Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Ernest Kimme Charter Academy for Independent Learning	Lois Chancellor, Principal	loisc@vacavilleusd.org (707) 469-2305

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

School's Namesake - Ernest Kimme

Our school is proudly named Ernest Kimme Charter Academy for Independent Learning. Ernest Kimme was, a remarkable individual, who was intimately and immensely involved in the community of Vacaville; a man who carved out his own path and took satisfaction in helping others, leaving an extraordinary service record for the city of Vacaville. He was a man who believed deeply in education and community service. He was a committed educator for the Vacaville Unified School District as well as Vacaville Teachers Association President. He served on the Vacaville City Council, as Vice-Mayor of the City of Vacaville, Chair of the Solano County Orderly Growth Committee, Vice President of Vacaville Community Housing, and Board member of the Vacaville Public Education Foundation. His influence would endure and spread through his weekly news column in the Vacaville Reporter, focusing on social issues in our community. Mr. Kimme also served on the Reporter's Editorial Board.

In addition to his public service he was a mentor, teacher and friend to countless others, helping them to better themselves as students, professionals, and citizens. As the namesake of our school, his belief in happiness, service to others, and in choosing a unique pathway continues to be exemplified in the school's development and in its continual growth.

School's Background

The Kimme Charter Academy for Independent Learning was developed to provide students in Vacaville with an option for a quality non-classroom based program using the model of independent study. The charter petition was submitted by the school district to the Vacaville Board of Education in June of 2016. Two months later, in August of 2016 the school opened, temporarily sharing a campus with Sierra Vista K-8 School. From the onset, the staff focused its work on providing a high quality education to our diverse student body. We achieved this goal and now offer a challenging curriculum, taught by highly qualified teachers, in an atmosphere that emphasizes communication and cooperation. Together these elements create a safe and engaging learning environment for students to excel.

In August of 2017, KCAIL moved into its current location at 1949 Peabody Road. Moving to our own space allowed Kimme Charter to begin to establish itself as a new learning option for students. We quickly began to establish a culture of caring and achievement. The Kimme Kings adopted a lion logo, school colors of burgundy and gold, embraced our ESLRs and our RAISE rules to be Responsible, have Aspirations, Integrity, Success and Empathy.

Our new building offered students state of the art technology to support learning. Our Study Hall is an open space occupied by students and staff, where students can utilize Chromebooks, seek support from teachers, or take a quiet break between activities. KCAIL also provides students with a science lab/Maker Space in which to engage in learning and building, art and technology. Another large classroom provides English and Math to our students in grades 7-9.

The school was originally designed to provide independent learning to students grades K-12. However, with the 2019-2020 school year, under our new charter, KCAIL will serve middle and high school students, grades 7-12. This change will allow for more students to be served on campus as the small population of Independent Study students grades K-6 will be served at a district elementary site, separate from Kimme Charter. This change will allow the elementary teacher an opportunity to collaborate with colleagues and be part of the development of elementary curriculum and educational support in an elementary school environment in order to better provide independent study elementary students will all of the benefits offered by the Vacaville Unified School District.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Goal 1

Student Achievement:
Provide high quality instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Ernest Kimme Charter Academy for Independent Learning continues to build rigorous curriculum, accessed through blended learning opportunities with learning supports for all students. We have approved a-g coursework for grades 9 and 10, with some approved courses for grades 11 and 12. We are currently working to submit our two final courses US History & English 12, to approved a-g courses, retroactive to the 2017-2018 school year as appropriate. We have also registered 12 courses with the NCAA, allowing our student athletes to work toward qualifications necessary to be a college scholar athlete. We continue to encourage students to utilize their dual enrollment opportunities to take courses not available through KCAIL at their traditional high school resident campuses through a dual enrollment agreement in the VUSD, and at Solano Community College. In addition, KCAIL has added STEM elective courses and lab science in Biology and Earth Science to our curricular offerings.

Goal 2

Closing the Achievement Gap for Underperforming and Unduplicated Students:

With increased rigor and support, our student performance in core subjects has improved. Utilizing our Action Protocol for early and specific intervention we have increased student scores on statewide testing in English Language arts and Math, have seen an increase in the number of credits students

earn toward graduation in each semester, and have significantly reduced our non-voluntary disenrollment rate for non-compliance to the Master Agreement, a charter document signed by parent, student, teacher and administrator/designee as a contract for continued enrollment.

Additional direct-instruction options for students in grades 7-9 has resulted in greater student achievement. Classroom based science lab, Spanish and Fine Art have allowed more access to a-g preparation. Combined with intervention classes and support services, KCAIL has enjoyed an upward trend in all academic areas for all students, and all student subgroups.

English Learners are supported through the addition of a 0.2 FTE English Learner Coordinator who provides instructional minutes following EL standards and a 0.4 FTE Resource Specialist manages our small population of students in Specialized Education, providing case services and instructional minutes as determined by each student's IEP.

Our Free Lunch program was originally offered to families beginning in the 2017-2018 school year and in 2018-2019 through outreach efforts to families, grew significantly for students in our Socioeconomically Disadvantaged student population. In addition the Upward Bound program was added to provide tutoring, and college and career readiness support.

KCAIL received a Low Performing Student Block Grant and has an approved three year plan to support our students in increased achievement through teacher training and direct interventions to students.

Goal 3

Enhancing School Climate: Kimme Charter will ensure a safe, welcoming, healthy and inclusive climate for students, staff and families, so that all students are attending school and ready to learn.

As we continue working to rebrand our school from ISP to blended learning charter school, we invest in our students, family and community through individualized support and intervention, community engagement and service activities, and a blended learning approach that allows us to focus on the individual student as a whole person. We continue to support our "school rules" which encourage students to be **R**esponsible Citizens, with **A**spirations, **I**ntegrity, **S**uccess and **E**mpathy; to "RAISE" themselves to a high standard on our campus and in our community. Our Student Leadership class has increased extracurricular activities for all students. Parent Workshop offerings and monthly Orientations allow families to understand our Kimme Kings community, school and learning structure, and post-secondary opportunities for students earning a KCAIL diploma.

We have been granted a five year charter renewal with the Vacaville Unified School district and are looking forward to a new, larger facility in a couple of years.

In addition, we are working diligently to prepare for our Spring 2020 WASC visit, diving deep into our philosophy, protocol and best practice to support student success.

And all of our efforts mesh with our Multi-Tiered System of Supports (MTSS) for academic and emotional intervention.

Our first graduation ceremony was well attended by students, families, district and community members. Seventy one students comprised the first graduating class at KCAIL and we are currently in the planning stages for our second annual graduation ceremony.

Our student population has shifted away from those seeking credit recovery with a greater emphasis on the need for an alternative to the comprehensive high school setting and a desire to accelerate education to graduate early. In response, our 0.2 FTE Mental Health clinician and full-time school counselor have teamed up to provide social emotional instruction in classrooms, teaching students stress management, coping skills, mindfulness and study skills.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Performance data from the CDE Dashboard indicates:

All students' baseline data (2016-2017) English Language Arts and Mathematics was limited. No performance colors were indicated for 2017 SBAC results. No subgroup information was reported in 2016-2017.

All students (2017-2018) showed "Increased Significantly" with a 22 point growth toward standard in English Language Arts bringing KCAIL into the "yellow" performance range. Hispanic subgroup indicated a significant increase of 22 points while Socio-Economically Disadvantaged subgroup increased 41 point.

In Mathematics our SBAC data showed a 28 point growth toward standard. Our Hispanic subgroup math data indicated a 38.5 point growth, while our Socio-Economically Disadvantaged subgroup showed 47 point increase in growth points toward standard. No performance colors were indicated for our subgroup population was less than 1%.

Our student credit completion rate (those who completed 30+ credits in a high school semester) increased from 45% to 75% from the first semester data collected 2016-2017 and 2017-2018.

Additional measures of growth include a 30% increase (from 45% to 75%) in the number of students who completed 30 or more credits toward graduation each semester.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Although our students have made gains in SBAC ELA and Math, the majority are still below standard proficiency in both areas, credit completion is still an area of concern, and our newly enrolled students continue to have needs in the social-emotional support realm.

2016-2017	2017-2018
95% of students below proficiency in Math	92% of students below Math proficiency
70% of students below proficiency in ELA	61% of students below ELA proficiency
35% of parents reported a need for Social-Emotional	26% of parents of newly enrolled
Support for their student suffering anxiety, depression,	students reported a need for

Bullying, and medical issues.	Social-Emotional student supports (in addition to those already enrolled from the previous year). This indicates a continuing need for mental health supports at KCAIL.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Our only significant subgroups include Socio-Economically disadvantaged and Hispanic/Latino students. Because our CDE Dashboard information is limited we are including local measures of success (credit completion), core subject GPA, and SBAC scores as indicators for performance gaps for all students at KCAIL.

Although we are trending up in academic performance, we are well below our desired number of students achieving at or above standard as measured by the SBAC scores. We have been granted funds through the Low Performing Student Block Grant (LPSG) and will begin implementing PLC training for all staff to support best practices in education to reach all learners. Funds will also be utilized for direct intervention to low performing students through CAASPP "boot camp" sessions designed to target specific areas of need for our Low Performing Student Block Grant (LPSG) students. The training and data gathered through the LPSG process will then be utilized across all grades and subjects to benefit all students.

Performance data from the CDE Dashboard indicates:

All students' baseline data (2016-2017) English Language Arts and Mathematics was limited. No performance colors were indicated for 2017 SBAC results. No subgroup information was reported in 2016-2017.

All students (2017-2018) showed "Increased Significantly" with a 22 point growth toward standard in English Language Arts bringing KCAIL into the "yellow" performance range. Hispanic subgroup indicated a significant increase of 22 points while Socio-Economically Disadvantaged subgroup increased 41 point. No performance colors were indicated for our subgroups and no other subgroup data was reported.

In Mathematics our 2017-2018 SBAC data showed a 28 point growth toward standard. Our Hispanic subgroup math data indicated a 38.5 point growth, while our Socioo-Economically Disadvantaged subgroup showed 47 point increase in growth points toward standard. No performance colors were indicated for our subgroup population was less than 1%.

College are Career Readiness for all students was reported as a 6.8% decline for all students. No subgroup information for Socioeconomically Disadvantaged students also in the "red" category. KCAIL continues to refine academic supports and individualized curriculum, paired with MTSS to reduce dropout rate for all students.

Our WASC and LCAP focus this year is in drilling down into the CAASPP data to see where our students need specific intervention and support – in what subjects, what concepts, what standards – to then utilize PLC data analysis and techniques through MTSS to support all students' success, in both academic and social-emotional areas.

