

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

**Introduction:**

**LEA:** KIPP Academy of Innovation    **Contact (Name, Title, Email, Phone Number):** Alice Lai, Founding School Leader, alai@kippla.org, 323-793-5157  
**LCAP Year:** 2015-18

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

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

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

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

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Parents volunteer in classrooms (most families volunteer for at least 20 hours a year)</p> <ul style="list-style-type: none"> <li>• Families volunteer to work with students in centers</li> <li>• Families volunteer to help the teachers prepare their classrooms</li> <li>• Families support teachers in multiples ways both in and out of the classroom.</li> </ul> <p>Monthly Family Leadership Council meetings where multiple committees come together to plan events for our school, learn from presentations that will increase their knowledge of how to help their child be successful at home, and discuss areas and growth and areas for development for the school itself.</p> <p>We visit each child and family at their home during the summer and ask them to share with us their hopes and dreams for their child, as well as their hopes and</p>	<p>Through their continuous volunteer work in the classroom our parents are familiar with the students needs and pulled on this experience to make the recommendation that:</p> <p>These meetings set a tone of on-going communication with parents in an open environment where discussions of growths are welcomed – This environment will continue in our LCAP Annual Review meetings.</p> <p>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</p>

dream for KIPP Academy of Innovation. Those conversations inform our instructional choices and help us start the year off with a strong relationship.

goals/expenditures in LCAP will reflect that.

**Annual Update:**

Stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school, however, the official LCAP meeting was on March 23, 2015 at 8 am .

**Annual Update:**

Breaking the LCAP engagement process down into sections helps with the understanding, pacing, and effectiveness of our engagement efforts.

The first part, educating, focused on providing background and current information that supports stakeholders engagement and understanding of LCFF and the LCAP. Topics covered a general explanation of the LCFF funding formula and how that is linked to the LCAP, the 8 state priorities and what it means for students, parents, teachers, and our promise of supporting students to and through college. We will continue to provide education on the LCFF and LCAP as part of our engagement.

Focusing on educating our stakeholders allows them to understand the LCFF/LCAP requirements and how they fit with our mission and vision, this sets a solid foundation for meaningful feedback.

The second part, learning and engaging, focused on presenting 2014-15 goals and providing indicators to our progress for each one of our goals. During this time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. Simultaneously, stakeholders were following along using an interactive feedback form where they could indicate how satisfied or dissatisfied they were with our goal and/or progress. Stakeholders were informed that we would use these feedback forms, and additional input to revise goals for 2015-16 as needed.

As described, each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress. Parents and other attendees responded well to the LCAP goals as evidenced by the written and verbal feedback on our goals. As each goal was presented parents provided real time feedback and also completed a survey form. The survey form asked attendees to indicate their feelings on a likert scale (listed below) regarding each of the state aligned goals.

- a) Strongly support the goal
- b) I support this goal
- c) I am neutral
- d) I do not support this goal
- e) I strongly oppose this goal

Additionally, attendees were asked to write in ideas they had on how to improve the goal and achieve the goal.

In order to expand on the educating done in the first part, we chose two goals to dive deep into with our stakeholders after all goals were review. We chose the goals around engagement: specifically improving student attendance and parental involvement at school. Stakeholders at the meeting were able to decide which focus group they wanted to participate in. Each group was grounded with the questions: what can we change or do differently to meet our

No major changes were made to the goals based on the following results from the survey:

(Insert Survey Results here)

goals and how will we know we have successfully achieved our goals. Each group was also provided with specific data on current engagement rates such as student attendance by grade level/homeroom and overall parent participation percentage by event.

