§ 15498. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: KIPP Empower Academy   **Contact (Name, Title, Email, Phone Number):** Neela Parasnis, School Leader, nparasnis@kippla.org, 323.750.2279   **LCAP Year:** 2015-2018

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies,; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Parent partnerships are a large factor in the success of our school. Parents are asked to volunteer a few hours per year. These hours can include helping in the classroom, with arrival and dismissal, in the office, at special events, and also donating items to the school. We also have monthly Parent Leadership Council meetings to discuss fundraisers, school concerns, and special events.	Through their continuous volunteer work in the classroom our parents are familiar with the students needs and pulled on this experience to make recommendations.
A planning meeting is being held with teachers and administration prior to the larger meeting with all stakeholders. During this meeting we invited all families to come to a meeting to learn about LCFF and give their feedback on our goals for the eight state priorities. The meeting first started with an explanation of the new Local Control Funding Formula and how it differs from how schools were funded in the past. Attendees learned how the formula is executed and how the schools are going to be help accountable for the funds through the LCAP and the eight state priorities. Next, the meeting shifted to presenting KEAs LCAP. Each goal was presented by identifying what state priority it was addressing,	Parents and other attendees responded well to the LCAP meeting and they provided verbal feedback on our 8 goals. As each goal was presented parents provided real time feedback to the school leader.

No major changes were made to the goals based on the verbal feedback of the audience. |

which students the goal was aimed towards and how we were measuring progress.

Annual Update:	**Annual Update:**
Stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school, however, the official LCAP meeting was in April 2015.	Breaking the LCAP engagement process down into sections helps with the understanding, pacing, and effectiveness of our engagement efforts.
The first part, educating, focused on providing background and current information that supports stakeholders engagement and understanding of LCFF and the LCAP. Topics covered a general explanation of the LCFF funding formula and how that is linked to the LCAP, the 8 state priorities and what it means for students, parents, teachers, and our promise of supporting students to and through college. We will continue to provide education on the LCFF and LCAP as part of our engagement.	Focusing on educating our stakeholders allows them to understand the LCFF/LCAP requirements and how they fit with our mission and vision, this sets a solid foundation for meaningful feedback.
The second part, learning and engaging, focused on presenting 2014-15 goals and providing indicators to our progress for each one of our goals. During this time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. Simultaneously, stakeholders were following along using an interactive feedback form where they could indicate how satisfied or dissatisfied they were with our goal and/or progress. Stakeholders were informed that we would use these feedback forms, and additional input to revise goals for 2015-16 as needed.	As described, each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress. Parents and other attendees responded well to the LCAP goals as evidenced by the written and verbal feedback on our goals. As each goal was presented parents provided real time feedback and also completed a survey form. The survey form asked attendees to indicate their feelings on a likert scale (listed below) regarding each of the state aligned goals. a) Strongly support the goal b) I support this goal c) I am neutral d) I do not support this goal e) I strongly oppose this goal Additionally, attendees were asked to write in ideas they had on how to improve the goal and achieve the goal.
In order to expand on the educating done in the first part, we chose two goals to dive deep into with our stakeholders after all goals were review. We chose the goals around engagement: specifically improving student attendance and parental involvement at school. Stakeholders at the meeting were able to decide which focus group they wanted to participate in. Each group was	No major changes were made to the goals based on the following results from the survey:

grounded with the questions: what can we change or do differently to meet our goals and how will we know we have successfully achieved our goals. Each group was also provided with specific data on current engagement rates such as student attendance by grade level/homeroom and overall parent participation percentage by event.

Next year we will continue to provide updates on all goals and then pick two additional goals to more intensely review. The goals picked will align with specific areas we would like to focus on in the upcoming year.

Our break out groups allowed us to discuss with stakeholders, in deeper detail, what our targets for for goals should be and how we can meet those targets.

Lastly, revising, focused on pulling all data sources, feedback forms, input from stakeholders, progress and our overall educational program to revise goals for 2015-18.

Our meetings then focused on what services and actions needed to be highlighted, changed or added to ensure that we were able to meet our new goals.

In order to prepare for the LCAP engagement process, Principals from all KIPP LA schools met early in 2015 to discuss what stakeholder engagement would look like at each individual school and share best practices. This ensures consistent engagement for our parents that are part of other KIPP schools and also ensures we are imploring the best strategies.