Credit completion rates for all students increased 13% from 2017-2018, and 17% for Socioeconomically Disadvantaged students. Credit completion for our Latino subgroup declined 8%

after a 2% increase from 2017 to 2018. Investigation into specific areas of need for our Latino population is underway.

Because our Dashboard data was limited as a new school, KCAIL also utilized change in grade point average by subject as an indication of academic growth. Grade Point Averages are trending up in most core academic areas. Our academic rigor increased with standards aligned district adopted curricular changes. Specific attention and further curricular and instructional changes are ongoing for those areas in which student GPA showed a decrease.

	2017/ Student Count	2018/Student Count	Difference
Grade 7 Core	(fewer than 11 students)	(fewer than 11 students)	NA
English 8	2.91 / 11	2.79 / 14	- 0.12
English 9	1.16 / 19	2.81 / 22	+1.65
English 10	3.17 / 41	2.5 / 36	- 0.67
English 11	3.13 / 55	3.41 / 51	+0.28
English 12	2.58 / 75	2.96 / 49	+0.38
Math 8	2.91 / 11	2.79 / 14	- 0.12
Integrated Math 1	2.59 / 14	2.42 / 33	- 0.17
Integrated Math 2	2.79 / 14	2.58 / 26	- 0.21
Science 8	2.91 / 11	2.79 / 14	- 0.12
Biology	1.31 / 13	1.64 / 23	+0.33
History 8	1.61 / 19	2.79 / 14	+1.18
World History	3.17 / 41	2.35 / 31	- 0.82
US History	3.13 / 55	2.62 / 47	- 0.51
Government	2.58 / 74	2.44 / 37	- 0.06
Economics	2.84 / 31	2.92 / 29	+0.08

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Ernest Kimme Charter Academy for Independent Learning
CDS code:	48705730735095
LEA contact information:	Lois Chancellor
Coming LCAP Year:	2019-2020
Current LCAP Year	2018-2019

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-2020 LCAP Year	Amount	
Total LCFF funds	$	2,023,094
LCFF supplemental & concentration grants	$	149,616
All other state funds	$	111,723
All local funds	$	5,758
All federal funds		
Total Projected Revenue	$	2,140,575

Total Budgeted Expenditures for the 2019-2020 LCAP Year	Amount	
Total Budgeted General Fund Expenditures	$	2,093,189
Total Budgeted Expenditures in LCAP	$	173,851
Total Budgeted Expenditures for High Needs Students in LCAP	$	173,851
Expenditures not in the LCAP	$	1,919,338

Expenditures for High Needs Students in the 2018-2019 LCAP Year	Amount	
Total Budgeted Expenditures for High Needs Students in the LCAP	$	131,983
Estimated Actual Expenditures for High Needs Students in LCAP	$	119,517

Not for Inclusion with the Template

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	We have budgeted an additional $24,235 over our supplemental grant for a .40 FTE Resource Specialist to support students.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-2019 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-2019.	We were able to utilize district and site supports and personnel rather than contracting outside services for students. The services were still provided to our high needs students.

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Student Achievement

Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Local Indicators for Instructional Materials, Facilities, and Teacher assignments will be met at 100% compliance. METRIC: School Accountability Report Cards (SARC) Williams Act Compliance (Adequate Instructional Materials), and Facilities Inspection Tool (FIT), Appropriate assignment of fully credentialed teachers per California Longitudinal Pupil Achievement Data Systems (CALPADS).	**1a. Goal Met** 100% of teachers at KCAIL were appropriately assigned and fully credentialed to teach in an alternative school setting and in the subject area for the students they were teaching when applicable. METRIC: Annual Credential Report Audit – Source California Longitudinal Pupil Achievement Data Systems (CALPADS)

Expected	Actual
	1b. Goal Met
	100% of students in the school district had access to the standards-aligned instructional materials.
	METRIC: School Accountability Report Card (SARC), Williams Act Compliance (Adequate Instructional Materials)
	1c. Goal Met
	100% of school facilities were maintained in good repair.
	METRIC: School Accountability Report Cards (SARC), Facilities Inspection Tool (FIT)
To enhance our broad course of study, student success with online coursework will increase by 5% annually. Support and intervention sessions will be available to all students, including bilingual support for all English Learners and Resource Specialist support for our students with exceptional needs. METRICS: Student pass rate with 60% or higher level of mastery Completion of all assigned credit units per course, up to a full 5 unit class as measured by online course ware provider data. Adopt district established curriculum and pacing guides for core subjects. Support and intervention services will be available to unduplicated students. METRICS: Pacing guide aligned with Personal Learning Plan (PLPs) for all courses. University of California a-g eligible core courses	**7a. Goal Not Met** A broad course of study for all students grades K-12 was offered through our blended learning educational approach. Additional supports were provided through bilingual staff for our English Learners and support minutes with our Resource Specialist were provided for students with exceptional needs. Students in K-12 participated in a course of study that included English, Mathematics, Social Studies, Science, Healthy Living, including physical fitness, and activities designed to support the development of art appreciation and creative expression. In grades 7-12, students participated in a course of study that included English, Mathematics, Social Studies, Science, Health, Physical Education, World Languages, Fine Art, CSTEM and other interest electives designed to prepare students for post-secondary education or careers.

Expected	Actual
AERIES- unduplicated student proficiency information/grades	Courses for grade 9 and 10 were successfully loaded and approved in the UC a-g course portal with some courses approved and others pending for grades 11 and 12.
	Courses have been aligned with district pacing guides and PLPs.
	In the area of online unit completion, students were able to pass all completed units with a level of mastery at 60% or higher, however KCAIL fell short of the course completion goal as only 33% of students completed their entire online class for a full 5 credits in the first semester.
	METRICS: Section 51201 and 51220 of the California Education Code, Odysseyware Course Report Data, University of California a-g course list, pacing guide and PLP alignment.
	7b. Goal Met
	Programs and services developed and provided to unduplicated pupils.
	Bilingual staff supported English Learners through core subject intervention sessions and our EL certified instructor provide language skills intervention and study skills support.
	AERIES- unduplicated student proficiency information/grades
	7c. Goal Met
	Programs and services developed and provided to individuals with exceptional needs.
	Support minutes were provided with our Resource Specialist to support students with exceptional needs.
	AERIES- unduplicated student proficiency information/grades

	Expected		Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand Workshop Offerings World Languages, Earth and Physical Science, Fine Art and Freshman Focus (Study Skills course for grade 9). All core courses will be successfully uploaded and approved in the University of California ag Course Management Portal, allowing KCAIL graduates to access eligibility to the California State University schools (CSU). Baseline data (Aeries) will be used to calculate the percentage of graduating seniors meeting ag eligibility for CSU system. CSTEM will provide Robotics and other Career and Technical Education pathway activities for students. RSP teacher support will be provided to Students with Exceptional Needs. English Learners will be assigned to bilingual Personal Learning Plan teachers	Expanded on site classes (Workshop Offerings) World Languages, Earth and Physical Science, Fine Art and Essential Skills (Study Skills course for high school students). Core courses were successfully uploaded into the UC Course Management portal for grades 9, 10 and 11 and continue to be successfully uploaded and approved in the University of California ag Course Management Portal for grade 12 and in elective offerings. Completion of a-g eligible coursework will allow KCAIL graduates to access eligibility to the California State University schools (CSU). Baseline data (Aeries) will be used to calculate the percentage of graduating seniors, starting in the 2019-2020 school year, who are meeting a-g eligibility for CSU system. CSTEM and participation in Robotics and other career and technical learning activities for students was introduced through new electives in Introduction to STEM and STEM Problem Solving electives. RSP teacher support was provided to Students with Exceptional Needs.	LCFF Base $102,500 10001999 Certificated Personnel Salaries $76,500 30003999 Employee Benefits $25,500 Source 5800 $500 Outside Consulting	LCFF Base $132,000 1000- 1999 Certificated Personnel Salaries $ 88,000 3000-3999 Benefits/Payroll costs $43,500 Source 5800 $400 Outside Consulting

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	English Learners were assigned to bilingual Personal Learning Plan teachers and received instructional support from our EL credentialed teacher.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand and promote our online course offerings to students. Provide differentiated professional development in the utilization and support for online courseware prior to the start of the 2018-19 school year and follow-up throughout the school year and evaluate the effectiveness of the program through analysis of student success in credit completion and grade level proficiency. Student utilization of online courses: Number of students utilizing the program, types of courses taken, and student success in completion of credits and grades earned of "C" or higher. Provide student support session s for access and success in online curriculum.	Teachers received introductory training with our new online course provider. One staff member received additional training as our on-site coordinator and with the site administrator have worked to continue staff and student support throughout the year. Student course credit and completion rates indicated that students were scoring well on the assignments and units they complete, but were not keeping up with the expected timeline to earn full credit for the courses. Further investigation into the utilization of online courses and opportunities for on-site support are necessary to gather data for more in-depth analysis of online success at KCAIL.	LCFF Base $6,500 Source 5800 $6,500	LCFF Base $370 Source 1139 $370 Certificated Extra Duty

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Make necessary adjustments to the curriculum pacing in the Personal Learning	Through the PLP update process it became apparent that KCAIL needed an	$12,851 LCFF Base	$2,000 LCFF Base

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Plans (PLPs). Add NGSS to PLPs and adjust pacing guide to follow district expectation for Earth Science with lab. Core coursework for grades 9 11 will be approved through the UC a-g submission process.	updated recording system for grades, credits and time value attendance. Staff are currently working to combine a paper trail PLP with online student and parent access to student assignments, grades and progress through Google Classroom. NGSS and pacing for Earth Science with lab have been created. Core coursework for grades 9, 10, and 11 have been submitted and approved through UC a-g. Grade 12 English is pending approval as our final core course submission.	10001999 $9,639 30003999 $3,212	1000-1999 Salaries 3000-3999 $670. Benefits/Payroll costs

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All planned actions and services were implemented.

Core classes for grades 7-9 in English, Math and Science are classroom based. Science classes are flipped classroom with pre-lab assignments in Google classroom and lab time in class. SpringBoard curriculum is utilized for grades 7-9 and 11. Grade 10 adoption will be implemented in fall of 2019 and ERWC will continue to be utilized for grade 12. Online Integrated Math 3 has proven to be a challenge for our students, even with intervention and support sessions. KCAIL plans to offer IM3 as a site-based class in the 2019-2020 school year.

