Introduction:

LEA: KIPP Ignite Academy   **Contact (Name, Title, Email, Phone Number):** Cassandra Cope, School Leader, ccope@kippla.org, (323) 486-6402   **LCAP Year:** 2016-19

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
KIPP Ignite will form a Family Council to involve parents as leaders in support of the school vision and mission. The Family Council is organized for the purpose(s) of: • Communications: To facilitate communication and be a liaison between students' families and other school constituencies on matters which are of interest to the Family Council; • Development: To initiate and raise funds for special projects, events, and assets to enhance the quality of education, school experience, and extra	The Family Council will meet once a month and it will serve as a space for parents to be active in our school community. The School Leader or Dean will hold monthly check-ins with the FLC Executive Officers to plan family events, fundraisers, and family involvement. Families will have the opportunity through our family council meetings to vote on allocation of funds they raise. This will also be an opportunity to seek input of families in regards to what resources they would like to see at KIPP Ignite.

curricular activities for KIPP Ignite's students;

- Investment: To support and act as an agent to invest all families in KIPP Ignite's vision, mission, and values for the benefit of all students; and
- Involvement: To encourage and coordinate volunteerism among parents and guardians in support of KIPP Ignite's student achievement, events and activities.

Family Council meetings will be once a month.

We create a welcoming and open environment where our families voice is important and heard. This environment be on going and will continue throughout our LCAP annual review meetings.

Each month there is a family night that is centered in the learning of our students. Parent workshops will have a K-4 scope and sequence to ensure that families are able to build on their prior knowledge and continue to receive information and resources to plan for their child's future. We know that the climb to college is going to be a lot of hard work and that our students will need the support from their family to get to and through. Our family nights are centered in informing our families and empowering them to be active participants in our school community and celebrate their children's growth over the year(s).

We will collaborate with our families via our family council meetings to get parent input on how to make our monthly family meetings effective and informational. Our main focus will to create a K-4 family curriculum where year after year we will build on their knowledge around college (applications, financial aid, etc).

Over the years there will opportunities for our founding parents to partake in co-leading these sessions with members of our staff to serve as mentors for our incoming families.

Each year, each student will receive a home-visit from a member of our staff. At their home we will ask our students and their families to share with us their hopes and dreams for their child, as well as their hopes and dream for KIPP Ignite Academy. These conversations inform our instructional choices and help us start the year off with a strong relationship.

We will collaborate with our families via our family council meetings to get parent input on how to make our monthly family meetings effective and informational. Our main focus will to create a K-4 family curriculum where year after year we will build on their knowledge around college (applications, financial aid, etc).

The conversations with parents help us frame our goals in the LCAP. The school and parents have high expectations that our students will learn and our goals/expenditures in LCAP will reflect that.

Annual Update:

Stakeholder engagement was organized in 3 parts: Educating, Learning and

Annual Update:

Breaking the LCAP engagement process down into sections helps with the

Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school, however, the official LCAP meeting was one March 15, 2016 at 4:15pm .

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 KIPP Ignite's 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 KIG's 2015-16 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 the level of which they agreed with our goal and/or progress. Stakeholders were informed that we would use these feedback forms, and additional input to revise goals for 2016-17 as needed. We also described our new goal structure of condensing the former 8 goals into 3 goals for 2016-17.

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 competed 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.
5 Very much agree
4 Between Very much agree and Neutral
3 Neutral
2 Between Neutral and Very much disagree
1 Very much disagree
Additionally, attendees were asked to write in ideas they had on how to improve the goal and achieve the goal as well as about the process.

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. At KIG 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 grounded with the questions: what do you think would help us achieve this goal and what would you do? 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.

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 KIPP Ignite. This will allow our stakeholders to have a broad understanding of all goals and

over time, grow, in their expertise.

Lastly, revising, focused on pulling all data sources, feedback forms, input from stakeholders, progress and our overall educational program to revise goals for 2016-19.

In order to prepare for the LCAP engagement process, Principals from all KIPP LA schools met early in 2016 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.

Additionally, KIG has been keeping track of progress towards all LCAP goals for the 2015-16 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.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service**:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service**:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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

Identified Need :	As KIPP Ignite Academy's first year of operation is 2015-16, we do not have any prior year data and 2015-16 will provide benchmarks for outcomes. To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment - Benchmarked for 2015-16 at --% To increase the number of students who score Proficient or above in Math the SBAC assessment - Benchmarked for 2015-16 at --% To increase the number of students making annual progress in Learning English - AMAO 1 results for 2015-16 - --% To increase the number of English Learners who achieve full English language proficiency - KIG reclassification rate for 2015-16 at --% To increase the number of students who meet or exceed their individual growth targets in English Language Arts on the MAP - 2015-16 at --% To increase the number of students who meet or exceed their individual growth targets in Math on the MAP - 2015-16 at --%

