

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

**Introduction:** LEA: KIPP Comienza Community Prep. Contact: Shirley Appleman, School Leader, [sappleman@kippla.org](mailto:sappleman@kippla.org) 310-529-0373 LCAP Year: 2014-15

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

### **Section 1: Stakeholder Engagement**

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

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

#### **Guiding Questions:**

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

KIPP Comienza Community Preparatory has a strong history of engaging our parents. The Local Control Accountability Plan offers another method for our parents to be engaged. Standing and new parent engagement strategies are outlined below:

Involvement Process	Impact on LCAP
<p>At KIPP Comienza Community Prep, we have ongoing ways to involve our parent. The LCAP is another for us to involve our parents. Parents are actively involved throughout the year in the following ways:</p> <ul style="list-style-type: none"> <li>• Family Leadership Council</li> <li>• Family nights, where parents learn about college and academic skills to help their student at home</li> <li>• Daily family literacy in the classrooms</li> <li>• Los Dichos, where parents read to students in Spanish</li> </ul> <p>Volunteer opportunities, such as helping teachers, planning events, and chaperoning field trips.</p>	<p>Through their continuous volunteer work in the classroom our parents are familiar with the students needs and pulled on this experience to make their recommendations.</p>
<p>A planning meeting is being held with teachers and administration on April 3, 2014. In addition, a meeting with parents was held on March 19, 2014 to review the draft of the plan. During this meeting, parents were presented with a PowerPoint presentation outlining the funding model, the state priorities, and the LCAP goal setting process. Parents then gave written feedback on the goals, which was incorporated by KIPP Comienza Community Prep into the final goals. Parents were notified of the meeting in the weekly newsletter and were verbally encouraged to participate by their teachers.</p>	<p>After receiving written feedback from parents, KIPP Comienza Community Prep's LCAP committee reviewed it and made changes in the metrics for measuring progress.</p>

## **Section 2: Goals and Progress Indicators**

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

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific

metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

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

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)	Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
<p><u>Goal # 1:</u> <u>Need:</u> Basic Services for students</p> <p><u>Measurement:</u> 1a: Number of teachers who are credentialed</p> <p>1b: Number of books and software licenses</p> <p>1c: Facility will meet criteria for "facility is in good repair" as outlined on the SARC</p>	<p>1a: All teachers will have a credential for the course they are teaching</p> <p>1b. Educational supplies and materials purchased will be common core aligned.</p> <p>1c. We will be compliant on all measures on SARC for Facility is in good repair.</p>	<p>All students (90% low-income students, 64% English language learners)</p>	<p>KCCP</p>	<p>N/A</p>	<p>1a: 100% of teachers will be credentialed for the course they are teaching.</p> <p>1b: Educational supplies and materials purchased will be common core aligned</p> <p>1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.</p>	<p>State Priority Number One Basic Services:</p> <p>a: Teacher assignments/credentials</p> <p>b: Common core aligned instructional materials</p> <p>c: School in good repair</p>

<p><u>Goal #2</u> <u>Need:</u> Common Core Implementation</p> <p><u>Measurement:</u> 2a &amp; 2 b/c: Amount of training teachers receive on the Common Core State Standards.</p>	<p>In order to prioritize the teaching of the common core state standards teachers will attend training on common core and develop a strong understanding of mastery</p> <p>2b/c: Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency.</p>	<p>All students (90% low-income students, 64% English language learners)</p>	<p>KCCP</p>	<p>N/A</p>	<p>2a: 100% of teachers will be trained to implement common core.</p> <p>Kinder through 4th grade will have lesson plans and assessments that are common core aligned.</p> <p>2b/c: Kinder through 4th grade ELL students will have lesson plans and assessments that are common core aligned</p>	<p>State Priority Number Two. Implementation of State Standards:</p> <p>a: CCSA implementation</p> <p>b/c: CCSA and ELL students</p>
<p><u>Goal #3</u> <u>Need:</u> Maintain parent engagement at meetings</p> <p><u>Measurement:</u> 3a/b: Average parent attendance at parent meetings, Sign –in sheets</p>	<p>3a/b: Increase the attendance of parents who attend Family Night, also recruit new parents to attend meetings</p>	<p>All students (90% low-income students, 64% English language learners)</p>	<p>KCCP</p>	<p>N/A</p>	<p>3a/b: 50% of parents will attend Family Night</p>	<p>State Priority Number Three Parental Involvement:</p> <p>a/b: Seek and promote parental participation</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)	Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
<p><u>Goal #4</u> Need: High Student Achievement</p> <p><u>Measurement:</u> 4a: Number of students who are proficient for ELA and math</p> <p>4d/e: Percentage of students who enter KCCP as ELL and leave as RFEP</p>	<p>4a: Increase number of students who meet state-established proficiency levels for English Language Arts and math on the CA Assessment of Student Performance and Progress</p> <p>4d/e: Students who enter as ELLs will advance at least one performance level each academic year and exit as RFEP by the end of their tenure at KIPP Comienza</p>	<p>All students (90% low-income students, 64% English language learners)</p> <p>ELL's</p>	<p>All</p> <p>All</p>	<p>N/A</p> <p>N/A</p>	<p>4a: Teachers will use data to tailor instruction and students will be on track to become proficient in ELA and Math. Once base line data has been established we will revise goal.</p> <p>4d/e: 90% Students who enter as ELLs will exit as RFEP</p> <p>Kindergarten through fourth grade: 100% of CELDT data will be accurate and shared with teachers.</p>	<p>State Priority Number Four. Pupil Achievement:</p> <p>a: Statewide assessments</p> <p>d/e: ELL annual progress as measured by CELDT, ELL reclassification rate</p>



Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)	Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
<u>Goal # 5</u> Need: Consistent attendance Measurement: 5a: Attendance Rate 5b: Chronic Absentee Rate	5a: KCCP will sustain an average daily attendance rate of 95%  5b: 75% or more of KCCP students will not miss more than 10% of school	All students (90% low-income students, 64% English language learners)	KCCP	N/A	5a: Kindergarten through fourth grade will sustain 95% ADA  5b: 75% of Kindergarten through fourth grade will not miss more than 10% of school	State Priority Number Five. Pupil Engagement: a: attendance b: absenteeism
<u>Goal # 6</u> Need: Safety at school Measurement: 6a: Suspension rate (unduplicated pupils) 6b: Expulsion rate 6c: KIPP Foundation Healthy Schools and Region Survey	6a: KCCP's suspension rate will be 2% or lower  6b: KCCP's expulsion rate will not exceed 1%  6c: All students will feel safe at school	All students (90% low-income students, 64% English language learners)	KCCP	N/A	6a: KCCP will have less than 2% suspension rate  6b: KCCP will have less than 1% expulsion rate  6c: Parents of Kindergarten through 2nd grade will indicate that they feel their students' school is safe.  3 <sup>rd</sup> and 4 <sup>th</sup> grade students will indicate that they feel school is safe	State Priority Number Six. School Climate: a: suspension b: expulsion c: local measures

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)	Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-2015	
<u>Goal #7</u> <u>Need:</u> Broad array of course access  <u>Measurement:</u> Number of students who have had access to identified courses	Students will have access to Art, Music, Spanish, Science, and PE in addition to ELA and math during a school year	All students (90% low-income students, 64% English language learners)	KCCP	N/A	100% of students	State Priority Number Seven. Course Access:  a: course access
<u>Goal # 8</u> <u>Need:</u> Academic Achievement  <u>Measurement:</u> Number of students meeting MAP growth goals	Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	All students (90% low-income students, 64% English language learners)	KCCP	N/A	55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	State Priority Number Eight. Pupil Outcomes:  a: local measures

### **Section 3: Actions, Services, and Expenditures**

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

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

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?	
					LCAP YEAR Year 1: 2014-2015	
<p>#1</p> <p>1a: All teachers will have a credential for the course they are teaching</p> <p>1b. Educational supplies and materials purchased will be common core aligned.</p> <p>1c. We will be compliant on all measures on SARC for Facility is in good repair.</p>	<p>State Priority Number One: Basic Needs</p>	<p><u>Services for all students:</u></p> <p>Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state</p> <p>Purchase educational supplies and materials purchased that are common core aligned.</p> <p>Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.</p>	<p>School Wide</p>	<p>N/A</p>	<p>Teacher recruitment and comprehensive interview process</p> <p>Teacher assistance in transferring credential information</p> <p>Students will have access to common core aligned curriculum</p> <p>Maintain a space that is conducive to learning.</p>	<p>\$19,500 5822 Staff Recruitment (General Purpose State Aid)</p> <p>\$36,000 Curriculum Materials &amp; Books 4101; \$43,000 Classroom Software 4402 (Common Core Grant, General Purpose State Aid)</p> <p>\$80,000 Janitorial 5503 \$36,000 Repairs and Maintenance 5602 (General Purpose State Aid)</p>

<p># 2 2a &amp; 2 b/c: Amount of training teachers receive on the Common Core State Standards.</p>	<p>State Priority Number Two: Implementation of State Standards</p>	<p><u>Services for all teachers to benefit all students:</u></p> <p>Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for ELL's</p> <p>All teachers will attend at least one common core training a year</p>	<p>School Wide</p>	<p>N/A</p>	<p>Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3<sup>rd</sup> party sessions, or through the national KIPP network.</p>	<p>\$10,000 Education Instructional Consulting 5807 (Common Core State Grant)</p>
<p>#3 3a/b: Sustain level of involvement from families as we grow; also recruit new parents to attend meetings.</p>	<p>State Priority Number Three: Parental Involvement</p>	<p><u>Services for parents of all students:</u></p> <p>Families will be given our calendar of events at the beginning of the school year.</p>	<p>School Wide</p>	<p>N/A</p>	<p>Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance</p>	<p>\$1,600 Office Software 4405 \$200 Postage &amp; Shipping 4352 \$200 Non-Instructional Supplies 4351 (General Purpose State Aid)</p>