By breaking down the goals/priorities two at a time, parents will have fully covered all of our goals/priorities in the time that they are with us. This will allow our stakeholders to have a broad understanding of all goals and over time, grow, in their expertise.

Additionally, we have been keeping track of progress towards all LCAP goals for the 2014-15 school year and this information has been compiled into a easy to understand snapshot of progress in the form of a dashboard. This dashboard is periodically shared with stakeholders, including board members.

GOAL 1:	All students will have access to teachers, supplies, and spaces that are conducive for learning.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Identified Need :	Basic Services for all students	
Goal Applies to:	Schools:	KEA
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1a: 100% of teachers will be credentialed for the course they are teaching. 1b 100% of students will have access to common core aligned materials 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students: Teacher recruitment and comprehensive interview process Teacher assistance in transferring credential information Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state Purchase educational supplies and materials purchased that are common core aligned. Students will have access to common core aligned curriculum 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.	School Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5822 Staff Recruitment Supplemental & Concentration $2,000 Curriculum Materials & Books 4101; Supplemental & Concentration $ 25,000 Classroom Software 4402 Supplemental & Concentration $ 40,000 Janitorial 5503 General Purpose State Aid $ 135,000 Repairs and Maintenance 5602 Supplemental & Concentration $50,000

Maintain a space that is conducive to learning.			

LCAP Year 2: 2016-17			

Expected Annual Measurable Outcomes:	1a: 100% of teachers will be credentialed for the course they are teaching. 1b 100% of students will have access to common core aligned materials 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.		

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Services for all students: Teacher recruitment and comprehensive interview process Teacher assistance in transferring credential information Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state Purchase educational supplies and materials purchased that are common core aligned. Students will have access to common core aligned curriculum 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. Maintain a space that is conducive to learning.	School Wide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5822 Staff Recruitment Supplemental & Concentration $2,025 Curriculum Materials & Books 4101; Supplemental & Concentration $ 25,625 Classroom Software 4402 General Purpose State Aid $ 47,729 Janitorial 5503 General Purpose State Aid $138,375 Repairs and Maintenance 5602 Supplemental & Concentration $ 51,250

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	1a: 100% of teachers will be credentialed for the course they are teaching. 1b 100% of students will have access to common core aligned materials 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students: Teacher recruitment and comprehensive interview process Teacher assistance in transferring credential information Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state Purchase educational supplies and materials purchased that are common core aligned. Students will have access to common core aligned curriculum 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. Maintain a space that is conducive to learning.	School Wide	X All – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5822 Staff Recruitment Supplemental & Concentration $ 2,109 Curriculum Materials & Books 4101; Supplemental & Concentration $26,368 Classroom Software 4402 General Purpose State Aid $43,000 Janitorial 5503 General Purpose State Aid $143,900 Repairs and Maintenance 5602 Supplemental & Concentration $52,736

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	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. Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Identified Need :	Implementation of State Standards

Goal Applies to:	Schools: KEA
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	2a: 100% of teachers will be trained to implement common core. 2b/c: All students will have lesson plans and assessments that are common core aligned

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all teachers to benefit all students: Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition 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 3rd party sessions, or through the national KIPP network. All teachers will attend one common core training a year. All students will have lesson plans and assessments that are common core aligned.	School Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Education Instructional Consulting 5807 General Purpose State Aid $5,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	2a: 100% of teachers will be trained to implement common core. 2b/c: All students will have lesson plans and assessments that are common core aligned		

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Services for all teachers to benefit all students: Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition 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 3rd party sessions, or through the national KIPP network. All teachers will attend one common core training a year. All students will have lesson plans and assessments that are common core aligned.	School Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Education Instructional Consulting 5807 General Purpose State Aid $5,125

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	2a: 100% of teachers will be trained to implement common core. 2b/c: All students will have lesson plans and assessments that are common core aligned		

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Services for all teachers to benefit all students: Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition	School Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth	Education Instructional Consulting 5807 General Purpose State Aid $ 5,274

| 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 3rd party sessions, or through the national KIPP network.

All teachers will attend one common core training a year.