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1a: Rate of students meeting state-established proficiency levels for English Language Arts - N/A until 2018-19 1a: Rate of students meeting state-established proficiency levels for Math - N/A until 2018-19 1b: Rate of English Learners making annual progress on California English Language Development Test (CELDT (AMAO1) - 63.5% 1c: Reclassification rate of English Learners- 20% 1d: Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test -2015-16 results + 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a: Number of students who are proficient for English Language Arts and Math KIPP Ignite Academy will not take the CAASPP until the 2018 - 19 school year. We will collect baseline data in that year. In order to prepare our students to be ready	School Wide	_ All - - - - - - - - - - OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent	Intervention Teachers Salary 1901 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 14980 Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 33565 Classroom Software 4402 4000-4999: Books And Supplies

for the assessment in third grade, KIPP Ignite Academy will do the following: Provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Lexia, Renaissance Learning, and ST Math. We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school. Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction. In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableou, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student • -- --- 1b: Annual Progress in English language Proficiency (AMAO1) All CELDT data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera. Teachers will use data such as interim assessments to tailor and guide instruction. English Language students can receive small group instructional support to support their language development. • --	English proficient Other Subgroups: (Specify)	Supplemental & Concentration 18166 Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 10170 Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 1193 Assessment Materials 4304 4000-4999: Books And Supplies Base 5000

1c: Percentage of EL students who reclassify as RFEP

KIPP Ignite Academy will serve kindergarten and first grade students in the 2016-17 school year. Therefore, we will not yet be reclassifying students as RFEP. In order to prepare for reclassification in the future, we will do the following:

- CELDT data will be accurate and shared with teachers and parents.
- EL students will receive small group instructional support to support their language development
- Teachers will use data such as interim assessments to tailor and guide instruction
- Blended learning model ensures daily intervention and acceleration is available
- PD and on-going coaching for teachers using KFET and common core training

Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development.

- ---

1d: Number students meeting MAP growth goals

We will ensure high-quality instruction and targeted support. 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.

	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)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1a: Rate of students meeting state-established proficiency levels for English Language Arts -N/A until 2018-19
	1a: Rate of students meeting state-established proficiency levels for Math - N/A until 2018-19
	1b: Rate of English Learners making annual progress on California English Language Development Test (CELDT (AMAO1) - 64%
	1c: Reclassification rate of English Learners- 20%
	1d: Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test -2016-17 results + 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a: Number of students who are proficient for English Language Arts and Math KIPP Ignite Academy will not take the CAASPP until the 2018 - 19 school year. We will collect baseline data in that year. In order to prepare our students to be ready for the assessment in third grade, KIPP Ignite Academy will do the following: Provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified	School Wide	_ All - - - - - - - - OR: X Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Intervention Teachers Salary 1901 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 15429
			Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 34411
			Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 27695
			Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 10426
			Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 1273
			Assessment Materials 4304 4000-4999: Books And Supplies

students. Programs may include: Lexia, Renaissance Learning, and ST Math. We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school. Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction. In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableou, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student • -- 1b: Annual Progress in English language Proficiency (AMAO1) All CELDT data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera. Teachers will use data such as interim assessments to tailor and guide instruction. English Language students can receive small group instructional support to support their language development. • -- 1c: Percentage of EL students who reclassify as RFEP KIPP Ignite Academy will serve kindergarten through second grade students in the 2017-18 school year.		Base 5126

Therefore, we will not yet be reclassifying students as RFEP. In order to prepare for reclassification in the future, we will do the following:

- CELDT data will be accurate and shared with teachers and parents.
- EL students will receive small group instructional support to support their language development
- Teachers will use data such as interim assessments to tailor and guide instruction
- Blended learning model ensures daily intervention and acceleration is available
- PD and on-going coaching for teachers using KFET and common core training

Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development.

- --- --

1d: Number students meeting MAP growth goals

We will ensure high-quality instruction and targeted support. 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.

		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)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1a: Rate of students meeting state-established proficiency levels for English Language Arts - N/A until 2018-19
	1a: Rate of students meeting state-established proficiency levels for Math - N/A until 2018-19
	1b: Rate of English Learners making annual progress on California English Language Development Test (CELDT (AMAO1) - 64.5%
	1c: Reclassification rate of English Learners- 20%
	1d: Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test -2017-18 results + 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a: Number of students who are proficient for English Language Arts and Math KIPP Ignite Academy will not take the CAASPP until the 2018 - 19 school year. We will collect baseline data in that year. In order to prepare our students to be ready for the assessment in third grade, KIPP Ignite Academy will do the following: Provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Lexia, Renaissance Learning, and ST Math. We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school.	School Wide	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Teachers Salary 1901 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 15892 Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 35312 Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 28420 Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 10699 Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 1359 Assessment Materials 4304 4000-4999: Books And Supplies Base 5260

Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.

In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableou, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student

• ---

1b: Annual Progress in English language Proficiency (AMAO1)

All CELDT data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

Teachers will use data such as interim assessments to tailor and guide instruction.
English Language students can receive small group instructional support to support their language development.

• ---

1c: Percentage of EL students who reclassify as RFEP

In order to prepare for reclassification in the future, we will do the following:

• CELDT data will be accurate and shared with teachers and parents.
• EL students will receive small group instructional support to support their language development
• Teachers will use data such as interim assessments to tailor and guide instruction

• Blended learning model ensures daily intervention and acceleration is available • PD and on-going coaching for teachers using KFET and common core training Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. • --- 1d: Number students meeting MAP growth goals We will ensure high-quality instruction and targeted support. 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.		