<p>#4 4a: Students will score proficient or advanced on standards-based assessments.</p> <p>4d/e: 90% of students who enter as ELL's will advance at least one level each academic year, and be reclassified by 4th grade.</p>	<p>State Priority Number Four: Pupil Achievement</p>	<p><u>Services for all students:</u></p> <p>Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school</p> <p>ELLs will receive small group instructional support to support their language development</p>	<p>School Wide</p>	<p>N/A</p>	<p>Teachers will use interim assessments to guide teaching</p> <p>Teachers to provide additional resources as needed</p> <p>We will have teachers trained in ELD strategies</p> <p>Teachers to provide small group instruction will be added as we gain more students</p>	<p>\$229,773 Intervention &amp; Apprentice Teacher Salaries 1101 \$37,000 Instructional Supplies 4312 (Supplemental &amp; Concentration Funding)</p>
<p>#5 5a: Attendance Rate Average daily attendance stays at 95%</p> <p>5b: 75% or more of KCCP students will not miss more than 10% of school</p>	<p>State Priority Number Five: Pupil Engagement</p>	<p><u>Services for all students:</u></p> <p>Both parents and students will be held accountable for attendance goals.</p> <p>Parents will join in to celebrate students who have perfect attendance.</p>	<p>School Wide</p>	<p>N/A</p>	<p>Incentivize perfect attendance through awards and assemblies</p> <p>School will use "all call" software to communicate with parents about their child's attendance</p>	<p>\$22,500 Field Lessons &amp; Incentives 5830 to 5835 \$4,675 Illuminate data management software 4402 (General Purpose State Aid)</p>

<p>#6 6a: KCCP's Suspension rate will be 2% or lower</p> <p>6d: KCCP's Expulsion rate will not exceed 1%</p> <p>6c: All students will feel safe at school</p>	<p>State Priority Number Six: School Climate:</p>	<p><u>Services for all students:</u> Add personnel to support the increase of students</p>	<p>School Wide</p>	<p>N/A</p>	<p>Use a tiered behavior system to ensure school safety</p>	<p>\$24,000 Counselor 1201 (Supplemental &amp; Concentration Funding)</p>
<p>#7 Number of students who have had access to identified courses</p>	<p>State Priority Number Seven: Course Access</p>	<p><u>Services for all students:</u> School will create budget that supports the hiring of needed teachers to offer courses to all students  School will insure school schedule allows enough time for all students to engage in listed courses.</p>	<p>School Wide</p>	<p>N/A</p>	<p>Programmatic planning and scheduling  Hiring of credentialed teachers to teach enrichments</p>	<p>\$173,750 Elective Teachers 1105 (Title I grant, Supplemental &amp; Concentration funding)</p>
<p># 8 Number of students meeting MAP growth goals</p>	<p>State Priority Number Eight: Pupil Outcomes</p>	<p><u>Services for all students:</u> Ensuring high-quality instruction and targeted support.</p>	<p>School Wide</p>	<p>N/A</p>	<p>Teachers will use previous MAP scores to create targeted instruction for each student  Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.</p>	<p>\$1,676,282 Teacher/Administration, Instructional Coach Salaries 1101, 1302, 1903 \$20,125 KIPP Leadership 5824 \$12,000 Assessment Materials 4304 (General Purpose State Aid Supplemental &amp; Concentration funding)</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? What are the anticipated expenditures for each action (including funding source)?
					LCAP YEAR Year 1: 2014-2015
Goals 1-8	All	For low income pupils: Please see chart above	School wide	N/A	Please see chart above
Pupil Achievement 90% of ELLs are reclassified as RFEP	4	For English learners: Small group instruction	School Wide	N/A	We will have teachers trained in ELD strategies  Teachers to provide small group instruction will be added as we gain more students
		For foster youth:			
		For re-designated fluent English proficient pupils:			



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

Funding for unduplicated counts has increased to an estimated \$305,410 for the 2014-15 LCAP year. Given that approximately 90% of our students qualify for the unduplicated count, we are applying the supplemental and concentration LCFF funding on a charterwide basis. Based on the fact that we desire a) to provide high quality targeted individual instruction to ensure that our students meet their individual MAP goals and that ELL students are reclassified by 4th grade and b) to provide a safe learning environment and keep suspensions under 1%, we will spend approximately \$380,500 on Intervention and Apprentice Teachers, Instructional Coaches, and a Counselor.

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

We determined that we needed to increase or improve individual and targeted instruction and targeted behavioral support to the unduplicated student population by 8.76% given the increase in funds generated by such students. In order to accomplish this, we will increase and improve the services for these students by hiring and retaining Intervention and Apprentice Teachers, Instructional Coaches, and a Counselor.

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