All students will have lesson plans and assessments that are common core aligned. | | _ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Increase parent engagement			Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Identified Need :	Cultivate an inclusive school culture			
Goal Applies to:	Schools: KEA			
	Applicable Pupil Subgroups:	All students		

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	3a/b: 50% of parents will attend parent meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for parents of all students: 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 Parents will be surveyed to see what days/times are most convenient to them and meetings will be scheduled accordingly. Parent volunteer points will be documented and celebrated with awards.	School Wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Office Software 4405 General Purpose State Aid $1,700 Postage & Shipping 4352 General Purpose State Aid $200 Special Events-4314 General Purpose State Aid $200

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	3a/b: 50% of parents will attend parent meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for parents of all students:	School Wide	X All _ _ _ _ _ _ _ _ _ _ OR:	Office Software 4405 General Purpose State Aid $1,800

| | | Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | Postage & Shipping 4352 General Purpose State Aid $300

Non-Instructional Supplies 4351 General Purpose State Aid $300 |
| 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

Parents will be surveyed to see what days/times are most convenient to them and meetings will be scheduled accordingly.

Parent volunteer points will be documented and celebrated with awards. | | | |

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	3a/b: 50% of parents will attend parent meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for parents of all students: 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 Parents will be surveyed to see what days/times are most convenient to them and meetings will be scheduled accordingly. Parent volunteer points will be documented and celebrated with awards.	School Wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Office Software 4405 General Purpose State Aid $1,900 Postage & Shipping 4352 General Purpose State Aid $400 Non-Instructional Supplies 4351 General Purpose State Aid $400

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	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 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 KEA	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Identified Need :	2014-15 will provide baseline data

Goal Applies to:	Schools:	KEA
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress 4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT 4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students: Teachers will use interim assessments to guide teaching Teachers to provide additional resources as needed We will have teachers trained in ELD strategies Teachers to provide group instruction will be added as we gain ELL students Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training. ELLs will receive small group instructional support to	School Wide	X All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention & Apprentice Teacher 1101 Supplemental & Concentration $ 155,530 Instructional Aides 2102 Other $284,516

support their language development				

LCAP Year 2: 2016-17

| Expected Annual Measurable Outcomes: | 4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress

4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT

4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified |
|---|---|

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Services for all students:

Teachers will use interim assessments to guide teaching

Teachers to provide additional resources as needed

We will have teachers trained in ELD strategies

Teachers to provide group instruction will be added as we gain ELL students

Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training.

ELLs will receive small group instructional support to support their language development | School Wide | X All
_ _ _ _ _ _ _ _ _ _ _
OR:
_ Low Income pupils
X English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | Intervention & Apprentice Teacher 1101 Supplemental & Concentration $160,196

Instructional Aides 2102 Other $ 238,657 |

	LCAP Year 3: 2017-18
Expected Annual Measurable Outcomes:	4a: Baseline data +2 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress 4d: Baseline data + 2 % increase of EL students will advance one performance level or more on CELDT 4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students: Teachers will use interim assessments to guide teaching Teachers to provide additional resources as needed We will have teachers trained in ELD strategies Teachers to provide group instruction will be added as we gain ELL students Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training. ELLs will receive small group instructional support to support their language development	School Wide	X All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention & Apprentice Teacher 1101 Supplemental & Concentration $ 165,002 Instructional Aides 2102 Other $243,431

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

| GOAL 5: | KEA will support student attendance and engagement

5b: 75% or more of KEA students will not miss more than 10% of school | Related State and/or Local Priorities:

1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8
COE only: 9 _ 10
Local : Specify |
|---|---|---|

Identified Need :	

Goal Applies to:	Schools: KEA
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

| Expected Annual Measurable Outcomes: | 5a: KEA will sustain an average daily attendance rate of 95%

5b: 75% or more of KEA students will not miss more than 10% of school |
|---|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:

Classes with 100% attendance will be awarded Puma Points.

Students with perfect attendance in a semester will be awarded.

Students with the most improved attendance in a semester will be awarded.