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

	Support student, family and school engagement	Related State and/or Local Priorities:
GOAL 2:		1 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _
		COE only: 9 _ 10 _
		Local : Specify

Identified Need :	To increase parent engagement by sustaining or improving number of opportunities for parent involvement at school To increase student engagement and securing school safety - 2015-16 at 0% suspension rate & 0% expulsion rate To increase student satisfaction with KIPP Ignite Academy as measured by surveys To achieve or maintain school attendance rates and decrease chronic absenteeism - 2015-16 at 93.7% ADA & 7.8% Chronic Absenteeism

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	2a: KIG will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities 2b: Suspension rate will not exceed 5%. 2c: Expulsion rate will not exceed 2% 2d: 70%+ of scholars will feel satisfied with their experience at KIG as measured by internally provided surveys. 2e: Sustain an Average Daily Attendance (ADA) rate of 95% ADA and a 10% or less chronically absentee rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a: Parent Engagement Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally,parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our most used method would be our printed	School Wide	X All ------------ OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 8500
			Office Manager 2401 2000-2999: Classified Personnel Salaries Base 46900
			Postage & Shipping 4352 4000-4999: Books And Supplies Base 200
			Special Events 4314 4000-4999: Books And Supplies Base 3100
			Staff/Office Software 4405 4000-4999: Books And Supplies

family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities. KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families. • -- --- 2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils) We work to cultivate a positive school culture through a school-wide behavior support plan and ensure that all school personnel are trained on our plan. We also use a tiered behavior system to ensure school safety and run SST meetings for students at risk as a preventative measure. We will add personnel to support the increase of students as needed. • -- --- 2d: "I feel safe at school" as a 4 or better as measured by internal surveys		Supplemental & Concentration 2000 Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 75000

To ensure students safety throughout the day, KIPP LA has hired lunch duty Operation Aides, noon aides, and Yard/Cafe to aid in the proper supervision of students at lunch

We are also working to increase our community partnerships to support our efforts.

KIPP LA has contracted an outside Emergency Preparedness specialist to train and support KIPP LA schools with Emergency planning, training as well as completing drills. KIPP LA has also ensured that all schools have emergency kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other items. We also contract with a website software provider to ensure all KIPP LA staff has up to date training on SafeSchools which include training on a variety of school safety measures.

We also insure our facilities for fire and contact with professional security services as needed.

- ---

2e School attendance

Both parents and students will be held accountable for attendance goals. Our operations managers will pull daily attendance reports and report attendance to the administration team. In addition, the operations managers will make daily phone calls to families who are absent. On rainy days we use our School Messenger system to call our parents to encourage them plan ahead and attend school.

Parents will join in to celebrate students who have perfect attendance.Students also receive incentives if their classes have the highest attendance for the month.

_ 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) | |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	2a: KIG will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities 2b: Suspension rate will not exceed 5%. 2c: Expulsion rate will not exceed 2% 2d: 70%+ of scholars will feel satisfied with their experience at KIG as measured by internally provided surveys. 2e: Sustain an Average Daily Attendance (ADA) rate of 95% ADA and a 10% or less chronically absentee rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a: Parent Engagement Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally, parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and	School Wide	X All OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 12959 Office Manager 2401 2000-2999: Classified Personnel Salaries Base 48307 Postage & Shipping 4352 4000-4999: Books And Supplies Base 220 Special Events 4314 4000-4999: Books And Supplies Base 3178

posters) will be used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities. KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families. • --- 2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils) We work to cultivate a positive school culture through a school-wide behavior support plan and ensure that all school personnel are trained on our plan. We also use a tiered behavior system to ensure school safety and run SST meetings for students at risk as a preventative measure. We will add personnel to support the increase of students as needed. • --- 2d: "I feel safe at school" as a 4 or better as measured			Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 2000 Fire/Security 5504 4000-4999: Books And Supplies Base 76890

by internal surveys

To ensure students safety throughout the day, KIPP LA has hired lunch duty Operation Aides, noon aides, and Yard/Cafe to aid in the proper supervision of students at lunch

We are also working to increase our community partnerships to support our efforts.

KIPP LA has contracted an outside Emergency Preparedness specialist to train and support KIPP LA schools with Emergency planning, training as well as completing drills. KIPP LA has also ensured that all schools have emergency kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other items. We also contract with a website software provider to ensure all KIPP LA staff has up to date training on SafeSchools which include training on a variety of school safety measures.

We also insure our facilities for fire and contact with professional security services as needed.

- ---

2e School attendance

Both parents and students will be held accountable for attendance goals. Our operations managers will pull daily attendance reports and report attendance to the administration team. In addition, the operations managers will make daily phone calls to families who are absent. On rainy days we use our School Messenger system to call our parents to encourage them plan ahead and attend school.

Parents will join in to celebrate students who have perfect attendance.Students also receive incentives if their classes have the highest attendance for the month.

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	2a: KIG will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities 2b: Suspension rate will not exceed 5%. 2c: Expulsion rate will not exceed 2% 2d: 70%+ of scholars will feel satisfied with their experience at KIG as measured by internally provided surveys. 2e: Sustain an Average Daily Attendance (ADA) rate of 95% ADA and a 10% or less chronically absentee rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a: Parent Engagement Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally,parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities. KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. We also work with and train our school office staff to	School Wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Field Trips 5831 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 17422 Office Manager 2401 2000-2999: Classified Personnel Salaries Base 49756 Postage & Shipping 4352 4000-4999: Books And Supplies Base 240 Special Events 4314 4000-4999: Books And Supplies Base 3261 Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 2000 Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 15000

make sure that we are normed on how we interact with our community and families.