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

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

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

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

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

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

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

<b>GOAL 1:</b>	All students will have access to teachers, supplies, and spaces that are conducive for learning.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify
<b>Identified Need :</b>	Basic Services for all students		
<b>Goal Applies to:</b>	Schools: KAI		
	Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	1a: 100% of teachers will be credentialed for the course they are teaching. 1b 100% of students will have access to common core aligned materials  1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  1a: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state  Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information  1b: Purchase educational supplies and materials purchased that are common core aligned.  1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5822 Staff Recruitment Charter school program grant \$5,000 Curriculum Materials & Books 4101 General Purpose State Aid \$16,000 Classroom Software 4402 General Purpose State Aid \$53,292 Janitorial -5503 General Purpose State Aid \$40,000 Repairs and Maintenance 5602 General Purpose State Aid \$25,000
	School	<input type="checkbox"/> All	

	Wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	School Wide	<u>  </u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	1a: 100% of teachers will be credentialed for the course they are teaching. 1b 100% of students will have access to common core aligned materials 1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  1a: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state  Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information  1b: Purchase educational supplies and materials purchased that are common core aligned.	School Wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5822 Staff Recruitment General Purpose State Aid \$ 5,125 Curriculum Materials & Books 4101; General Purpose State Aid \$16,400 Classroom Software 4402 General Purpose State Aid \$54,624 Janitorial -5503 General Purpose State Aid \$80,000 Repairs and Maintenance 5602 General Purpose State Aid \$75,000

<p>1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.</p>			
	<p>School Wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
	<p>School Wide</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Services for all students:                  1a: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent</p>	<p>5822 Staff Recruitment General Purpose State Aid \$5,274                  Curriculum Materials &amp; Books 4101; General Purpose State Aid \$ 16,876                  Classroom Software 4402 General Purpose State Aid \$ 56,208</p>

<p>Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information</p> <p>1b: Purchase educational supplies and materials purchased that are common core aligned.</p> <p>1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.</p>		<p>English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>Janitorial -5503 General Purpose State Aid \$110,000</p> <p>Repairs and Maintenance 5602 General Purpose State Aid \$77,175</p>
	<p>School Wide</p>	<p>_ All                  OR: -----                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	
	<p>School Wide</p>	<p>_ All                  OR: -----                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	

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



<b>GOAL 2:</b>	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 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
<b>Identified Need :</b>	Implementation of State Standards		
<b>Goal Applies to:</b>	Schools: KAI		
	<b>Applicable Pupil Subgroups:</b>	All students	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	2a: 100% of teachers will be trained to implement common core. 2b/c: All students will have lesson plans and assessments that are common core aligned		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all teachers to benefit all students:  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 3rd party sessions, or through the national KIPP network.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Education Instructional Consulting 5807 General Purpose State Aid \$5,000

**LCAP Year 2: 2016-17**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all teachers to benefit all students:</p> <p>All students, including English language learners will have lesson plans and assessments that are common core aligned.</p> <p>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</p> <p>Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.</p>	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Education Instructional Consulting 5807 General Purpose State Aid \$ 5,125

**LCAP Year 3: 2017-18**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All students, including English language learners will have lesson plans and assessments that are common core aligned.</p> <p>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</p>	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Education Instructional Consulting 5807 General Purpose State Aid \$5,274

<p>attend at least one common core training a year</p> <p>Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.</p>		<p>Other Subgroups: (Specify)</p>	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 3:	Increase parent engagement	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Identified Need :	Cultivate an inclusive school culture		
Goal Applies to:	Schools: KAI		
	Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	3a/b: 50% of parents will attend family/parent centered events		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for parents of all students:  PAC Coordinator, teacher in charge of family engagement  Hospitality cost for breakfasts, lunch  Incentives for parent volunteers  Parent center  Parents are made aware of their current level of participation at each parent conference are asked to increase their for the upcoming academic cycle	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Office Software 4405 General Purpose State Aid \$400 Postage & Shipping 4352 General Purpose State Aid \$700 Non-Instructional Supplies 4351 General Purpose State Aid \$200 Special Events 4314 General Purpose State Aid \$250
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	3a/b: 50% of parents will attend family/parent centered events		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for parents of all students:	School Wide	<input checked="" type="checkbox"/> All OR:	Office Software 4405 General Purpose State Aid \$500