Incentivize perfect attendance through awards and assemblies

School will use "all call" software to communicate with parents about their child's attendance | School Wide | _ All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | Illuminate data management software 4402 General Purpose State Aid $4,900

Special Events -4314 General Purpose State Aid $400 |

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	5a: KEA will sustain an average daily attendance rate of 95% 5b: 77% or more of KEA students will not miss more than 10% of school			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Services for all students: Classes with 100% attendance will be awarded Puma Points. Students with perfect attendance in a semester will be awarded. Students with the most improved attendance in a semester will be awarded. Incentivize perfect attendance through awards and assemblies School will use "all call" software to communicate with parents about their child's attendance		School Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Illuminate data management software 4402 General Purpose State Aid $5,000 Instructional Supplies 4312 General Purpose State Aid $450
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	5a: KEA will sustain an average daily attendance rate of 95% 5b: 80% or more of KEA students will not miss more than 10% of school			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Services for all students: Classes with 100% attendance will be awarded Puma Points. Students with perfect attendance in a semester will be awarded.		School Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Illuminate data management software 4402 General Purpose State Aid $5,100 Instructional Supplies 4312 General Purpose State Aid $500

Students with the most improved attendance in a semester will be awarded. Incentivize perfect attendance through awards and assemblies School will use "all call" software to communicate with parents about their child's attendance		_ Other Subgroups: (Specify)

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	All students will be safe at school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 COE only: 9 _ 10 Local : Specify

Identified Need :	Maintain school culture that best supports learning

Goal Applies to:	Schools: KEA
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	6a: KEA will have less than 2% suspension rate 6b: KEA will have less than 1% expulsion rate 6c: Parents will indicate that they feel their students' school is safe. 6d: Students will indicate that they feel school is safe

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students: Add personnel to support the increase of students Will use a tiered behavior system to ensure school safety Behavior needs will have strong parental involvement and positive relationships with staff.	School Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselor 1201 Other $3,900 Security 5504 Supplemental & Concentration $71,750

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	6a: KEA will have less than 2% suspension rate 6b: KEA will have less than 1% expulsion rate 6c: Parents will indicate that they feel their students' school is safe. 6d: Students will indicate that they feel school is safe		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Services for all students: Add personnel to support the increase of students Will use a tiered behavior system to ensure school safety Behavior needs will have strong parental involvement and positive relationships with staff.	School Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselor 1201 Other $4,000 Security 5504 Supplemental & Concentration $71,750
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	6a: KEA will have less than 2% suspension rate 6b: KEA will have less than 1% expulsion rate 6c: Parents will indicate that they feel their students' school is safe. 6d: Students will indicate that they feel school is safe		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Services for all students: Add personnel to support the increase of students Will use a tiered behavior system to ensure school safety	School Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Counselor 1201 Other $4,100 Security 5504 Supplemental & Concentration $ 73,831

Behavior needs will have strong parental involvement and positive relationships with staff.		_ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	Students will have access to a broad course of study that may include courses such as: Spanish/Social Studies, PE/Dance, Art, and Science in addition to ELA and math during a school year	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 X 8 COE only: 9 _ 10 Local : Specify

Identified Need :	Teaching the whole child	
Goal Applies to:	Schools:	KEA
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100% of students will have access to a broad course of study

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students: 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. Programmatic planning and scheduling Hiring of credentialed teachers to teach enrichment	School Wide	X All - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Elective Teachers 1105 Supplemental & Concentration $160,464

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	85% of students will utilize technology to enhance core content areas.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:	School Wide	X All - - - - - - - - OR:	Elective Teachers 1105 Supplemental & Concentration $165,278

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. Programmatic planning and scheduling Hiring of credentialed teachers to teach enrichments		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	85% of students will utilize technology to enhance core content areas.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students: 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. Programmatic planning and scheduling Hiring of credentialed teachers to teach enrichments	School Wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Elective Teachers 1105 Supplemental & Concentration $ 168,583

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 Local : Specify

Identified Need :	Track college readiness

Goal Applies to:	Schools:	KEA
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students: Teachers will calculate student MAP growth targets and prioritize instruction to meet these needs Teachers will calculate student MAP growth targets and track growth from fall to winter to spring. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.	School Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Supplies 4312 Supplemental & Concentration $ 41,000 Assessment Materials -4304 Supplemental & Concentration $10,961 Assistant Principal Salary 1302 General Purpose State Aid $85,388

