surveys yearly to guide safety plan, lower suspension rate to create safe school climate, deferred maintenance	Safe school climate, deferred maintenance	School Climate
	Create a 21st Century Learning Environment Metric: Surveys, Observation	All Students	Kit Carson School		Update technology plan yearly, increase student use of technology (mobile lab devices, etc.)	Use of technology within collaborative groups in classrooms	Effective daily use of technology within the classrooms	Implementation of State Standards, Access to a Broad Curriculum, Student Achievement

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
 - A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
High Expectations and Academic Rigor	Implementation of State Standards, Access to a Broad Curriculum, Student Achievement, Basic Services	<p>Student Engagement</p> <p>Art and Music Appreciation</p> <p>Inclusion - Special Education staff will offer least restrictive environment for students, additional support staff</p> <p>English Language Learners -ELL</p> <p>Literacy</p>	<p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p>		<p>Professional Learning \$15,000 Common Core Implementation Dollars (Resource 7405), Field Trips \$5,000 (Resource 0000)</p> <p>Design program \$500 (Resource 0000)</p> <p>Special Education additional support staff - \$10,000 (Resource 0000)</p> <p>Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I, Title II)</p> <p>Professional Learning Tutoring Stipends</p>	<p>Professional Learning \$10,000 (Resource 0332), Field Trips \$5,000 (Resource 0000)</p> <p>Hire teacher(s)/support staff and professional learning \$60,000 (Resource 0000)</p> <p>Special Education additional support staff - \$10,000 (Resource 0000)</p> <p>Professional Learning Tutoring Stipends (Resource 0332, Title I, Title II)</p> <p>Professional Learning Tutoring Stipends</p>	<p>Professional Learning \$10,000 (Resource 0332), Field Trips \$5,000 (Resource 0000)</p> <p>Salary and professional learning \$60,000 (Resource 0000)</p> <p>Special Education additional support staff - \$10,000 (Resource 0000)</p> <p>Professional Learning Tutoring Stipends (Resource 0332, Title I, Title II)</p> <p>Professional Learning Tutoring Stipends (Resource 0332, Title I, Title II)</p>

		<p>Develop a System of Formative Assessments</p> <p>Data Transformed into Actionable Knowledge</p> <p>Deferred Maintenance</p>	<p>LEA</p> <p>LEA</p> <p>LEA</p>	<p>\$20,000 (Resource 0332, Title I, Title II)</p> <p>Formative Assessment System License \$6,000 (Resource 0332)</p> <p>Formative Assessment Professional Learning \$5,000 (Resource 0332)</p> <p>Deferred Maintenance \$50,000 (Resource 0000/8150)</p>	<p>(Resource 0332, Title I, Title II)</p> <p>Formative Assessment System License \$6,000 (Resource 0332)</p> <p>Formative Assessment Professional Learning \$5,000 (Resource 0332)</p> <p>Deferred Maintenance \$50,000 (Resource 0000/8150)</p>	<p>II)</p> <p>Formative Assessment System License \$6,000 (Resource 0332)</p> <p>Formative Assessment Professional Learning \$5,000 (Resource 0332)</p> <p>Deferred Maintenance \$50,000 (Resource 0000/8150)</p>
Strong Leadership	<p>Student Achievement, School Climate, Basic Services, Parent Involvement, Basic Services, Implementation of State Standards, Access to a Broad Curriculum, Other Student Outcomes</p>	<p>Continuously develop Superintendent/ Principal</p> <p>Consciously develop Learning Director</p> <p>Develop student support staff; including, Student Specialist, LVN/Health Aide, Technology Support Specialist, PE Teacher, and Learning Director</p>	<p>LEA</p> <p>LEA</p> <p>LEA</p>	<p>Professional Learning Administration \$5000 (Resource 4035)</p> <p>Professional Learning, Learning Director \$2500 (Resource 4035)</p> <p>Salary and Professional Learning \$230,000 (Resource 0332)</p>	<p>Professional Learning Administration \$5000 (Resource 4035)</p> <p>Professional Learning, Learning Director \$2500 (Resource 4035)</p> <p>Salary and Professional Learning \$230,000 (Resource 0332)</p>	<p>Professional Learning Administration \$5000 (Resource 4035)</p> <p>Professional Learning, Learning Director \$2500 (Resource 4035)</p> <p>Salary and Professional Learning \$230,000 (Resource 0332)</p>