- ---

2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils)

We work to cultivate a positive school culture through a school-wide behavior support plan and ensure that all school personnel are trained on our plan.

We also use a tiered behavior system to ensure school safety and run SST meetings for students at risk as a preventative measure.

We will add personnel to support the increase of students as needed.

- ---

2d: "I feel safe at school" as a 4 or better as measured by internal surveys

To ensure students safety throughout the day, KIPP LA has hired lunch duty Operation Aides, noon aides, and Yard/Cafe to aid in the proper supervision of students at lunch

We are also working to increase our community partnerships to support our efforts.

KIPP LA has contracted an outside Emergency Preparedness specialist to train and support KIPP LA schools with Emergency planning, training as well as completing drills. KIPP LA has also ensured that all schools have emergency kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other items. We also contract with a website software provider to ensure all KIPP LA staff has up to date training on SafeSchools which

include training on a variety of school safety measures.

We also insure our facilities for fire and contact with professional security services as needed.

- --- --

2e School attendance

Both parents and students will be held accountable for attendance goals. Our operations managers will pull daily attendance reports and report attendance to the administration team. In addition, the operations managers will make daily phone calls to families who are absent. On rainy days we use our School Messenger system to call our parents to encourage them plan ahead and attend school.

Parents will join in to celebrate students who have perfect attendance.Students also receive incentives if their classes have the highest attendance for the month.

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

GOAL 3:	Create spaces and opportunities for student achievement	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	To provide and maintain Basic Services for students and schools by: Maintaining for increasing the rate of teachers who are appropriately credentialed for the subject they are teaching - 2015-16 at 100% Maintaining for increasing the rate of students who have access to common core aligned materials - 2015-16 at 100% Maintaining for increasing the rate of teachers who attend professional development - 2015-16 at 100% Maintaining for increasing the rate of students who have access to electives at their schools - 2015-16 at 100% Maintaining for increasing the rate of which our facility meeting good repair as measured by SARC

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	3a: Rate of teachers who are appropriately credentialed for the subject they are teaching - 100% 3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100% 3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100% 3d: Rate of students who have access to electives such as: Performing Arts, Art Lab, Engineering and Coding, Science, and PE - 100% 3e: Ensure that our facility is at "good repair" or better as measured by SARC

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a: Number of teachers who are credentialed In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following: Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement.	School Wide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Music 4319 4000-4999: Books And Supplies Supplemental & Concentration 2000 Art 4320 4000-4999: Books And Supplies Supplemental & Concentration 2000 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 2000 KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 6600

We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees.

Teacher Retention and Support
Once our teachers are hired we work with them to maintain and obtain proper documentation. This can look like support them with applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an important factor in student achievement.

In order to retain high quality and credentialed teachers, KIPP LA will implement salary increases in the form of bonuses for the 16 -17 school year.

- --

3b: Curriculum Materials and Supplies

All students, including English language learners will have lesson plans and assessments that are common core aligned.

Purchase educational supplies and materials purchased that are common core aligned.

- --
3c: Amount of training teachers receive on the Common Core State Standards.

Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 15000
Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 124621
Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 20000
Class sets/library books 4201 4000-4999: Books And Supplies Base 13000
Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Base 62000
Classroom Furniture 4403 4000-4999: Books And Supplies Base 45000

Teacher Professional Development

Teachers will participate in professional development throughout the year. Teachers have the opportunity to attend trainings that are available to the whole KIPP LA region and at the school level. Trainings will strengthen our teachers understanding of our instruction and in the Common Core. Trainings will include and cover topics on how to best support and strategies for English language learners.

We will track attendance records for all scheduled professional development provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.

All teachers at KIPP LA participate in 26 days of professional development to ensure they are well trained and versed in a number of different areas. Although these are offered specifically for the school sites, KIPP LA provides supplies, spaces, curriculum for these trainings.

Administration and coaching Professional Development

KIPP LA provides monetary support in the form of fees and travel for teacher leaders and principals to attend KSLP for professional development training.

- --

3d: Number of students who have had access to identified courses.

Electives and Enrichments
Our school budget supports the hiring of needed teachers to offer elective and a broad course of study to all students. We also engage in programmatic planning and scheduling. We will insure our schedule allows enough time for all students to engage in listed courses.

All students have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics,

computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. • --- -- 3e: Ensure that our facility is at "good repair" or better as measured by SARC We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. These visits rely on using operational and custodial staff. KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance. Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites.		
	_ All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
	X All OR: Low Income pupils English Learners	

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

<div align="center">LCAP Year 2: 2017-18</div>

Expected Annual Measurable Outcomes:	3a: Rate of teachers who are appropriately credentialed for the subject they are teaching - 100% 3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100% 3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100% 3d: Rate of students who have access to electives such as: Performing Arts, Art Lab, Engineering and Coding, Science, and PE - 100% 3e: Ensure that our facility is at "good repair" or better as measured by SARC

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a: Number of teachers who are credentialed In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following: Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in	School Wide	X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Music 4319 4000-4999: Books And Supplies Supplemental & Concentration 2050
			Art 4320 4000-4999: Books And Supplies Supplemental & Concentration 2050
			Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 2050
			KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 6766
			Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 20000
			Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 189487
			Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 20504
			Class sets/library books 4201 4000-4999: Books And Supplies Base 13328
			Janitorial Services & Supplies 5503 5000-5999: Services And

ensuring teachers are taking the proper exams as well as tracking and helping with fees.