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students: Teachers will calculate student MAP growth targets and prioritize instruction to meet these needs Teachers will calculate student MAP growth targets and track growth from fall to winter to spring. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.	School Wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Supplies 4312 General Purpose State Aid $41,000 Assessment Materials -4304 Supplemental & Concentration $11,236 Assistant Principal Salary 1302 General Purpose State Aid $87,950

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students: Teachers will calculate student MAP growth targets and prioritize instruction to meet these needs Teachers will calculate student MAP growth targets and track growth from fall to winter to spring. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.	School Wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Supplies 4312 General Purpose State Aid $41,000 Assessment Materials -4304 Supplemental & Concentration $11,236 Assistant Principal Salary 1302 General Purpose State Aid $87,949

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	1a: All teachers will have a credential for the course they are teaching 1b. Educational supplies and materials purchased will be common core aligned. 1c. We will be compliant on all measures on SARC for Facility is in good repair.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Goal Applies to:	Schools: KEA	
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	1a: 100% of teachers will be credentialed for the course they are teaching. 1b: Educational supplies and materials purchased will be common core aligned 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.	Actual Annual Measurable Outcomes:	1a: 100% of teachers are credentialed for the course they are teaching. 1b: Educational supplies and materials purchased are common core aligned 1c: all metrics of the SARC were monitored internally using operational and custodial staff, and through regional oversight visits. SARC results for this year will be published in 2015-16.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state Teacher recruitment and comprehensive interview process Teacher assistance in transferring credential information Purchase educational supplies and materials purchased that are common	5822 Staff Recruitment General Purpose State Aid $8,000	Services for all students: Hired credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state Purchased educational supplies and materials purchased that are common core aligned. Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through	5822 Staff Recruitment Supplemental & Concentration $8,000
	Curriculum Materials & Books 4101 Common Core Grant $42,000		Curriculum Materials & Books 4101 Supplemental & Concentration $42,000
	Classroom Software 4402 General Purpose State Aid $39,000		Classroom Software 4402 Common Core Grant $39,000
	Janitorial 5503 General Purpose State Aid $90,000		Janitorial 5503 General Purpose State Aid $96,000
	Repairs and Maintenance 5602 General Purpose State Aid $35,000		Repairs and Maintenance 5602 Supplemental & Concentration $42,946

core aligned. 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. Maintain a space that is conducive to learning.		regional oversight visits.	
Scope of Service School Wide X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service School Wide X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will revise budget to allow for more repairs and maintenance		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	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 2b/c: Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Goal Applies to:	Schools: KEA	
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	2a: 100% of teachers will be trained to implement common core. Kinder through 4th grade will have lesson plans and assessments that are common core aligned. 2b/c: Kinder through 4th grade ELL students will have lesson plans and assessments that are common core aligned	Actual Annual Measurable Outcomes:	2a: 100% of teachers were trained to implement common core. 2b/c: All students have lesson plans and assessments that are common core aligned

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all teachers to benefit all students: 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 3rd party sessions, or through the national KIPP network. Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition All teachers will attend one common	Education Instructional Consulting 5807 Common Core Grant $10,000	Teachers participated in PD throughout the year as a region and at the school level in the Common Core transition. Topics included strategies for ELL's All teachers attended at least one common core training a year. Additionally, teachers would meet on a weekly basis and used time to share best practices on teaching common core state standards. Attendance records were kept for all scheduled professional development pertaining to common core transition provided both internally at the school	Education Instructional Consulting 5807 Common Core Grant $10,000

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core training a year.		site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.	
Scope of Service: School Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: School Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Implementation of academic content continues to be a priority, and we will prioritize professional development for the upcoming year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	3a/b: Increase the attendance of parents who attend parent meetings, also recruit new parents to attend meetings	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Goal Applies to:	Schools:	KEA
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	3a/b: 50% of parents will attend parent meetings	Actual Annual Measurable Outcomes:	3a/b: 50% of parents attended parent meetings