Curriculum and pacing guides have been aligned to district and state standards and expectations, and most core classes are a-g approved with 4 courses still in progress.

A change in online provider has simplified access and utilization of online courses to supplement available curriculum at KCAIL. Students are finding success with the online courses, but are slow to finish, so are not completing all necessary units. Pacing and accountability for online classes will be a focus for the coming school year.

Spanish as a site based class (levels 1-3) will be continued. Our certified EL instructor has supported our English Learners through reclassification.

RSP support minutes and Study Skills class are provided for all students with exceptional needs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All 2018-2019 students grade 9, 10, and 11 were provided the opportunity to engage in coursework approved as a-g eligible. With the retroactive approval of grade 12 English, graduating seniors will also be a-g eligible for the California State University System. Those seniors who participated in dual enrollment for Chemistry at their VUSD resident school or Solano Community College will also be a-g eligible for the UC system.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Budgeted Expenditures for Goal 1 were $3,212 for extra duty pay, and outside consulting, while the Actual expenditures were $670 for the same budget resource. KCAIL spent less than expected in materials and extra duty pay, but added an English Learner teacher and increased the Resource teacher FTE to accommodate our growing number of RSP students. Utilization of district personnel for training during staff meeting (duty day) time on campus rather than sending staff out to training or hiring outside consultants also reduced expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Current evaluation of the effectiveness of our Essential Skills class will determine if we continue the elective next year. Moving this course to middle school is a current consideration. Our Musicianship (g) elective will be revised as Guitar I-P and Piano I-P to satisfy the fine arts (f) requirement for UC entrance criteria.

CAASPP scores, GPA, credit completion will continue as measures of student achievement.

Standardized progress reporting and grading protocol based on skills based mastery of state standards continues to be refined.

Student and parent training for utilization of our new online course provider will be offered in the fall to encourage students to utilize the distance learning option and successfully complete units to earn credits.

Student, parent, and staff training in utilization of Google classroom will continue.

Annual Update

LCAP Year Reviewed: 2019-20

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Closing the Achievement Gap
Implement systematic changes to address the achievement gap: preventing school failure through the provision of intervention support and dropout prevention systems.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
2a. 2b. Baseline achievement data will be gathered for students grades K-6 as a measure of the implementation of the academic content and performance standards adopted by the state board. All core curriculum is Common Core California State Standards (CCSS) based. METRICS: Reading and Mathematics Assessments through statewide assessment (STAR) and local benchmark exams are indicators for the implementation of state content and performance standards. Academic Performance Index is no longer applicable. No significant subgroups were represented in grades K-6 for the 2016-2017 academic year.	**2a. Goal Met** State Priority Implementation of the academic content and performance standards adopted by the state board. Common Core State Standards (CCSS) for English Language Arts and Mathematics. All teachers were CLAD certified and implement EL support into regular curriculum, and an EL Certified teacher provided support minutes for our English Learners. STEM electives, online courses, dual enrollment at resident high schools and Solano Community College, and Maker Space are provided for Career and Technical Education. District Health Education curriculum were updated to include new units in Human and Sex Trafficking and HIV/AIDS and Sexually Transmitted Diseases. Teachers participated in curricular updates and collaboration opportunities to satisfy CCSS in

Expected	Actual
	History and NGSS Science. Digital Photo and Spanish were added to course offerings, with other World Languages available online. District approved curriculum was implemented on site, and our registrar meet with our district library coordinator. **2b. Goal Met** How the programs and services will enable English Learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. All teachers were CLAD certified to support English Learners. Bilingual PLP teachers were assigned to students with Spanish speaking families. A 0.2 FTE was added to provide support minutes to our English Learners through direct implementation of ELD standards and work toward reclassification. In addition, the increase in school sponsored activities and our Makers Garden Project have encouraged students to work collaboratively allowing language practice in applied skills.
80% or more students, K-6, will meet grade level reading proficiency. With specific subgroup targets as follows (for 5% or more than prior year achievement) for the following populations: • All English Learners • Socio-Economically Disadvantaged • African American • Latino • Special Education METRICS: Standardized Testing and Reporting (STAR), CAASPP Proficiency Reports. API is no longer applicable. CSU/UC eligibility is not applicable KCAIL has one English Learners in grades K-6.	**4a. Goal Not Met** **Elementary students at or above grade level goal: increase 3%** 2017-2018 2018-2019 Kindergarten Kindergarten ELA = 63% and Math = 83% NA – No students in Kinder Grade 1 ELA = 71 % and Math = 66% ELA = 75% Math = 83% Grades 3-5 ELA = 86% and Math = 71% ELA = 83% Math = 66% Grade 6 Grade 6

Expected	Actual
Increase student proficiency in grade 8 Math Smarter Balanced Assessment (SBAC) proficiency levels in Grade 8 (CAASPP)	ELA = 30% and Math = 30% ELA = Math = No subgroups are represented in greater than 1% of student enrollment in grades K-6 therefore programs and services to enable English Learners to access CCSS and the ELD standards for purposes of gaining academic content knowledge in elementary level language proficiency is not applicable. Expected growth in the 2018-2019 school year is a 3% increase in grade level proficiency for all elementary students. METRICS: Reading and Math assessments through statewide assessment (STAR) as an indicator for the implementation of state content and performance standards. **4a. Goal Met, except for Latino subgroup ELA grade 11** SBAC Grade 8 Math proficiency and grade 11 math proficiency from the 2016-2017 and 2017-2018 assessment years are expected to show an increase of 3% for all students and 5% for any significant subgroups. SBAC Grade 8 English Language Arts and Grade 11 ELA proficiency from the 2016-2017 and 2017-2018 assessment years are expected to show an increase of 3% for all students and 5% for any significant subgroups. Grade 8 students at or above Math grade level standard: *2016-2017* *2017-2018* *Difference:* All students: 16% All students: 20% +4% No significant subgroups Socio-Economically Disadvantaged: 9% NA Grade 8 students at or above ELA grade level standard: *2016-2017* *2017-2018* *Difference:*

	Expected	Actual

Expected	Actual
Increase Grade 11 ELA and Math proficiency levels. METRIC: SBAC Grade 11 ELA and Math proficiency data (CAASPP)	All students: 30% All students: 33% +3% No significant subgroups Socio-Economically Disadvantaged: 36% NA Grade 11 students at or above Math grade level standard: *2016-2017* *2017-2018* *Difference:* All students: 0% All students: 4% +4% Hispanic/Latino: 0% Hispanic/Latino: 6% +6% Socio-Economically Socio-Economically Disadvantaged: 0% Disadvantaged: 0% None No additional significant subgroups were reported for Grade 11 Math. Grade 11 students at or above ELA grade level Standard as reported in the CDE Dashboard: *2016-2017* *2017-2018* *Difference:* All students: 28% All students: 39% +11% Hispanic/Latino: 22% Hispanic/Latino: 19% - 3% Socio-Economically Socio-Economically Disadvantaged: 19% Disadvantaged: 39% +20% No additional significant subgroups were reported for Grade 11 ELA. METRIC: SBAC Grade 11 ELA and Math Standard data (CAASPP) **4b. NA** Academic Performance Index is no longer applicable. **4c. Goal Met**

Expected	Actual
	State Priority
	The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks.
	Target goal: establish baseline data for career and college readiness.
	Percentage of students satisfying CSU/UC eligibility for 2017 No data reported on CDE Dashboard. KCAIL was not a diploma granting institution during the 2016-2017 school year.
	Career and College Readiness data indicated that 4% of all students and 4% of students in the subgroup for Low Socio-Economic status. This data establishes our baseline.
	Goal for increase for 2018 = 3% as compared to available baseline data.
	No student data is currently available for completion of a-g pathway courses.
	KCAIL has no CTE pathways.
	METRIC: CDE Dashboard data
	4d. Goal Met
	State Priority:
	The percentage of English Learner pupils who make progress toward English proficiency as measured by the CELDT, or any subsequent assessment of English proficiency, as certified by the state board.
	Percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC shall increase 3%

Expected	Actual
	100% of English Learners made progress toward English proficiency as measured by the CELDT to ELPAC data comparison. METRIC: CELDT/ELPAC **4e. Goal Not Met** State Priority The English Learner Reclassification Rate English Learner reclassification was expected to increase by 5% 3 of 5 English Learners (60%) were reclassified in the 2017-2018 school year. A decrease of 6% which is statistically misleading due to the small number of English Learners at KCAIL. METRIC: ELPAC **4f. NA** – KCAIL does not offer AP courses, no KCAIL students participated in AP Exams. **4g. Baseline data Goal Met** Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness. CSU/UC eligibility for 2017-2018 = 4% for all students and 4% for our students in the Socio-Economically Disadvantaged subgroup, according to CDE Dashboard information. METRICS: CDE Dashboard, SBAC performance data, CSU/UC a-g portal information, Aeries data.

Expected	Actual
Percentage of 9th-12th grade students enrolled from the start of each semester, who earn 30 or more credits (Aeries)	**8a. Goal Not Met** KCAIL provides a blended learning environment which provides online, on site, and individual instruction through independent study. Support classes and Study Hall are available for students who need academic help and our counselor and Mental Health Clinician offer guidance lessons for social emotion support and education. Project Inspire allowed career exploration for 10th grade students. The utilization of Naviance in Essential Skills class encouraged career and college exploration and curricular enrichment opportunities will be provided through our Makers Space. Increased opportunity for student collaboration through Student Leadership sponsored activities and collaborative, project based learning encouraged students to practice interpersonal language and social skills to transfer across the CSS and ELD state standards and post-secondary opportunities. Because KCAIL has a significant population of students in Independent Study and/or credit recovery, it is necessary to closely monitor credit completion toward graduation with a goal of increasing credit completion to 30 or more each semester term in each course attempted. Fall semester: Students enrolled in 30 or more credits Increase goal 3% for All students: 75% +13.5% 5% Latino: 74% -8% 5% Socio-Economically Disadvantaged: 78% +17% This goal was met in every area except for the decrease in Latino students completing 30 or more credits each semester. This will become a focus of improvement for the 2019-2020 school year.