High Quality Instruction	Implementation of State Standards, Student Achievement, Access to a Broad Curriculum, Other Student Outcomes	<p>Build Teacher Capacity</p> <p>Improve Teacher Evaluations</p> <p>Teacher Collaboration and Leadership</p> <p>Effective Professional learning activities</p>	<p>LEA</p> <p>LEA</p> <p>LEA</p> <p>LEA</p>		<p>Learning Director Salary \$20,000 (Resource 0332, Title I, Title II)</p> <p>Professional learning \$5,000 (Resource 0332)</p> <p>Professional learning \$5,000 (Resource 0332)</p> <p>Professional learning \$5,000 (Resource 0332)</p>	<p>Learning Director Salary \$20,000 (Resource 0332, Title I, Title II)</p> <p>Professional learning \$5,000 (Resource 0332)</p> <p>Professional learning \$5,000 (Resource 0332)</p> <p>Professional learning \$5,000 (Resource 0332)</p>	<p>Learning Director Salary \$20,000 (Resource 0332, Title I, Title II)</p> <p>Professional learning \$5,000 (Resource 0332)</p> <p>Professional learning \$5,000 (Resource 0332)</p> <p>Professional learning \$5,000 (Resource 0332)</p>
Engage Parents and Volunteers	Parent Involvement, Student Engagement	<p>Build Family Educational Efficacy</p> <p>Family Friendly School District-wide Communicate More effectively with Parents and the Community</p>	<p>LEA</p> <p>LEA</p>		<p>Parent Liaison \$8,000 (Resource 0332, Title I)</p> <p>Learning Director Salary \$20,000 (Resource 0332, Title I, Title II)</p>	<p>Parent Liaison \$8,000 (Resource 0332, Title I)</p> <p>Learning Director Salary \$20,000 (Resource 0332, Title I, Title II)</p>	<p>Parent Liaison \$8,000 (Resource 0332, Title I)</p> <p>Learning Director Salary \$20,000 (Resource 0332, Title I, Title II)</p>

<p>Provide an Instructional Setting Where All Students are Encouraged to Learn</p>	<p>School Climate, Student Engagement, Implementation of State Standards, Access to a Broad Curriculum, Student Achievement</p>	<p>Provide a Safe and Secure Environment for Students</p> <p>Create a 21st Century Learning Environment</p>	<p>LEA</p> <p>LEA</p>		<p>Develop, disseminate and analyze survey data \$500 (Resource 0000)</p> <p>Purchase mobile devices for student use, interactive instructional opportunities \$60,000 (Resource 7405)</p>	<p>Develop, disseminate and analyze survey data \$500 (Resource 0000)</p> <p>Purchase mobile devices for student use \$20,000, Interactive instructional opportunities \$5,000 (Resource 0000)</p>	<p>Develop, disseminate and analyze survey data \$500 (Resource 0000)</p> <p>Purchase mobile devices for student use \$20,000, Interactive instructional opportunities \$5,000 (Resource 0000)</p>
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils re-designated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils re-designated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service(Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
High Expectations and Academic Rigor, Provide an Instructional Setting Where All Students are Encouraged to Learn		For low income pupils: Student collaboration within the classroom, before/after school tutoring and support, field trips (live and interactive), formative assessment analysis to provide instruction for student learning gaps, mobile devices for student use, interactive instructional opportunities	LEA		Professional Learning \$15,000 Common Core Implementation Dollars (Resource 7405) Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I) Field Trips \$5,000 (Resource 0000) Formative Assessment System License \$6,000 (Resource 0332) Formative Assessment Professional Learning \$5,000 (Resource 0332) Purchase mobile devices for student use, interactive instructional opportunities \$60,000 (Resource 7405)	Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I) Field Trips \$5,000 (Resource 0000) Formative Assessment System License \$6,000 (Resource 0332) Formative Assessment Professional Learning \$5,000 (Resource 0332) Purchase mobile devices for student use \$20,000, Interactive instructional opportunities \$5,000 (Resource 0000)	Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I) Field Trips \$5,000 (Resource 0000) Formative Assessment System License \$6,000 (Resource 0332) Formative Assessment Professional Learning \$5,000 (Resource 0332) Purchase mobile devices for student use \$20,000, Interactive instructional opportunities \$5,000 (Resource 0000)