Teacher Retention and Support
Once our teachers are hired we work with them to maintain and obtain proper documentation. This can look like support them with applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an important factor in student achievement.

- --- --

3b: Curriculum Materials and Supplies

All students, including English language learners will have lesson plans and assessments that are common core aligned.

Purchase educational supplies and materials purchased that are common core aligned.

- --- --
3c: Amount of training teachers receive on the Common Core State Standards.

Teacher Professional Development

Teachers will participate in professional development throughout the year. Teachers have the opportunity to attend trainings that are available to the whole KIPP LA region and at the school level. Trainings will strengthen our teachers understanding of our instruction and in the Common Core. Trainings will include and cover topics on how to best support and strategies for English language learners.

We will track attendance records for all scheduled professional development provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.

Other Operating Expenditures Base 94522

Classroom Furniture 4403 4000-4999: Books And Supplies Base 46134

All teachers at KIPP LA participate in 26 days of professional development to ensure they are well trained and versed in a number of different areas. Although these are offered specifically for the school sites, KIPP LA provides supplies, spaces, curriculum for these trainings.

Administration and coaching Professional Development

KIPP LA provides monetary support in the form of fees and travel for teacher leaders and principals to attend KSLP for professional development training.

- --

3d: Number of students who have had access to identified courses.

Electives and Enrichments
Our school budget supports the hiring of needed teachers to offer elective and a broad course of study to all students. We also engage in programmatic planning and scheduling. We will insure our schedule allows enough time for all students to engage in listed courses.

All students have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics, computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives.

- --

3e: Ensure that our facility is at "good repair" or better as measured by SARC

We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. These visits rely on using operational and custodial staff.

KIPP LA also contracts several different companies to

<table>
<tr><td colspan="4">
ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance.

Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites.
</td></tr>
</table>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	3a: Rate of teachers who are appropriately credentialed for the subject they are teaching - 100%
	3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100%
	3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100%
	3d: Rate of students who have access to electives such as: Performing Arts, Art Lab, Engineering and Coding, Science, and PE - 100%
	3e: Ensure that our facility is at "good repair" or better as measured by SARC

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a: Number of teachers who are credentialed In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following: Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times,	School Wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Music 4319 4000-4999: Books And Supplies Supplemental & Concentration 2104
			Art 4320 4000-4999: Books And Supplies Supplemental & Concentration 2104
			Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 2104
			KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 6944
			Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 25000
			Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated

this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees.			Personnel Salaries Supplemental & Concentration 255338

Teacher Retention and Support
Once our teachers are hired we work with them to maintain and obtain proper documentation. This can look like support them with applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an important factor in student achievement.

- --

3b: Curriculum Materials and Supplies

All students, including English language learners will have lesson plans and assessments that are common core aligned.

Purchase educational supplies and materials purchased that are common core aligned.

- --

3c: Amount of training teachers receive on the Common Core State Standards.

Teacher Professional Development

Teachers will participate in professional development throughout the year. Teachers have the opportunity to attend trainings that are available to the whole KIPP LA region and at the school level. Trainings will strengthen our teachers understanding of our instruction and in the Common Core. Trainings will include and cover topics on how to best support and strategies for English

Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 21041

Class sets/library books 4201 4000-4999: Books And Supplies Base 13677

Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Base 127082

Classroom Furniture 4403 4000-4999: Books And Supplies Base 47343

language learners.

We will track attendance records for all scheduled professional development provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.

All teachers at KIPP LA participate in 26 days of professional development to ensure they are well trained and versed in a number of different areas. Although these are offered specifically for the school sites, KIPP LA provides supplies, spaces, curriculum for these trainings.

Administration and coaching Professional Development

KIPP LA provides monetary support in the form of fees and travel for teacher leaders and principals to attend KSLP for professional development training.

- --

3d: Number of students who have had access to identified courses.

Electives and Enrichments
Our school budget supports the hiring of needed teachers to offer elective and a broad course of study to all students. We also engage in programmatic planning and scheduling. We will insure our schedule allows enough time for all students to engage in listed courses.

All students have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics, computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives.

- --

3e: Ensure that our facility is at "good repair" or better as measured by SARC

We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. These visits rely on using operational and custodial staff. KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance. Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites.			

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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:	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

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

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.	Actual Annual Measurable Outcomes:	1a. 100% of teachers are credentialed for the course they are teaching. 1b. 100% of students have access to common core aligned materials. 1c. All metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits. Currently KIG has an average of 89% on these metrics.