Expected	Actual
	No other significant subgroups are represented at KCAIL. Spring semester data will be analyzed upon completion of the 2018-2019 school year. METRIC: Credit Completion (Aeries)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize Renaissance Place to support student achievement in grades K-6 METRIC: Grade level performance as measured by student assessment through Renaissance place and benchmark exams	Renaissance Place was utilized to support student achievement in grades K-6	LCFF Base Fund: $1,400 5800 $1400	LCFF Base Fund $1,400 5800 $1400 Renaissance Place

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development and collegiate collaboration for Middle School Math teachers. Student and teacher utilization Khan Academy and Moby Max to supplement standard curriculum in grades 7 and 8. Mastery based, standards based grading and instruction and expansion of technology to facilitate distance learning opportunities.	Math teachers participated in district sponsored collaboration and utilized their weekly site collaborative time to discuss student progress, utilization of technological supports and intervention sessions. KCAIL is considering the implementation of a skills support course for Middle School in the fall of 2019-2020.	No Cost	No Cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide differentiated instruction utilizing CSU SpringBoard and provide intervention with a curricular expert for student support access to the curriculum. Provide Professional Development and collaboration opportunities for teachers using SpringBoard curriculum in grades 6-12	KCAIL provides differentiated instruction utilizing SpringBoard curriculum for students in grades 6-11. English ntervention classes were not well attended, so were disbanded. Support was provided, instead, individually to students as needed. 6th grade students attended supplemental small group intervention as part of their regularly scheduled time. One teacher attended the ERWC (grade 12) training as our site representative. 2 teachers attended SpringBoard training offered by the VUSD. 3 additional teachers participated in collaborative opportunities on site for the utilization of SpringBoard.	LCFF Base Fund $2,300 1000-1999 $1,725 Salary 3000-3999 $ 575 Benefits	LCFF Base Fund $1000 1000-1999 $667 Salary 3000-3999 $333. Benefits/Payroll costs

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Master Agreement Intervention Protocol: Action Letter 1 shall include at least 3 teacher interventions utilizing Positive Behavioral Interventions and Supports (PBIS) Action Letter 23 will result in a Parent, Teacher, Counselor Master Agreement Intervention and Amendment to the Master Agreement with a follow up timeline and specific target dates for attendance and work completion. Violation of the Master Agreement Amendment will result in an Administrative Conference with Parent, Student, Teacher	Master Agreement Intervention Protocol resulted in a 6% reduction of non-voluntary disenrollment for the 2017-2018 school year. 74% of students engaged in the Master Agreement Intervention Protocol were deemed no longer at risk for disenrollment.	LCFF Base Fund $245 Source 5803: $245	LCFF Base Fund $245 Source 5803 $245 Outside Consulting/ Printing cost

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and Counselor which may result in student dismissal for Master Agreement violations.			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Elementary RTI is included as needed through direct instruction, Readers and Writers Workshop have supported students who were below standard in English Language Arts.

ELD teacher/coordinator was added to staff to support our small population of English Learners through EL intervention and supports

Online math supports and intervention sessions allowed students increased opportunities for math practice and contact with highly qualified math instructors.

English Language Arts curriculum has shifted to SpringBoard for grades 6-9 to increase standards based skills. Direct instruction at these grade levels allows students access to and support from highly qualified English teachers.

A greater number and variety of UC approved a-g coursework is now available to KCAIL students. In order to access AP and advanced coursework not available on site, KCAIL encourages students residing in the VUSD to take advantage of dual enrollment at their VUSD school of residence, or at Solano Community College. Dual enrollment allows for a greater number of students to be college and career ready.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Elementary Data is not yet available for comparison.

Grade 8 Math intervention resulted in a 4% increase in proficiency for all students. Grade 8 curricular changes and supports resulted in a 3% increase in proficiency for all students. Each of these results allowed KCAIL to reach our LCAP goal for improvement.

Grade 11 Math intervention resulted in a 4% increase for all students and a 6% increase in proficiency for our Latino Subgroup. No increase was achieved for our Socioeconomically Disadvantaged subgroup.

Grade 11 ELA support and curricular improvements led to an 11% increase in ELA proficiency levels for all students, a 20% increase for Socioeconomically Disadvantaged and a 3% decrease for our Hispanic/Latino student subgroup.

Our focus in utilization of LPSG funding for identified students in grade 9 will allow us to utilize new tools and interventions to also support all students and all subgroups in all grade levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

KCAIL had budgeted $1400 for Renaissance Place to support students grade K-6 as part of our Action 1 for Goal 2. This cost was assumed by the district as a material difference for site funding.

Action 3 also saw a material difference in budgeted and actual expenditures as our teachers made use of district workshops and trainings instead of hiring outside consultants for professional development.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of analysis, Goal 2 will be modified to include greater utilization of online math supports for middle school, utilization of Low Performing Student Grant funds for teacher training and specific student supports and interventions. Our focus in utilization of LPSG funding for identified students in grade 9 will allow us to employ new tools and interventions to support all students and all subgroups in all grade levels.

KCAIL will complete UC a-g class submissions retroactively for the 2017-2018 and 2018-2019 school years as appropriate, to allow more students to be a-g qualified upon graduation.

Continuing curricular development will allow students to enjoy a higher level of academic rigor and the continuation of supports and interventions will allow students greater academic success.

Further analysis indicated the exclusion of Priority 8 in the previous LCAP. This has been remedied for the 2018-2019 and 2019-2020 year.

KCAIL will no longer serve students in grades K-6, beginning in the 2019-2020 school year.

KCAIL will utilize additional funds provided through the Low Performing Student Block Grant to support identified students.

Annual Update

LCAP Year Reviewed: 2019-20

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Enhancing School Climate
Ensure our school site has safe, welcoming, healthy, and inclusive climates for all students and their families, so that all students attend regularly and are ready to learn.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Improve school climate and family connectedness to school through outreach to families. Seek parent input in making decisions for Kimme Charter. Promote parental participation in programs for unduplicated students and students with exceptional needs. The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness annually will increase by 5% overall and by subgroup as self-identified in the survey. Support services available to students will reflect student need. METRIC: California Healthy Kids Survey (CHKS), family Reason-In survey and LCAP survey information.	**3a. Goal Met** Targeted goal for increase in School Connectedness 5%. Efforts the school makes to seek parent input : Parent input collected through participation in orientation meetings, Site Advisory Council, Student Intervention meetings, 504, IEP and Mental Health intervention conferences, as well as LCAP survey results indicate a high degree of connectedness and satisfaction with the academic program and school culture at KCAIL. Parent and student survey results report an increase in positive School Connectedness: 2017-2018 Parent Survey 2018-2019 Parent Survey 87% 100% 2017-2018 Student Survey 2018-2019 Student Survey

Expected	Actual
	66% 73%
	Updated Kimme Charter website, increased utilization of School Loop and the creation of a public Facebook page have increased parent and community connectedness.
	No CHKS survey results were available, as the number of participants was fewer than 30, yielding no school results report.
	Family Reason-In survey results indicate the following:
	2017 2018
	Acceleration 12% Acceleration 18%
	Credit Recovery 28% Credit Recovery 11%
	Social Emotional Issues 33% Social Emotional Issues 26%
	Alternative Setting 18% Alternative Setting 13%
	Other/Decline to State 9% Other/Decline to State 32%
	Data is consistent with our change in climate from an Independent Study Program to a blended learning Charter School. More students and parents are seeking Academic Acceleration than Credit Recovery.
	METRIC: California Healthy Kids Survey (CHKS), family Reason-In survey and LCAP survey information, CDE Dashboard.
	3b. Goal Met
	KCAIL had less than 1% English Learners, Foster Youth and/or Homeless student.
	However, a 0.2 FTE position was added for English Learner RTI, resulting in student support and reclassification of 60% of our English Learners.
	Our Homeless Youth and Foster students received school supplies, free lunch, and parental outreach for community based resources through our counselor and mental health clinician.

Expected	Actual
	METRICS: CALPADS, Aeries **3c. Goal Met** Less than 1% of our enrollment is students with Individualized Educational Plans. Although the number is only .04% of our student population, our RSP teacher was increased from 0.2 FTE to 0.4 FTE to manage caseloads and provide service minutes to students and outreach to parents. METRICS: CALPADS, Aeries, SEIS
Cohort graduation data will show an increase of at least 2% for significant student groups. Dropout rate will show a decrease according to the following: 3% All Students 5% English Learners 5% Socio-Economically Disadvantaged 5% African American 5% Latino 5% Special Education METRICS: Dataquest, Aeries, Dashboard	**5a. Goal Met** Targeted increase 2% Actual School Attendance Rate increased 2% 2016-2017 Attendance Rate: 87% 2017-2018 Attendance Rate: 93% 2018-2019 Attendance Rate: 95% (through month 8) METRICS: CALPADS, Aeries, CDE Dashboard, Period 2 (P2) percentage of Average Daily Attendance (ADA) **5b. Goal Met** Targeted reduction rate 3% Actual Chronic Absenteeism Rate decreased 11.7 % 　　2017-2018 Absentee Rate:　　2018-2019 Absentee Rate: 　　19.3%　　　　　　　　　7.6% (through month 8) METRICS: CALPADS, Aeries, CDE Dashboard

Expected	Actual
	5c. Goal Met Targeted dropout rate maintained at 100% Middle School Dropout Rate KCAIL had no Middle School Dropouts for 2017 or 2018 METRICS: CALPADS, Aeries, CDE Dashboard

<table>
<tr><th>Expected</th><th>Actual</th></tr>
</table>

Expected

Reduce pupil suspension and disenrollment rate by 2% annually and chronic absenteeism by 3% for all students. KCAIL does not have an expulsion policy. Students are, rather, dismissed to their resident school of attendance. Student attendance will be measured through comparison of annual P2 with an increase of 2% annually for all students.

METRICS: Suspension and Non-Voluntary Disenrollment (dismissal) data (Aeries), California Basic Educational Data System (CBEDS), Period 2 (P2) percentage of Average Daily Attendance (ADA)

Actual

5c. **Goal Met**
Targeted dropout rate maintained at 100%
Middle School Dropout Rate
    KCAIL had no Middle School Dropouts for 2017 or 2018

METRICS: CALPADS, Aeries, CDE Dashboard

5d. Goal Met
Targeted dropout reduction rate 3%
High School Dropout Rate Baseline Data Collection

	2017-2018 HS dropout rate:	2018-19 HS dropout rate:
All Students	33%	Data not yet available.

Subgroup target dropout rate reduction 5%
Socio-economically

Disadvantaged	31%	Data not yet available.
Latino	15%	

No other reported subgroups.