<p>High Expectations and Academic Rigor, Provide an Instructional Setting Where All Students are Encouraged to Learn</p>		<p>For English learners: Student collaboration within the classroom, before/after school tutoring and support, field trips (live and interactive), formative assessment analysis to provide instruction for student learning gaps, mobile devices for student use, interactive instructional opportunities</p>	<p>LEA</p>		<p>Professional Learning \$15,000 Common Core Implementation Dollars (Resource 7405)</p> <p>Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)</p> <p>Field Trips \$5,000 (Resource 0000)</p> <p>Formative Assessment System License \$6,000 (Resource 0332)</p> <p>Formative Assessment Professional Learning \$5,000 (Resource 0332)</p> <p>Purchase mobile devices for student use, interactive instructional opportunities \$60,000 (Resource 7405)</p>	<p>Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)</p> <p>Field Trips \$5,000 (Resource 0000)</p> <p>Formative Assessment System License \$6,000 (Resource 0332)</p> <p>Formative Assessment Professional Learning \$5,000 (Resource 0332)</p> <p>Purchase mobile devices for student use \$20,000, Interactive instructional opportunities \$5,000 (Resource 0000)</p>	<p>Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)</p> <p>Field Trips \$5,000 (Resource 0000)</p> <p>Formative Assessment System License \$6,000 (Resource 0332)</p> <p>Formative Assessment Professional Learning \$5,000 (Resource 0332)</p> <p>Purchase mobile devices for student use \$20,000, Interactive instructional opportunities \$5,000 (Resource 0000)</p>
<p>High Expectations and Academic Rigor, Provide an Instructional Setting Where All Students are Encouraged to Learn</p>		<p>For Re-designated Fluent English proficient pupils: Student collaboration within the classroom, before/after school tutoring and support, field trips (live and interactive), formative assessment analysis to provide instruction for student learning gaps, mobile devices for student use, interactive instructional opportunities</p>	<p>LEA</p>		<p>Professional Learning \$15,000 Common Core Implementation Dollars (Resource 7405)</p> <p>Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)</p> <p>Field Trips \$5,000 (Resource 0000)</p> <p>Formative Assessment System License \$6,000 (Resource 0332)</p> <p>Formative Assessment Professional Learning \$5,000 (Resource 0332)</p> <p>Purchase mobile devices for student use, interactive instructional opportunities \$60,000 (Resource 7405)</p>	<p>Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)</p> <p>Field Trips \$5,000 (Resource 0000)</p> <p>Formative Assessment System License \$6,000 (Resource 0332)</p> <p>Formative Assessment Professional Learning \$5,000 (Resource 0332)</p> <p>Purchase mobile devices for student use \$20,000, Interactive instructional opportunities \$5,000 (Resource 0000)</p>	<p>Professional Learning Tutoring Stipends \$20,000 (Resource 0332, Title I)</p> <p>Field Trips \$5,000 (Resource 0000)</p> <p>Formative Assessment System License \$6,000 (Resource 0332)</p> <p>Formative Assessment Professional Learning \$5,000 (Resource 0332)</p> <p>Purchase mobile devices for student use \$20,000, Interactive instructional opportunities \$5,000 (Resource 0000)</p>

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Kit Carson School currently has a population of 392 students in transitional kindergarten through eighth grade. 79% of the students qualified for the free or reduced meal program this school year, 25% of the students are identified English learners, and four foster youth attend the school. Due to declining enrollment on the tail of statewide deferrals and deficit funding, the LCFF formula does not generate additional total base funds for the school. The funds mostly represent an opportunity to reclassify spending based on LCAP priorities.

During the 2014-2015 school year, the funds reclassified into LCAP priorities represent \$312,000 of our total budget. Portions of salaries and benefits for employees whose services represent additional services make up the majority of LCAP priority spending:

LCAP priority funds retain the services of a student specialist. The student specialist improves school climate, student engagement, and other student outcomes by promoting student attendance (through SARB), character education initiatives, anti-bullying programs, monitoring student activities, addressing disciplinary needs, and maintaining discipline records. The student specialist improves parental involvement by proactively contacting and acting as a point of contact for parents regarding student attendance and discipline. These services are not required, but provide all students, including low income, foster youth, and English learners, with additional assistance and resources.

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

LCAP priority funds retain the services of a technology support specialist (TSS). The TSS develops and maintains the technology infrastructure necessary to for the use of technology for the entire school. The TSS improves the implementation of the CCSS by providing support for instructional technology that students need to be college and career ready by high school graduation. The TSS improves student achievement by coordinating the technology related portions of district benchmark testing, and by acting as site coordinator for computer adaptive tests and performance tasks during CAASPP testing. These services are not required, but provide all students with additional resources and assistance. This is particularly true for low income, foster youth, and English learners, who may not have access to such services at home.

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

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

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

LCAP priority funds retain the services of teachers who provide after school tutoring for students.

LCAP priority funds ensure that all facilities are in good repair through a deferred maintenance fund.

LCAP priority funds provide the means to contract with a vendor for an online benchmark testing program, used by teachers and the learning director to assess student performance and progress.

LCAP priority funds increase parent engagement by providing the means to contract with a communication technology vendor to provide an all call system which is used in emergencies and to increase attendance at school events such as Back-to-School-Night and the annual Title I meeting.

LCAP priority funds provide the opportunity for teachers to obtain the professional development and purchase supplies needed to fully implement the CCSS.

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

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

learners, and foster youth before/after school tutoring and support, field trips (live and interactive) that offer experiences beyond the school day, formative assessment analysis to provide instruction for student learning gaps, and mobile devices to increase student engagement and interactive instructional opportunities.

Areas of State Priority

Student Engagement

Other Student Outcomes

Student Achievement

Parental Involvement

School Climate

Basic Services (Williams)

Access to a Broad Curriculum

Common Core State Standards

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.

1-03-14 [California Department of Education]