LCAP Year: 2015-16

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 Purchase educational supplies and materials purchased that are common core aligned. Ensure that all metrics of the SARC pertaining to facility quality are met by	5822 Staff Recruitment 5800: Professional/Consulting Services And Operating Expenditures General Purpose State Aid $ 2,166 Curriculum Materials & Books 4101; 4000-4999: Books And Supplies General Purpose State Aid $20,000 Classroom Software 4402 4000-4999: Books And Supplies General Purpose State Aid $ 15,000 Janitorial 5503 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $30,000	Services for all students: 1a: KIG only hires credentialed teachers and ensures proper placement of each teacher. Our KIPP LA office supports teachers with the transfer of credentials for from out of state. There is an extensive teacher recruitment and Comprehensive interview process that is conducted by the regional KIPP LA team. This includes individual candidate interview days which then include bringing the candidates to us, meals, flights, cabs,	5822 Staff Recruitment 5800: Professional/Consulting Services And Operating Expenditures Base 2,237 Curriculum Materials & Books 4101; 4000-4999: Books And Supplies Charter school program grant 20,000 Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 6177 Janitorial 5503 5000-5999: Services And Other Operating Expenditures Base $30,000 Repairs and Maintenance 5602 5000-

monitoring internally using operational and custodial staff, and through regional oversight visits. Teacher assistance in transferring credential information Students will have access to common core aligned curriculum Maintain a space that is conducive to learning.	Repairs and Maintenance 5602 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $50,000	etc. Once teachers are hired our KIPP LA regional human resource team helps them with maintaining proper documentation of credentials. KIG purchased the following educational supplies and materials: • Lexia • Renaissance Learning • ST Math. KIG ensures 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. KIG operates in a fully furnished, newly-renovated facility with brand-new classrooms and office furniture. This space is safe and conducive to learning.	5999: Services And Other Operating Expenditures Base 21,004
Scope of Service _ 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?	Continued investment in teacher credentialing.		

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. 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: KIg
	Applicable Pupil Subgroups:

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

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all teachers to benefit all students: All students, including English language learners will have lesson plans and assessments that are common core aligned. Teachers will participate in PD throughout the year as a region and at the school level in the Common Core. Topics will include strategies for ELL's All teachers will attend at least one common core training a year 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	Education Instructional Consulting 5807 5800: Professional/Consulting Services And Operating Expenditures General Purpose State Aid $ 3,000	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 Common Core. Topics will include strategies for English Language Learner's. All teachers will attend at least one common core training a year: • For the 2015-16 School Year, we had 5 weeks of PD before the start of the school year. During that PD, we covered all common core standards for the grade level, taught teachers how to lesson plan for the curriculum we are using, and showed them how to backwards plan to ensure students were	Education Instructional Consulting 5807 5000-5999: Services And Other Operating Expenditures Charter school program grant $ 4,000
			5825-Other Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 3200
			1901 Dean 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 25000
			1901 Dean 1000-1999: Certificated Personnel Salaries Other 45000

3rd party sessions, or through the national KIPP network.		mastering all objectives. • During the school year, we have had weekly PDs every Thursday, and we alternate the focus between instructional and cultural. • We 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 students, including English language learners will have lesson plans and assessments that are common core aligned which is ensured by: • Teachers submit weekly lesson plans that are common core aligned. Dean and School Leader provide weekly feedback on all lesson plans. • Teachers create and implement weekly standards-based assessments; all standards will have been assessed by the end of the year. • Teachers and Dean will do intervention with students.	
Scope of Service _ 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?	Continued investment in teacher professional development

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 3 from prior year LCAP:	Increase level of parent engagement	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: Klg	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	Baseline Data	Actual Annual Measurable Outcomes:	Baseline data was set at 50% of parents attending family night.

<div align="center">

LCAP Year: 2015-16

</div>

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for parents of all students: Families will be given our calendar of events at the beginning of the school year. • Goals will be set for family nights. • We will incentive attendance the highest attending grade or classroom. • Attendance to parent nights will be recorded and present on student's report cards. Parents will be notified of meeting date and time in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance Parents are made aware of their current level of participation at each parent conference are asked to	Office Software 4405 4000-4999: Books And Supplies General Purpose State Aid $750 Postage & Shipping 4352 4000-4999: Books And Supplies General Purpose State Aid $200 Non-Instructional Supplies 4351 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $200	Services for parents of all students: First, we have our monthly Family Nights. Families receive a calendar of events (with times and dates) at the beginning of the school year to help them plan ahead. To ensure the times are convenient we sent a survey at the beginning of the school asking their preference. At our meetings, childcare is provided or specific programming is provided to students as well. The Family Nights are planned like a regular lesson; there is an objective with new learning, opportunities to practice, share, interact with other families. Attendance goals were set for the number of families participating in family nights.	Office Software 4405 -School Messenger 4000-4999: Books And Supplies Base $275.00 4314 Special Events 4000-4999: Books And Supplies Base 157 5840 Student Transportation - Non-Field Trips 5000-5999: Services And Other Operating Expenditures Base 81

increase their for the upcoming academic cycle		We incentivized attendance by giving prizes to the highest attending grade or classroom. We record family's attendance to parent nights and this record is present on student's report cards which is discussed at each parent conference. There they are asked to increase their participation for the upcoming academic cycle.	
Scope of Service _ 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?	We have shifted focus to provide a wider variety of parent engagement opportunitiesIncrease and improve services in parent engagement by additional parent engagement events, increased school staffing.		