METRICS: CALPADS, Aeries, Dataquest

5e. Goal Met
Established High School Graduation Rate
    The 2017-2018 year provided a baseline graduation rate of 69% in our first year as a diploma granting institution as reported on the CDE Dashboard. Our goal is an increase of 2% for all students and all significant subgroups.
METRICS: Aeries, California Basic Educational Data System (CBEDS), CDE Dashboard

	Expected	Actual
		6a. Goal Not Met **Targeted decrease 2%** Suspension rate decreased from 0.8% to 0.3%. This goal will be modified for the upcoming LCAP year as our suspension rate is below 2% so a goal of this reduction rate is not possible. METRICS: Suspension and Non-Voluntary Disenrollment (dismissal) data (Aeries), California Basic Educational Data System (CBEDS), CDE Dashboard **6b. Goal Met** No students were expelled from KCAIL in the 2017-2018 or 2018-2019 school years. METRICS: California Basic Educational Data System (CBEDS), CDE Dashboard, Aeries

6c. Goal Met
LCAP School Climate Parent Survey information indicates the following "high level of satisfaction" in each area:

2017-2018		2018-2019	
School Safety	100%	School Safety	100%
Facilities Cleanliness	93%	Facilities Cleanliness	100%
Academic Rigor and		Academic Rigor and	
College Career Ready	87%	College Career Ready	100%

Expected	Actual
	Academic Supports 84% Academic Supports 100% PBIS/MTSS 88% PBIS/MTSS 100% Student Survey Results 2017-2018 2018-2019 School Safety 87% School Safety 94% Career and College Career and College Ready 65% Ready 75% Academic Support 66% Academic Support 91% PBIS/MTSS 86% PBIS/MTSS 89% Connected to School 66% Connected to School 73% Intervention, Support, and Mental Health meetings resulted in a higher rate of academic success and higher rate of continued enrollment for all student groups. METRICS: CDE Dashboard, Parent and Student LCAP surveys,

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve the effectiveness of parent communication through social media, parent portals, and other electronic means.	Increased utilization of our Black Board all call system for message delivery as well as updates to our webpage and the creation of our Facebook page have	No Cost	No Cost

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	increased community engagement and parent communication with KCAIL.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Spanish speaking liaisons and translated print material for support/information/resources to parents for English Learners.	Spanish speaking liaisons and translated print material for support/information to parent of English Learners are provided, In addition, KCAIL added a part time EL teacher/coordinator for student support.	LCFF Supplemental Fund $500 Source 2430 $500	LCFF Supplemental Fund $6,070. 1000-1999 $4,500 Salaries 3000-3999 $1,500 Benefits/Payroll Costs General Fund (Base) 2430 No Cost 2936 $70 Translator cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve branding, community connection, and PBIS to increase positive school culture.	Our first graduation was extremely well attended by parents, students and community members. Our Facebook has a growing following and our parents regularly engage in the utilization of our webpage, School Loop and electronic communications with staff. PBIS has been a greater focus this year as we have moved to the Multi-Tiered System of Supports and refined our	LCFF Base Fund $300 Source 4300 $300	LCFF Base Fund $300 Source 4300 $300 Supplies LCFF Supplemental Fund $2,200

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	mission, vision and expected schoolwide learning results through the WASC process.		Source 5600 Rental/Graduation

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Greater parental input was encouraged through electronic communication systems, School Site Council participation, Action Intervention, Student Study Team. 504 and IEP meetings. Parents were also invited to evening workshops, open house, monthly orientation meetings, and participated in our annual LCAP surveys.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

LCAP School Climate Parent Survey information indicates the following "high level of satisfaction" in each area:

2017		2018	
School Safety	100%	School Safety	100%
Facilities Cleanliness	93%	Facilities Cleanliness	100%
Academic Rigor and College Career Ready	87%	Academic Rigor and College Career Ready	100%
Academic Supports	84%	Academic Supports	100%
PBIS/MTSS	88%	PBIS/MTSS	100%

Intervention, Support, and Mental Health meetings resulted in a higher rate of academic success and higher rate of continued enrollment for all student groups.

Chronic Absenteeism Decreased by 11.7%, KCAIL experienced no Middle School dropouts remained at zero, and the High School dropout rate data provided a baseline. Suspension rate decreased by 0.5%, and non-voluntary dismissals decreased by 21%.

Graduation rate data for 2017-2018 of 69% acts as our baseline for our first year as a diploma granting institution.

CDE Dashboard information indicates a College and Career readiness of 4%. This will be a continued focus for improvement

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our budgeted expenditures were increased as we provided more that material costs to our unduplicated students. The increase in RSP teacher by 0.2 FTE and the addition of a 0.1 FTE EL teacher/coordinator added to our cost. A material difference for Action 3 includes the cost for our graduation commencement materials and ceremony.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

To meet the needs of our changing student population, increased academic rigor, provision for college and career readiness and social-emotional support through mental health clinician continue to be a focus of change for Kimme.

Continued and improved use of electronic means of communication with parents and community are ongoing.

Our targets for increased graduation rate and reduction of dropout and non-voluntary disenrollment continue.

No changes will be made to this continuing goal.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Collaborative time on Wednesday afternoons, monthly Leadership meeting time with staff and monthly School Site Council, including staff, parent and student involvement, contributed throughout the planning process and evaluation process for the updated LCAP.

Administration also worked with district and Solano County Office of Education in the revision of our LCAP.

Input from students and parents was also collected through survey information to inform decision making at KCAIL.

Consultation included our bargaining unit, financial agents of the VUSD, staff site and district administration.

KCAIL Staff meetings 3:00-4:00	Collaborative Wednesdays	SCOE LCAP Support Meetings
September 12, 2018	2:00-3:00 weekly	September 18, 2018
October 10, 2018		November 13, 2018
November 14, 2018	Site Advisory Council	February 12, 2019
January 9, 2019	January 23. 2019	April 18, 2019
February 13, 2019	February 6, 2019	April 24, 2019 Individual Review
March 13, 2019	April 3, 2019	
April 10, 2019		VTA Bargaining Unit
May 15, 2019		February 8, 2019
		March 28, 2019 May 1, 2019

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Input from parents, students, staff, district and community members have led to modified goals for the upcoming year. Goals to increase parent outreach, to continue refining curriculum and academic expectations, to increase student connectedness and positive school climate and provision for student support have all been addressed with means for improvement.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged goal

Goal 1

Student Achievement
Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in

place to eliminate barriers to student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: NA

Identified Need:

Students need an education that is rigorous in order for them to be prepared for college and career pathways after high school.
The expectation will be
for students to earn their diploma from the Ernest Kimme Charter Academy for Independent Learning and be prepared for academic success at a 2 year college, 4 year college, career, or technical/trade school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7a. State Priority: A Broad course of study that includes all of the subject areas described in section 51210 and section 51220 (a) to (i) as applicable. To enhance our broad course of study: Student success with online coursework will increase by 5% annually. **7b. State Priority: Programs and services provided to unduplicated pupils.** Support and intervention sessions will be available to all students, including bilingual support for English Learners.	20172018 will be the baseline data year for online course achievement data.	Student pass rate for online courses = 66%. Student completion rate for units assigned = 71%	Student pass rate for online courses for fall semester = 100% for all completed units of study. Student completion rate for units assigned = 33% Spring data not yet available.	Student pass rate for online courses will increase by 5% Student completion rate for units assigned will increase by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7c. State Priority: Programs and services provided to students with exceptional needs. Resource Specialist support for our students with exceptional needs. METRICS: Student pass rate with 60% or higher level of mastery Completion of all assigned credit units per course, up to a full 5 unit class as measured by online course ware provider data.				
Adopt district established curriculum and pacing guides for core subjects. Support and intervention services will be available to unduplicated students.	2017-2018 will be our baseline year. Adjustments made to Personal Learning Plans to align with district pacing guides and established curriculum will inform decisions and changes in succeeding years. Coursework is currently	Make necessary adjustments to the curriculum pacing in the Personal Learning Plans (PLPs). • Pacing changes needed for kindergarten Reading Language Arts (RLA). • Create SpringBoard pacing calendars with corresponding assignments for the	Make necessary adjustments to the curriculum pacing in the Personal Learning Plans (PLPs). Add Next Generation Science Standards (NGSS) to PLPs and adjust pacing guide to follow district expectation for Biology and Earth/Physical Science.	Make necessary adjustments to the curriculum pacing in the Personal Learning Plans (PLPs). Add college preparatory elective offerings to student course availability. Continue support services for Special Education

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
METRICS: Pacing guide aligned with Personal Learning Plans (PLPs) for all courses. University of California a-g list of eligible core courses AERIES unduplicated student proficiency information/grades	in progress for a-g eligibility.	2017/18 Personal Learning Plans (PLPs) for grades 6-11. • Resource Support Program (RSP) specialist will act as case manager for students with exceptional needs • English Learners will be assigned to bilingual Personal Learning Plan teachers.	All core courses approved through the University of California ag portal. Continue support services for Special Education students and English Learners.	students and English Learners.
1a. State Priority: **Teachers are appropriately assigned and fully credentialed for the subject areas and**	100% of the students in the school district have access to the standards aligned instructional materials. 100% of school facilities	100% of the students in the school district have access to the standards aligned instructional materials. 100% of school facilities	100% of the students in the school district have access to the standards aligned instructional materials. 100% of school facilities	100% of the students in the school district have access to the standards aligned instructional materials. 100% of school facilities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
for the pupils they are teaching. This priority will be met at goal of 100% compliance. **1b. State Priority: Every pupil in the school has access to standards aligned instructional materials.** This priority will be met at a goal of 100% compliance. **1c. State Priority: School Facilities are Maintained in good repair.** This priority will be met at a goal of 100% compliance. METRICS: School Accountability Report Cards (SARC) Williams Act Compliance (Adequate Instructional Materials), Facilities Inspection Tool **(**FIT), Appropriate	are maintained in good repair. 100% of Kimme t eachers are appropriately assigne d and fully credentialed in the subject areas for students they are teaching.	are maintained in good repair. 100% of Kimme te achers are appropriately assigne d and fully credentialed in the subject areas for students they are teaching.	are maintained in good repair. 100% of Kimme t eachers are appropriately assigne d and fully credentialed in the subject areas for students they are teaching.	are maintained in good repair. 100% of Kimme t eachers are appropriately assigne d and fully credentialed in the subject areas for students they are teachin g.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assignment of fully credentialed teachers per California Longitudinal Pupil Achievement Data System (CALPADS).				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This will be the first year KCAIL is a diploma granting institution. Baseline data will be measured by graduation rate for 4th and 5th year students and survey measures of student level of preparation for post-secondary paths. This year we have been approved for registration with the University of California college preparatory system and have begun uploading courses into the a-g Course Management Portal. Courses may be retroactively approved by the UC for the 2017-2018 school year. RSP teacher support will be provided to students with exceptional needs. English Learners will be assigned to bilingual Personal Learning Plan teachers.	Expanded Workshop offerings (classes) to include World Languages, Earth and Physical Science, and Freshman Focus (Study Skills course for grade 9). All core courses for grades 9-11 were successfully uploaded and approved in the University of California a-g Course Management Portal, allowing KCAIL graduates to access eligibility to the California State University schools (CSU) system. One course (English 12) remains in progress, retroactively to 2017-2018. STEM elective offerings in Introduction to STEM and STEM problem solving were added to course selection for grades 9-12. RSP teacher support was provided to students with exceptional needs. English learners were assigned to bilingual Personal Learning Plan teachers and a 0.2 FTE English Language teacher was added to support ELD standards learning.	Expand college preparatory elective offerings, allowing students to meet a-g eligibility requirements for the CSU system of colleges. C-STEM will provide Robotics and Career and Technical Education activities as outreach to connect unduplicated pupils to career and tech education. RSP teacher support will be provided to students with exceptional needs. Career and College Exploration, and Financial Aid workshops will be provided to families. English learners will be assigned to bilingual Personal Learning Plan teachers. Outreach to EL families will be provided. Translators will be provided for parent meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$130,000	$102,500	$72,049