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for parents of all students: 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 Parents will be surveyed to see what days/times are most convenient to them and meetings will be scheduled accordingly. Parent volunteer points will be documented and celebrated with awards.	Office Software 4405 General Purpose State Aid $1,700 Postage & Shipping 4352 General Purpose State Aid $200 Non-Instructional Supplies 4351 General Purpose State Aid $200	Services for parents of all students: Families were given our calendar of events at the beginning of the school year. • Goals were be set for family nights. • We incentivized attendance the highest attending grade or classroom. • Attendance to parent nights will be recorded and present on student's report cards.	Office Software 4405 General Purpose State Aid $1,500 Postage & Shipping 4352 General Purpose State Aid $90 Special Events General Purpose State Aid $100
Scope of Service	School Wide	Scope of Service	School wide
X All		X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	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 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 KEA	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Goal Applies to:	Schools:	KEA
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	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. 4d/e: 90% Students who enter as ELLs will exit as RFEP Kindergarten through fourth grade: 100% of CELDT data will be accurate and shared with teachers.	Actual Annual Measurable Outcomes:	4a: Teachers use data to tailor instruction and students will be on track to become proficient in ELA and Math. Base line data has not been established. 4d/e: As of April 2015 KEA has a reclassification rate of 25% for the 2014-15 school year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: 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 ELLs will receive small group instructional support to support their language development Teachers will use interim assessments to guide teaching	Intervention & Apprentice Teacher 1101 Supplemental & Concentration $127,260 Instructional Aides 2102 Supplemental & Concentration $65,960	Services for all students: Blended learning model 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 ELLs receive small group instructional support to support their language development	Intervention & Apprentice Teacher 1101 Supplemental & Concentration $151,000 Instructional Aides 2102 Other $54,893

Teachers to provide additional resources as needed We will have teachers trained in ELD strategies Teachers to provide group instruction will be added as we gain ELL students			
Scope of Service School Wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As we obtain data on state assessment results we will revise actions and serves to best meet the needs of our students.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	5a: KEA will sustain an average daily attendance rate of 95% 5b: 75% or more of KEA students will not miss more than 10% of school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify

Goal Applies to:	Schools:	KEA
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	5a: Kindergarten through fourth grade will sustain 95% ADA 5b: 75% of Kindergarten through fourth grade students will not miss more than 10% of school	Actual Annual Measurable Outcomes:	5a: KEAs average daily attendance as of April 2015 was 95.7% 5b: KEAs chronic absentee as of April 2015 rate was 5.68%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Classes with 100% attendance will be awarded Puma Points. Students with perfect attendance in a semester will be awarded. Students with the most improved attendance in a semester will be awarded. Incentivize perfect attendance through awards and assemblies School will use "all call" software to communicate with parents about their child's attendance	Illuminate data management software 4402 General Purpose State Aid $4,900 Instructional Supplies 4312 General Purpose State Aid $1,000	Services for all students: Both parents and students were held accountable for attendance goals. Parents joined in to celebrate students who have perfect attendance. Incentivized perfect attendance through awards and assemblies School used "all call" software to communicate with parents about their child's attendance	Illuminate data management software 4402 General Purpose State Aid $5,370 Special Events -4314 General Purpose State Aid $332
Scope of Service	School Wide	Scope of Service	

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_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Monitor student attendance and increase targeted support to students who are missing school.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	6a: KEA's suspension rate will be 2% or lower 6b: KEA's expulsion rate will not exceed 1% 6c: All students will feel safe at school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 COE only: 9 _ 10 Local : Specify

Goal Applies to:	Schools: KEA	
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	6a: KEA will have less than 2% suspension rate 6b: KEA will have less than 1% expulsion rate 6c: Parents of Kindergarten through 2nd grade will indicate that they feel their students' school is safe. 6d: 3rd and 4th grade students will indicate that they feel school is safe	Actual Annual Measurable Outcomes:	6a: KEA suspension rate as of April 2014 is .53%. 6b: KEA expulsion rate as of April 2015 is 0%. 6c: KEA parents scored the question "my child feels safe at school" at a 4.5 out of 5. 6d: KEA student scored the question "my child feels safe at school" at a 4.2 out of 5.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Add personnel to support the increase of students Will use a tiered behavior system to ensure school safety Behavior needs will have strong parental involvement and positive relationships with staff.	Counselor 1201 Supplemental & Concentration $35,000 Security 5504 General Purpose State Aid $72,500	Services for all students: Add/sustain personnel to support students Will use a tiered behavior system to ensure school safety Behavior needs will have strong parental involvement and positive relationships with staff.	Counselor -1201 (partial allocation) Other $3,000 Security 5504 Supplemental & Concentration $63,460