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:	Students will meet state-established proficiency levels for English Language Arts and math, additionally, students who enter as ELLs will make progress towards reclassification.	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: KIg
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	Baseline data	Actual Annual Measurable Outcomes:	Baseline data was set at 27% of students classified as English Language Learners; 100% have accurate CELDT data.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Teachers will use data such as interim assessments to tailor and guide instruction Blended learning model ensures daily intervention and acceleration is available PD and on-going coaching for teachers using KFET and common core training tutoring will be provided after school during study hall, Saturday school will be available for student to work on math and English Language Arts 100% of CELDT data will be accurate and shared with teachers. ELs will receive small group instructional support to support their	Intervention & Apprentice Teacher Salaries 1101 1000-1999: Certificated Personnel Salaries Supplemental & Concentration $80,000 Instructional Supplies 4312 4000-4999: Books And Supplies Supplemental & Concentration $12,000	Services for all students: KIG implements an innovative and evolving rotational blended learning model in math and ELA which provides students with access to rigorous adaptive software programs, engaging independent work, and targeted small group instruction. Students divide into homogeneous groups by skill level and rotate among stations that are targeted to specific standards and informed by recent assessment data and teacher understanding of student needs. KIPP LA's Innovation team in collaboration with the school site technology lead, provide professional development on the use of technology in the classroom. Professional	Intervention and Apprentice Teacher Salaries 1101 1000-1999: Certificated Personnel Salaries Supplemental & Concentration $25000 Instructional Supplies 4312 4000-4999: Books And Supplies Other $12,000

language development		development occurs both at the beginning of the year as well as throughout the school year. Teachers use data such as interim assessments to tailor and guide instruction To support all teachers, teachers receive weekly feedback on their instruction to continue pushing all of our students forward. We assess bi-weekly and interim assessment data, again, to identify areas of growth to continue pushing our students to mastery. In terms of ELLs, they receive small group instruction, and like all student, we leverage sentence frames as well as the ELD standards. The school principal recently attended the "Launching the 2014 English Language Arts/English Language Development Framework" training to continue pushing our school in the right direction. Tutoring is available for student to work on math and English Language Arts during intervention block each day. 100% of CELDT data will be accurate and shared with teachers.	
Scope of Service _ 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?	Investment in academic programs. Continues scheduling of instructional hours in English language development through one and one intervention based on specific needs of 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:	KIg will support student attendance and engagement	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: KIg
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	5a: KIg will sustain an average daily attendance rate of 95% 5b: 75% or more of KIg students will not miss more than 10% of school	Actual Annual Measurable Outcomes:	5a: KIG has an average daily attendance of 93.7% as of 4/18. 5b: KIG has a chronic absenteeism rate of 7.8% as of 4/18.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Both parents and students will be held accountable for attendance goals. Parents will join in to celebrate students who have perfect attendance. 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 4000-4999: Books And Supplies General Purpose State Aid $1,400 Office Manager 2401 2000-2999: Classified Personnel Salaries General Purpose State Aid $20,000	Services for all students: At the beginning of the school year, parents and students sign a Commitment to Excellence, and part of the process is committing to being present daily. Throughout the school year we refer to this document to hold both parents and students accountable. In terms of communications, we communicate daily attendance to teachers. Our operations managers follow up with all absent families/students with a personal call, and check in on the reason of the absence. Parents join in to celebrate students in the various different ways that we	Illuminate data management software 4402 4000-4999: Books And Supplies Base 2,089.73 Office Manager 2401 2000-2999: Classified Personnel Salaries Other 32,508

		incentivize perfect attendance.	
Scope of Service _ 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?	Increase and improved services in monitoring student attendance by additional early intervention systems to target students exhibiting signs of chronic absenteeism within first 30 days of ADA.		

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:	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

Goal Applies to: Schools: Klg

Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	6a: Klg will have less than 2% suspension rate 6b: Klg will have less than 1% expulsion rate 6c: Klg parents will will rate the item: "my child's school is safe" as a 4 or better as measured by the Healthy Schools and Region KIPP Survey	Actual Annual Measurable Outcomes:	6a: Klg has a 0% suspension rate as of 4/18. 6b: Klg has a 0% expulsion rate as of 4/18. 6c: Klg parents rated the item: "my child's school is safe" as measured by the Healthy Schools and Region KIPP Survey at a 4.5.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Use a tiered behavior system to ensure school safety Add personnel to support the increase of students	Operations Aides, 2205 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $26,325 Dean 1901, 4000-4999: Books And Supplies General Purpose State Aid $70,000 Counselor 1201 1000-1999: Certificated Personnel Salaries General Purpose State Aid $4,200	Services for all students: All classrooms have a tiered behavior system which allows them to go up and down the system. Students always have the opportunity to turn their choices around and move up the system. Students receive developmentally appropriate consequences and rewards daily. Lastly, as a school, we hold weekly assemblies where we stress school safety and emphasize our values and character strengths. Continues investment in school	5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 33,692 4402- Illuminate software 4000-4999: Books And Supplies Base 835.89

		insurance expenses as well as security if needed.	
Scope of Service _ 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?	School will continue invest in security expenses. KIPP will invest region wide safety improvements by continued investment in emergency preparedness and facility safety.		

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 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

Goal Applies to:	Schools: Klg	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	100% of students will have access to a broad course of study	Actual Annual Measurable Outcomes:	100% of students have access to a broad course of study including both ELA and math as well as various electives.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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	Elective Teachers 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 56,719	Services for all students: KIG creates a budget that supports the hiring of needed teachers to offer courses to all students. This process of programmatic planning and scheduling is aided by the KLA regional office support teams. This also includes hiring only credentialed teachers to teach all electives. The daily schedule is designed to develop well-rounded students with strong skills in a wide variety of content areas. The schedule is created to ensure students have a significant amount of time allocated to phonics and vocabulary, reading, and writing in both whole group and small group formats with time for intervention and support. Students have multiple times to develop their math skills through calendar math,	Elective Teachers 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 74000 4320 Art 4321 Athletics 4000-4999: Books And Supplies Charter school program grant 2200

		the math block, and also workshop. The schedule is also designed to allocate time to art, Spanish, and social studies across all grades to build upon students' natural talents. These will be incorporated during a common grade-level "Specials" block to facilitate grade-level planning. School insures school schedule allows enough time for all students to engage in listed courses.	
Scope of Service _ 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?	Increased and improved services in providing elective courses and corresponding supplies and materials.		