Year	2017-18	2018-19	2019-20
Source	General Fund (Base): Unrestricted	LCFF Supplemental Fund $102,500	LCFF Base $52,049 LCFF Supplemental $22,000
Budget Reference	1000-1999 $117,000 Certificated Salaries 3000-3999 $13,000 Benefits/Payroll expenses	1000-1999 $76,000 Certificated Salaries 3000-3999 $25,000 Benefits/Payroll Expenses 5800 $500 Outside Consulting	Base Fund 1000-1999 $40,364 Certificated Salaries 3000-3999 $11,685 Benefits/Payroll Expenses Supplemental Fund 1000-1999 $12,300 Certificated Salaries 3000-3999 $3,561 Certificated Benefits/Payroll 5800 $500 Outside Consulting 2430 $500 Classified Extra Duty 4300 $5,139 Materials and Supplies

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expand and promote online course offerings to students. Provide differentiated professional development in the utilization of and support for Online Courseware prior to the start of the 2017-2018 school year and follow up throughout the school year to evaluate the effectiveness of the program through analysis of student success in credit completion and grade level proficiency.	Expanded and promoted online course offerings to students. Provided differentiated professional development in the utilization of and support for Online Courseware prior to the start of the 2018-2019 school year and followed up throughout the school year to evaluate the effectiveness of the program through analysis of student success in credit completion and grade level proficiency.	Expand and promote online course offerings to students. Provide differentiated professional development in the utilization of and support for Online Courseware prior to the start of the 2018-2019 school year and follow up throughout the school year to evaluate the effectiveness of the program through analysis of student success in credit completion and grade level proficiency.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student utilization of Online Courses: Number of students utilizing the program, types of courses taken, and student success in completion of credits and grades earned at "C" or higher. Provide student support sessions for access and success in online curriculum.	Student utilization of Online Courses: Number of students utilizing the program, types of courses taken, and student success in completion of credits and grades earned at "C" or higher were implemented. Student support sessions for access and success in online curriculum were not well attended so were disbanded. Evaluation of support opportunities will lead to revision of supports for online classes.	Student utilization of Online Courses: Number of students utilizing the program, types of courses taken, and student success in completion of credits and grades earned at "C" or higher. Provide student support sessions for access and success in online curriculum. Expand support and training to include parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$17,500	$6,500	$8,616
Source	General Fund (Base): Unrestricted	LCFF Base Fund $6,500	LCFF Supplemental Fund
Budget Reference	5800 $17,500 Outside consulting	5800 $6,500 Outside consulting	1139 $4,972 Certificated Extra Duty 3000 $2,028 Certificated Benefits $1,116 5800 Consulting $500 4300 Materials

Action 3

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All Students	All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
NA	NA	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Make necessary adjustments to the curriculum pacing in the PLP plan. Pacing changes needed for kindergarten RLA.	Necessary adjustments to the curriculum pacing in the PLP plan were made. NGSS to PLPs and adjust pacing guide to follow district expectation for Earth Science with lab were added.	Make necessary adjustments to the curriculum pacing guide in the PLP plan for newly adopted curriculum.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create SpringBoard pacing calendars with corresponding assignments for the 2017-2018 PLPs for grades 6-11. Add NGSS to PLPs and adjust pacing guide to follow district expectation for Biology.		Begin curricular development for Chemistry NGSS and district expectations for Chemistry with lab. Encourage VUSD students to utilize dual enrollment option to access Chemistry at their home school. Add college preparatory electives to student course offerings. Provide supplemental instruction and support for unduplicated pupils and their families through our "First Generation" Campaign. Academic support, school connectedness, parent/student workshops, college and career readiness training, financial aid workshops, goal setting and social emotional learning. Our "First Gen" campaign will provided wrap around support for students who may otherwise not see themselves as college or career bound, and will be directed at families in our unduplicated populations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$130,000	$102,500	$173,000
Source	General Fund (Base): Unrestricted	LCFF Base Fund $102,000	LCFF Base Fund $120,000

Year	2017-18	2018-19	2019-20
			LCFF Supplemental Fund $53,000
Budget Reference	1000-1999: Certificated Personnel Salaries: $117,000 3000-3999: Employee Benefits $13,000	1000-1999: Certificated Personnel Salaries: $76,500 3000-3999: Employee Benefits $25,500 5800: $500	LCFF Base $120,000 1000-1999: Certificated Personnel Salaries: $89,625 3000-3999: Employee Benefits $29,875 5800: $500 LCFF Supplemental $19,000 $13,500 1139 Certificated Extra Duty $5,500 Certificated Benefits LCFF Supplemental $3,000 $2,022 2430 Classified Extra Duty $978 Classified Benefits LCFF Supplemental $16,000 4300 Materials and Supplies LCFF Supplemental $15,000 5800 Professional Development

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Closing the Achievement Gap
Implement systematic changes to address the achievement gap: preventing school failure through the provision of intervention support and dropout prevention systems.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities: NA

Identified Need:

There is a need to improve the achievement outcomes for all under performing students, including our unduplicated students, those

who are identifiedas SocioEconomically Disadvantaged, English Learners and Students with Exceptional needs. This is based on state and local assessment data, quantitative outcomes on percentages of students making progress, qualitative yearlong observations,

activities, findings and recommendations.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
4a. State Priority: Statewide Assessments 80% or more students, K-6, will meet grade level	Baseline data gathered through the STAR Reading test and CAASPP in the 20172018 school year will be utilized as comparison information to set growth	K-6 at or above grade Level for reading proficiency for 2017-2018: All Students: 80% English Learners: N/A Socio-Economically	Current elementary testing data is not yet available. 80% or more students, K-6 will meet grade level reading proficiency.	KCAIL will no longer serve elementary students K-6 beginning in the 2019-2020 school year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
reading proficiency. With specific subgroup targets as follows (for subgroups 5% more than prior year achievement) for the following populations: • All English Learners • Socioeconomically Disadvantaged • African American • Latino • Special Education METRICS: Standardized Testing and Reporting (STAR) CAASPP Proficiency Reports	targets for successive years.	Disadvantaged: NA African American: 50% Latino: N/A Special Education: N/A METRIC: Local Reading Assessment/Statewide Assessments (Benchmarks, STAR Reading and CAASPP)	Improvement targets: • 5% All English Learners • 3% Socio–Economically Disadvantaged • 3% African American • 3% Latino • 3% Special Education METRIC: Local Reading Assessment/Statewide Assessments (STAR Reading and CAASPP)	
Increase student proficiency in grade 8 Math Smarter Balanced Assessment (SBAC) proficiency levels in Grade 8 (CAASPP)	Ernest Kimme Charter Academy transitioned from a program to a charter school during the 20162017 school year. Baseline data will be provided in 20172018 from the Grade 8 SBAC Math proficiency scores.	SBAC Grade 8 Math proficiency for the 2016 2017 assessment year: Standard met or Exceeded: 16% Baseline Performance Data for all students. No subgroup data available.	The percentage of students meeting Mathematics (Math) standard in Gr 8 will be determined by the Smarter Balanced Assessment (SBAC) standard level with the	The percentage of students meeting Mathematics (Math) proficiency in Gr 8 will be determined by the Smarter Balanced Assessment (S