Scope of Service	School Wide		Scope of Service		
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will increase current services and actions to accommodate the need.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Students will utilize technology to enhance core content areas	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 X 8 COE only: 9 _ 10 Local : Specify

Goal Applies to:	Schools:	KEA	
	Applicable Pupil Subgroups:	All students	

Expected Annual Measurable Outcomes:	85% of students will utilize technology to enhance core content areas.	Actual Annual Measurable Outcomes:	85% students utilize technology to enhance core content areas.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for alls students: We will vet various instructional programs to enhance and align to Common Core instruction. Technology committee will vet various instructional technology programs and implement during ELA and math instruction. Data will be collected from various programs and will inform teachers of their students' progress.	Classroom Technology 4401 Supplemental & Concentration $35,286 Classroom Software 4402 Supplemental & Concentration $39,467	Services for alls students: We used various instructional programs to enhance and align to Common Core instruction. Data will be collected from various programs and will inform teachers of their students' progress.	Classroom Technology 4401 Supplemental & Concentration $35,000 Classroom Software 4402 Other $38,467
Scope of Service	School Wide	Scope of Service	
_ All OR: _ Low Income pupils _ English Learners		_ All OR: _ Low Income pupils _ English Learners	

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_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Budget will reflect need to purchase more technology to meet the academic need of students and increase achievement		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools: KEA		
	Applicable Pupil Subgroups:	All students	
Expected Annual Measurable Outcomes:	55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	Actual Annual Measurable Outcomes:	As of April 2015 - 48% percent of students have met or exceeded their individualized growth goals set by the national norm on the NWEA test for English Language Arts. As of April 2015 - 42% percent of students have met or exceeded their individualized growth goals set by the national norm on the NWEA test for Math.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Teachers will calculate student MAP growth targets and prioritize instruction to meet these needs Teachers will calculate student MAP growth targets and track growth from fall to winter to spring. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.	Instructional Supplies 4312 General Purpose State Aid $45,000 Classroom Technology 4401 General Purpose State Aid $35,000 Assistant Principal Salary 1302 General Purpose State Aid $82,500	Services for all students: Teachers used student MAP growth targets to prioritize instruction and meet student needs Teachers calculated student MAP growth targets and track growth from fall to winter to spring. Students know their own MAP growth targets and teachers will track growth from fall to winter to spring.	Instructional Supplies 4312 General Purpose State Aid $35,000 Classroom Technology 4401 General Purpose State Aid $35,000 Assistant Principal Salary 1302 General Purpose State Aid $82,500
Scope of Service	School Wide	Scope of Service	

_ All		_ All	
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
_ English Learners		_ English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient	
_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the individualized nature of our MAP goals, we are keeping our measurable outcome of 55% yearly. We will add additional services and actions for this goal to increase achievement.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$351,675

Services for all students:

Blended learning model 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 as such money was spent on recruitment efforts, intervention and enrichment salaries.
ELLs receive small group instructional support to support their language development. Expenditures included purchasing technology for students to enhance core content. Invested in security to make campus in low income areas safer. Maintain a space that is conducive to learning.areas.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

9.85	%

Services for all students:

Blended learning model 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 as such money was spent on recruitment efforts, intervention and enrichment salaries.
ELLs receive small group instructional support to support their language development. Expenditures included purchasing technology for students to enhance core content. Invested in security to make campus in low income areas safer. Maintain a space that is conducive to learning.areas.

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.

Section 4: Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	**Year 1**	**Year 2**	**Year 3**	**Total**
All Funding Sources	1,077,909.00	1,058,046.00	1,076,819.00	3,212,774.00
Common Core Grant	0.00	0.00	0.00	0.00
General Purpose State Aid	232,788.00	328,029.00	329,423.00	890,240.00
Other	288,416.00	242,657.00	247,531.00	778,604.00
Supplemental & Concentration	556,705.00	487,360.00	499,865.00	1,543,930.00

Total Expenditures by Object Type				
Object Type	**Year 1**	**Year 2**	**Year 3**	**Total**
All Expenditure Types				

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**Year 1**	**Year 2**	**Year 3**	**Total**
All Expenditure Types	All Funding Sources				