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: Klg	
	Applicable Pupil Subgroups:	

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:	-KIG will be taking the Spring MAP in May and will have results then. As of now, we are confident we will meet our target based on data gathered from the STEP assessment, weekly standards assessments and interim assessments.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Ensuring high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student Parents will be invited to "MAP" night where they will learn about the assessment and how to best help their students. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.	Assessment Materials 4304 4000-4999: Books And Supplies Charter school program grant $42,500 Classroom Technology 4401 4000-4999: Books And Supplies Charter school program grant $ 31,735	Services for all students: KIG ensures we provide high quality instruction and targeted support to all of ours students. We do this by implementing a blending learning model, differentiating lesson plans, and pulling small groups throughout the day. Our leadership team meets with teachers and grade levels to assess plans, progress, and to help them monitor their next steps. After taking the MAP exam, teachers will use previous MAP scores to create targeted instruction for each student which will use the blended learning model above.	Assessment Materials 4304 4000-4999: Books And Supplies Charter school program grant 1,042

		Parents will be invited to "MAP" night where they learn about the assessment and how to best help their students closer to the testing date. Teachers will track growth based on the MAP scores from fall to winter to spring.	
Scope of Service _ 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?	Continued commitment to purchase blended learning, common core curriculum, and computers.		

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:	$ 130,979

Used for Intervention and Apprentice Teachers pay to implement blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; In KIPP's charterwide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close charterwide achievement gap. Hiring of credentialed teachers for enrichment and elective courses.
KIPP purchases high end technology (computers and software) for each student and each teacher to increase and improve services.
Increased services are primerly for unduplicated students which also befits all students.

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.

14.04 %

Used for Intervention and Apprentice Teachers pay to implement blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; In KIPP's charterwide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close charterwide achievement gap. Hiring of credentialed teachers for enrichment and elective courses.
KIPP purchases high end technology (computers and software) for each student and each teacher to increase and improve services.
Increased services are primerly for unduplicated students which also befits all students.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17 - 2018-19 Total
All Funding Sources	466,195.00	340,498.62	510,995.00	634,805.00	687,358.00	1,833,158.00
Base	0.00	90,371.62	195,200.00	308,209.00	282,660.00	786,069.00
Charter school program grant	74,235.00	27,242.00	0.00	0.00	0.00	0.00
General Purpose State Aid	243,241.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	89,508.00	0.00	0.00	0.00	0.00
Supplemental & Concentration	148,719.00	133,377.00	315,795.00	326,596.00	404,698.00	1,047,089.00
						1,047,089.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17 - 2018-19 Total
All Expenditure Types	466,195.00	340,498.62	510,995.00	634,805.00	687,358.00	1,833,158.00
1000-1999: Certificated Personnel Salaries	140,919.00	169,000.00	139,601.00	204,916.00	271,230.00	615,747.00
2000-2999: Classified Personnel Salaries	20,000.00	32,508.00	46,900.00	48,307.00	49,756.00	144,963.00
4000-4999: Books And Supplies	193,585.00	44,776.62	157,394.00	247,335.00	174,924.00	579,653.00
5000-5999: Services And Other Operating Expenditures	106,525.00	91,977.00	145,500.00	107,481.00	142,082.00	395,063.00
5800: Professional/Consulting Services And Operating Expenditures	5,166.00	2,237.00	21,600.00	26,766.00	49,366.00	97,732.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17 - 2018-19 Total
All Expenditure Types	All Funding Sources	466,195.00	340,498.62	510,995.00	634,805.00	687,358.00	1,833,158.00
1000-1999: Certificated Personnel Salaries	General Purpose State Aid	4,200.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	45,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	136,719.00	124,000.00	139,601.00	204,916.00	271,230.00	615,747.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	46,900.00	48,307.00	49,756.00	144,963.00
2000-2999: Classified Personnel Salaries	General Purpose State Aid	20,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	32,508.00	0.00	0.00	0.00	0.00

Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17 - 2018-19 Total
		Total Expenditures by Object Type and Funding Source					
4000-4999: Books And Supplies	Base	0.00	3,357.62	86,300.00	165,380.00	90,822.00	342,502.00
4000-4999: Books And Supplies	Charter school program grant	74,235.00	23,242.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	General Purpose State Aid	107,350.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	12,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental & Concentration	12,000.00	6,177.00	71,094.00	81,955.00	84,102.00	237,151.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	84,777.00	62,000.00	94,522.00	142,082.00	298,604.00
5000-5999: Services And Other Operating Expenditures	Charter school program grant	0.00	4,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	General Purpose State Aid	106,525.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	0.00	3,200.00	83,500.00	12,959.00	0.00	96,459.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	2,237.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	General Purpose State Aid	5,166.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	0.00	0.00	21,600.00	26,766.00	49,366.00	97,732.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

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

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

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

01-13-15 [California Department of Education]