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
Increase Grade 11 ELA and Math proficiency levels. METRIC: SBAC Grade 11 ELA and Math proficiency data (CAASPP).	Ernest Kimme Charter Academy transitioned from a program to a charter school during the 2016-2017 school year. Baseline data will be provided in 2017-2018 from the SBAC for grade 11 in ELA and Math.	2016-17 SBAC data in ELA and Math indicate the following proficiency: All Comprised of grade 11 student data in English Language Arts Standard Met or Exceeded: 29% Socio-Economically Disadvantaged: 19%	following annual growth targets • Goals for Grade 8 Math: 3% ELA increase for All students All Students Standard Met or Exceeded: 20% +4% • 5% increase for Socio--Economically Disadvantaged Standard Met or Exceeded: 9% (baseline) No additional significant subgroups are represented at KCAIL. METRIC: 2017-2018 SBAC grade 8 Performance Level in Math 2017-2018 SBAC data in ELA for all students (Grade 11 at KCAIL): • Goals for ELA grade 11 All Students increase 3%: Proficiency Met All Students: +11%	BAC) proficiency level with the following annual growth targets • 3% All • 5% English Learners • 5% Socio-Economically Disadvantaged • 5% African Americans • 5% Latino • 5% Special Education METRIC: 2018-2019 SBAC Performance Level in Math The percentage of students in grade 11 meeting standards for proficiency for ELA and Math will increase as follows: All Students 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
		Latino: 22%	• Goals Subgroups in ELA increase 5%: Proficiency Met Socio-Economically Disadvantaged: +20% Latino: -3% No additional significant subgroups are represented at KCAIL.	Significant subgroups 5%
		All Comprised of grade 11 students data at KCAIL in Math : 0% Socio Economically Disadvantaged: 0% Latino: 0% SBAC ELA and Math Baseline Performance Data	All Comprised of grade 11 students data at KCAIL in Math • Goal for all students increase in math proficiency of 3% Proficiency Met (All): +4% • Goal for significant subgroup increased math proficiency of 5% Socio-Economically Disadvantaged: +0% Latino: +6% No other subgroups are represented in numbers greater than 1% of student enrollment at KCAIL. METRIC: SBAC proficiency level met or	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
4b. The Academic Performance Index is no longer applicable. **4c. State Priority** **The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical sequences or programs of study that align with state board approved career technical education standards and frameworks.** The 2018-19 school year will provide baseline data for college eligibility as KCAIL completes the course approval process in the a-g portal.	The Academic Performance Index is no longer applicable. The 2018-19 school year will provide baseline data for college eligibility as KCAIL completes the course approval process in the a-g portal	The Academic Performance Index is no longer applicable. Students at KCAIL must employ dual enrollment at resident sites and/or community college in order to be a-g eligible. KCAIL is currently working to make all site core courses satisfy the a-g requirements. The 2018-19 school year will provide baseline data for college eligibility as KCAIL completes the course approval process in the a-g portal	exceeded in Math grade 11 The Academic Performance Index is no longer applicable. The 2018-19 school year will provide baseline data for college eligibility as KCAIL completes the course approval process in the a-g portal. It will continue to be necessary for students to access a-g courses in Chemistry at their resident school or community college.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
4d. State Priority The percentage of English Learner pupils who make progress toward English Fluency as measured by the CELDT or any subsequent assessment of English proficiency as certified by the state board. Increase percentage of English Learners who make progress toward English proficiency. METRICS: CELDT/ELPAC exams **4e. State Priority** **The English Learner Reclassification Rate** METRIC:	2016-2017 No English Learners – no data	100% of English Learners made progress toward English Fluency as measured by the ELPAC.	100% of English learners made progress toward English Fluency.	100% of English Learners will make progress toward English Fluency.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
Fluent English Proficiency Reclassification	KCAIL offers no advanced placement courses.	20172018 English Learner Reclassification: 66% (baseline)	2018-2019 English Learner Reclassification: 60%	Increase English Learner Reclassification by 5%
4f. State Priority **The percentage of students who have passed an advanced placement examination with a score of 3 or higher.**		KCAIL offers no advanced placement courses.	KCAIL offers no advanced placement courses.	KCAIL will offer no advanced placement courses.
4g. State Priority **The percentage of students who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.**	No data on college preparedness for 2016-2017 as KCAIL was not yet a diploma granting school.	Baseline Data: 2017-2018 4% Career and college ready	Data not yet available. Expected increase 2% for all students, including significant subgroups	
	All students Fall semester enrolled in 30 or more credits with a completion rate of 37% African American: Fall semester students enrolled in 30 or more credits with a completion rate of 50%			
8. State Priority **Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of**	Spring semester students enrolled in 30 or more credits with a completion rate of 100% Latino:	Increase the percentage of 9th-12th grade students, enrolled from the start of the semester, who earn 30 or more credits.	Increase the percentage of 9th12th grade students, enrolled from the start of the semester,	Increase the percentage of 9th-12th grade students, enrolled from th

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
Section 51220 as applicable. KCAIL includes a significant population of students in independent study and/or credit recovery. Our goal is to increase the percentage of 9th-12th grade students, enrolled from the start of the semester, who earn 30 or more credits toward graduation. METRIC: Percentage of 9th-12th grade students, enrolled from the start of each semester, who earn 30 or more credits (Aeries).	Fall semester students enrolled in 30 or more credits with a completion rate of 40% Spring semester students enrolled in 30 or more credits with a completion rate of 83% Special Education: N/A Fewer than 1% of students Spring semester: Spring semester students enrolled in 30 or more credits with a completion rate of 63% English Learners: N/A Fewer than 1% of students Socio-Economically Disadvantaged: Fall semester students enrolled in 30 or more credits with a completion rate of 37% Spring semester students enrolled in 30 or more credits with a completion rate of 63% African American: Fall semester students enrolled in 30 or more credits with a completion	Fall semester: students enrolled in 30 or more credits Difference 2016 Fall to 2017 Fall Increase goal • 3% for All students: 62% +17% • 5% Socio-Economically Disadvantaged: 61% +24% • 5% African Americans: 60% +10% • 5% Latino: 82% +42% No other subgroups are represented at greater than 1% of enrollment at KCAIL. METRIC: Credit completion (Aeries) Spring Credit Completion: 3% Students: 76.5% -4.5% English Learners: NA Fewer than 11 students 5% Socio-Economically Disadvantaged: 61% - 2% 5% African American: 92% -8% 5% Latino:	who earn 30 or more credits. Fall semester: Students enrolled in 30 or more credits Increase goal 3% for All students: 75% +13.5% 5% Latino: 74% -8% 5% Socio-Economically Disadvantaged: 78% +17% No other significant subgroups are represented at KCAIL METRIC: Credit Completion (Aeries) Increase the percentage of 9th12th grade students, enrolled from the start of the semester, who earn 30 or more credits. Fall semester: Students enrolled in 30 or more credits Increase goal 3% for All students: 75% +13.5%	e start of the semester, who earn 30 or more credits. Fall semester: students enrolled in 30 or more credits Increase goal • 3% for All students: • 5% English Learners • 5% Socio-Economically Disadvantaged • 5% African Americans • 5% Latino • 5% Special Education METRIC: Credit Completion (Aeries)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
	rate of 50% Spring semester students enrolled in 30 or more credits with a completion rate of 100% Latino: Fall semester students enrolled in 30 or more credits with a completion rate of 40% Spring semester students enrolled in 30 or more credits with a completion rate of 83% Special Education: N/A Fewer than 1% of students	80% -3% No other significant subgroups are represented at KCAIL METRIC: Credit Completion (Aeries)	5% Latino: 74% -8% 5% Socio-Economically Disadvantaged: 78% +17% No other significant subgroups are represented at KCAIL METRIC: Credit Completion (Aeries) Spring semester data not yet available for 2018-2019	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Utilize Renaissance Place to support student achievement in grades K-6.	Utilize Renaissance Place to support student achievement in grades K-6.	KCAIL will no longer serve students in grades K-6.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,400	$1,400	NA
Source	General Fund (Bases) Unrestricted $1,400	General Fund (Base) Unrestricted $1,400	NA
Budget Reference	5800 $1,400 Outside consulting	5800 $1,400 Outside consulting	NA

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

NA

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

NA

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide professional development and collegiate collaboration for Middle School Math teachers

Student and teacher utilization of Khan Academy and Moby Max to supplement standard curriculum in grades 7 and 8.

Mastery based, standards based grading and instruction and expansion of technology to facilitate distance learning opportunities. | | Provide professional development and collegiate collaboration for Middle School Math teachers

Student and teacher utilization online math supports to supplement standard curriculum in grades 7 and 8.

Professional Development in Mastery based, standards based grading and instruction and expansion of technology to facilitate distance learning opportunities. |

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Provide Professional Development in English Language Learner Instruction. Provide directed intervention and support for students performing below standard on CAASPP ELA, Math, targeting unduplicated students. College Field Trips for "First Gen" students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost	No cost	$18,500
Source	NA	NA	LCFF Supplemental Fund
Budget Reference	NA	NA	$9,236 1139 Certificated Extra Duty $3,764 Certificated Benefits $4,000 5860 Student Transportation $1,500 4300 Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
NA	NA	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide differentiated instruction utilizing CSU SpringBoard and provide	Provide differentiated instruction utilizing CSU SpringBoard and provide	Provide differentiated instruction utilizing CSU SpringBoard and provide

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
intervention with a curricular expert for student support with access to the curriculum. Provide Professional Development and collaboration opportunities for teachers using SpringBoard curriculum for grades 6-12.	intervention with a curricular expert for student support with access to the curriculum. Provide Professional Development and collaboration opportunities for teachers using SpringBoard curriculum for grades 7-12.	intervention with a curricular expert for student support with access to the curriculum. Provide Professional Development and collaboration opportunities for teachers using SpringBoard curriculum for grades 7-12. Provide time for analysis of student data for specific skills intervention targeted for unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$2,300	$5,000
Source	Unrestricted (Base) Funding $15,000	LCFF Base Funding $2,300	LCFF Supplemental Fund $5,000
Budget Reference	1000-1999 $11,250 Certificated Salaries 3000-3999 $3, 750 Benefits/Payroll Expenses	1000-1999 $1725 Certificated Salaries 3000-3999 $575 Benefits/Payroll Expenses	1139 $3,551 Certificated Extra Duty 3000 $1,449 Certificated Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Master Agreement Intervention Protocol: Action Letter 1 shall include at least 3 teacher interventions utilizing Positive Behavioral Interventions and Supports (PBIS).		Master Agreement Intervention Protocol: Action Letter 1 shall include at least 3 teacher interventions utilizing Positive Behavioral Interventions and Supports (PBIS).

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action Letter 2-3 will result in a Parent, Teacher, Counselor Master Agreement Intervention meeting and Amendment to the Master Agreement with a follow up timeline and specific target dates for attendance and work completion. Violation of the Master Agreement Amendment will result in an Administrative conference with Parent, Student, Teacher and Counselor which may result in student dismissal for Master Agreement violation.		Action Letter 2 will result in a Parent, Teacher, Counselor Master Agreement Intervention meeting and Amendment to the Master Agreement with a follow up timeline and specific target dates for attendance and work completion. Violation of the Master Agreement Amendment will result in an Administrative conference with Parent, Student, Teacher and Counselor which may result in student dismissal for Master Agreement violation and/or a letter of non-voluntary disenrollment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$245	$245	$800
Source	General Fund (Base) Unrestricted $245	LCFF Base Fund $245	LCFF Base Fund $300 LCFF Supplemental Fund $500
Budget Reference	5803 $245 Printing	5803 $245 Printing	$300 5800 Printing $500 2495-2936 Translation

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged goal

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: NA

Identified Need:

A blended learning environment including onsite, online, and Independent Study can be a challenging school environment for some students due to the need for strong planning and organizational skills that students may not inherently possess. While the limited contact with a teacher, which forms the basis for the Independent Study component, and the utilization of online course ware, allows scheduling flexibility for students it may become isolating without sufficient involvement in extended learning opportunities and extracurricular activities. Student/parent reports of anxiety, depression and bullying are indicated as the "reason in" for approximately 1/3 of Kimme students. The Ernest Kimme Charter Academy for Independent Learning will strive to become an integral part of students' extracurricular activities and offer a variety of extended learning opportunities in order to foster school connection and sense of community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Improve school climate and family connectedness to school through	Reason In and LCAP survey data collected in the 2017-2018 school	197 Reason-In forms from enrollment data collected indicates the	Provided Mental Health support for students with anxiety, depression, and	Continue with mental health and academic support for students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
outreach to families. Seek parent input in making decisions for Kimme Charter. Promote parental participation in programs for unduplicated students and students with exceptional needs. The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness annually will increase by 5% overall and by subgroup as self identified in the survey. Support services available to students will reflect student need. **METRIC: California Healthy Kids Survey (CHKS), family ReasonIn survey, and LCAP survey information**	year will serve as baseline.	following: Anxiety/Depression = 15% Bullying = 7% Medical Issues = 13% Early Graduation = 12% Credit Recovery = 28% Flexible Schedule/Independent Home Schooling = 18% Attendance/Expulsion/Recommendation/Decline to State = 9% CAHKS data is not provided as our testing pool was fewer than 30 students. Baseline Data	stress related to medical issues. Addition of Freshman Focus (Essential Skills for School Success) course. Provided RSP support and placement with bilingual teachers for English Learners. Also added a 0.2 FTE teacher for English Learners. Reason-In data for 2018-2019 indicates the following: Social-emotional and medical issues = 26% Reduction 9% Acceleration/Early Graduation = 18% Increase 4% Flexible Schedule/Alternative Setting = 13% Reduction 5% Credit Recovery = 11% Reduction 17% School Connectedness LCAP Parent Survey	Provide RSP support and placement with bilingual teachers for English Learners. Increase parental outreach through technologies and workshop trainings for unduplicated pupils and families.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			100% satisfaction Increase 13% LCAP Student Survey 73% satisfaction Increase 7% CAHKS No Data .	
Cohort graduation data will show an increase of at least 2% for significant student groups. Dropout rate will show a decrease according to the following: 3% All students 5% English Learners 5% Socio=Economically Disadvantaged 5% African Americans 5% Latino 5% Special Education METRIC: Graduation Cohort Report (State Targets), Middle School and High School Drop Out Rates	2016-2017 Graduation Rate : 68% Middle School Drop-out rate: 0 High School Dropout Rate: 22.7%	2017-2018 Graduation Rate: 69% Middle School Dropout rate: 0 High School Dropout Rate: 33.3%	Cohort graduation data showed an increase of at least 2% for significant student groups, and a reduction in dropout rate of 2% for all significant subgroups. Graduation and drop out data not yet available.	Cohort graduation data will show an increase of at least 2% for significant student groups, and a reduction in dropout rate of 2% for all significant subgroups.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reduce pupil suspension and disenrollment rate by 2% annually and chronic absenteeism by 3% for all students. KCAIL does not have an expulsion policy. Students are , rather, dismissed to their resident school of attendance. Student attendance will be measured through comparison of annual P2 with an increase of 2% annually for all students. METRICS: Suspension and NonVoluntary Disenrollment (dismissal) data (AERIES) California Basic Educational Data System (CBEDS) Period 2 (P2) percentage of Average Daily Attendance (ADA)	20162017 Suspension Rate: 0.08% Non-Voluntary Disenrollment Rate: 19% Chronic Absenteeism Rate: 41% Expulsion Rate: N/A P2 ADA CBEDS: 93.6%	Reduce suspension rate by 2%, reduce Non Voluntary Disenrollment rate by 2%, and chronic absenteeism by 3% for all students. 2017-2018 Suspension Rate: 0.08 3% Reduction: 66% 20172018 Non-Voluntary Disenrollment Rate: 12% Reduction: 07% Chronic Absenteeism Rate: 17% Reduction: 24% Expulsion Rate: N/A P2 ADA CBEDS: 95.8% Increase 02.2%	Suspension Rate 2017 = 0.8% Suspension Rate 2018 = 0.3% Reduction 0.5% Non-Voluntary Disenrollment rate 2017 = 22% 2018 = 0.7% Reduction = 21% Chronic absenteeism 2017 = 19% 2018 = 7.6% Reduction = 11.6% Expulsion Rate: N/A P1 ADA = 1,356,123 P2 ADA Data not yet available	Reduce suspension rate by 2%, reduce Non-Voluntary Disenrollment rate by 2%, and chronic absenteeism by 3% for all students. Expulsion Rate: N/A 2% increase annually for P2 ADA attendance rates in CBEDS.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
NA	NA	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improve the effectiveness of parent communication through social media, parent portals and other electronic means.	In addition to our webpage, Facebook, School Loop, Aeries portal, and BlackBoard announcements via text, email and app.	In addition to our webpage, Facebook, School Loop, Aeries portal, and BlackBoard announcements via text, email and app.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Provide parent and student support in utilization of academic technology, targeted for unduplicated pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No cost	$5,000
Source	No Cost	No cost	LCFF Supplemental
Budget Reference	No Cost	No cost	$3,195 2430 Extra Duty Certificated $1,305 3000 Certificated Benefits $334 1139 Extra Duty Classified $166 Classified Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA	NA

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Schoolwide	Specific Schools; Ernest Kimme Charter Academy for Independent Learning

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Spanish speaking liaisons and translated print materials for support/information/resource to parents of English Learners.	Provided Spanish speaking liaisons and translated print materials for support/information/resource to parents of English Learners and other Spanish speaking families. Provided a 0.2 FTE English Learner/RTI Coordinator for English Learners.	Provide Spanish speaking liaisons and translated print materials for support/information/resource to parents of English Learners and other Spanish speaking families. Provide EL RTI for English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300.00	$6000.	$5,000.
Source	LCAP $300	LCFF Supplemental $6000	LCFF Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	$300 2936 Translation cost	$4,500 1000-1999 Salary $1,500 3000-3999 Benefits $500 2936 and 2495 Translator and printed materials	$1,348 1139 Extra Duty Certificated $652 3000 Certificated Benefits $500 2936 Translation cost $500 2495 Printed Materials $2,000 4300 Materials

Action   3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA	NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improve branding, community connection and PBIS to increase positive school culture.		Improve branding, community connection and PBIS to increase positive school culture. Provide wrap-around support through MTSS to unduplicated pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300	KCAIL launched an advertising and re-branding campaign to inform parents of our school as an option to traditional grade 7-12 VUSD schools.	KCAIL launched an advertising and re-branding campaign to inform parents of our school as an options to traditional grade 7-12 VUSD schools. MTSS will expand outreach and support for families of unduplicated pupils. "I Can Go to College" campaign targeted for unduplicated students.
Source	General Fund (Base) $300	LCFF Base $500	LCFF Base $500 LCFF Supplemental $32,000
Budget Reference	General Fund (Base) 4300 Supplies	LCFF Base $500 5809 Advertising	**LCFF Base $500** 5809 Advertising
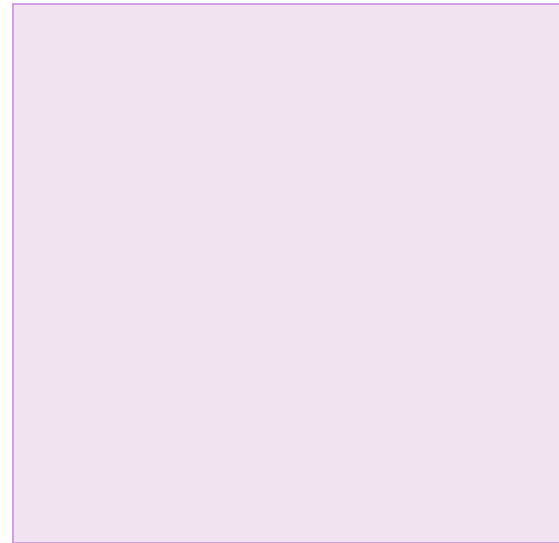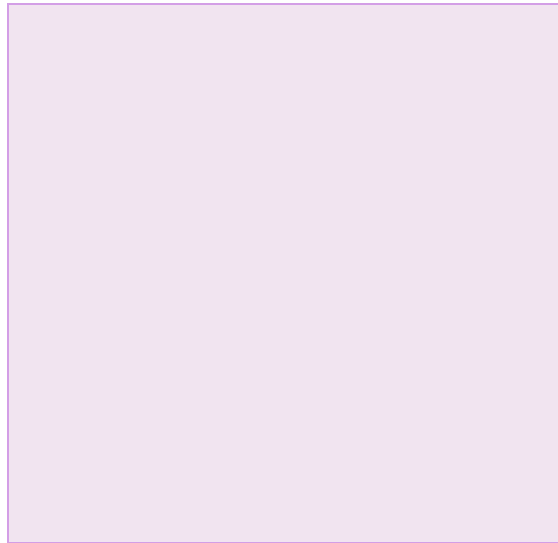
Year	2017-18	2018-19	2019-20
			LCFF Supplemental $2,130 1139 Certificated Extra Duty Pay $870 3000 Certificated Benefits $1,348 2401 Classified Extra Duty Pay $652 Classified Benefits $27,652 4300 Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$149,616

Percentage to Increase or Improve Services

7.99%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Additional funding for unduplicated students includes bilingual outreach and support for Spanish speaking families, translation and printing for bilingual information and forms for families of English Learners and a 0.2 FTE English Learner/RTI teacher.

Extra duty and substitute pay for teachers attending Individual Education Program meetings will allow KCAIL to provide a full IEP team to support our students with exceptional needs. A 0.4 FTE RSP teacher serves students' support minutes as prescribed in their IEPs and case manager support for families.

Socioeconomically Disadvantaged students benefit from extra academic and social-emotional support through on-site tutoring and group counseling sessions with our counselor and mental health clinician.

Our Low Performing Student Block Grant will also add specific support funding for teacher training, data analysis and direct support for students identified as Low Performing Student Block Grant qualified, many of whom fall into one or more of our unduplicated populations.

This percentage is based on the number of students categorized as unduplicated populations.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

  Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

> 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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
  D. The English learner reclassification rate;
  E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

   (A) enrolled less than 31 days

   (B) enrolled at least 31 days but did not attend at least one day

   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

   (i) are enrolled in a Non-Public School

   (ii) receive instruction through a home or hospital instructional setting

   (iii) are attending a community college full-time.

   (2) The number of students who meet the enrollment requirements.

   (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:

   (1) For a 4-Year Cohort Graduation Rate:

   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

   (B) The total number of students in the cohort.

   (C) Divide (1) by (2).

   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

   (A) The number of students who either graduated as grade 11 students or who earned any of the following:

   (i) a regular high school diploma

   (ii) a High School Equivalency Certificate

   (iii) an adult education diploma

   (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

   (B) The number of students in the DASS graduation cohort.

     (C) Divide (1) by (2).

(d) "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).

(e) "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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
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?

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