<p>PAC Coordinator, teacher in charge of family engagement</p> <p>Hospitality cost for breakfasts, lunch</p> <p>Incentives for parent volunteers</p> <p>Parent center</p> <p>Parents are made aware of their current level of participation at each parent conference are asked to increase their for the upcoming academic cycle</p>		<p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Postage &amp; Shipping 4352 General Purpose State Aid \$800</p> <hr/> <p>Non-Instructional Supplies 4351 General Purpose State Aid \$300</p> <hr/> <p>Special Events 4314 General Purpose State Aid \$350</p>
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**LCAP Year 3: 2017-18**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for parents of all students:</p> <p>PAC Coordinator, teacher in charge of family engagement</p> <p>Hospitality cost for breakfasts, lunch</p> <p>Incentives for parent volunteers</p> <p>Parent center</p> <p>Parents are made aware of their current level of participation at each parent conference are asked to increase their for the upcoming academic cycle</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Office Software 4405 General Purpose State Aid \$600</p> <hr/> <p>Postage &amp; Shipping 4352 General Purpose State Aid \$900</p> <hr/> <p>Non-Instructional Supplies 4351 General Purpose State Aid \$400</p> <hr/> <p>Special Events 4314 General Purpose State Aid \$700</p>

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

GOAL 4:	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 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Identified Need :	2014-15 will provide baseline data		
Goal Applies to:	Schools: KAI		
Applicable Pupil Subgroups:	All students		
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	<p>4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress</p> <p>4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT</p> <p>4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school</p> <p>ELLs will receive small group instructional support to support their language development</p> <p>We will have teachers trained in SBAC assessment</p> <p>Teachers to provide additional resources as needed</p> <p>We will have teachers trained in ELD strategies</p> <p>Teachers to provide small group instruction will be added as we gain more students</p> <p>Small group instruction in guided reading and phonics</p>	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Intervention Teacher Salary 1101 Supplemental &amp; Concentration \$56,437</p> <hr/> <p>Class Sets 4201 Supplemental &amp; Concentration \$2,000</p> <hr/> <p>Curriculum Materials and Books -4101 Supplemental &amp; Concentration 7,000</p>

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p>4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress</p> <p>4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT</p> <p>4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school</p> <p>ELLs will receive small group instructional support to support their language development</p> <p>We will have teachers trained in SBAC assessment</p> <p>Teachers to provide additional resources as needed</p> <p>We will have teachers trained in ELD strategies</p> <p>Teachers to provide small group instruction will be added as we gain more students</p> <p>Small group instruction in guided reading and phonics</p>	School Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ntervention Teacher Salary 1101 Supplemental &amp; Concentration \$116,260</p> <p>Class Sets 4201 Supplemental &amp; Concentration \$3,000</p> <p>Curriculum Materials and Books -4101 Charter school program grant \$7,500</p>

**LCAP Year 3: 2017-18**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school</p> <p>ELLs will receive small group instructional support to support their language development</p> <p>We will have teachers trained in SBAC assessment</p> <p>Teachers to provide additional resources as needed</p> <p>We will have teachers trained in ELD strategies</p> <p>Teachers to provide small group instruction will be added as we gain more students</p> <p>Small group instruction in guided reading and phonics</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Intervention Teacher Salary 1101 Supplemental &amp; Concentration \$174,390</p> <p>Class Sets 4201 Supplemental &amp; Concentration \$4,000</p> <p>Instructional supplies 4312 Charter school program grant \$8,000</p>

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



GOAL 5:	KAI will support student attendance and engagement	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Identified Need :	Maintain attendance rates to support learning		
Goal Applies to:	Schools: KAI		
	Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	5a: KAI will sustain an average daily attendance of 95% 5b: 75% of students will not miss more than 10% of school days.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Field Lessons & Incentives 5835 General Purpose State Aid \$500 <hr/> End of Year Field Lesson 5841 General Purpose State Aid \$2,000 <hr/> Illuminate data management software 4402 General Purpose State Aid \$1,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes: 5a: KAI will sustain an average daily attendance of 95%  
5b: 75% of students will not miss more than 10% of school days.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Both parents and students will be held accountable for attendance goals.</p> <p>Parents will join in to celebrate students who have perfect attendance.</p> <p>Incentivize perfect attendance through awards and assemblies</p> <p>School will use "all call" software to communicate with parents about their child's attendance</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Field Lessons &amp; Incentives 5835 General Purpose State Aid \$600</p> <p>End of Year Field Lesson 5841 General Purpose State Aid \$3,000</p> <p>Illuminate data management software 4402 General Purpose State Aid \$1,500</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: 5a: KAI will sustain an average daily attendance of 95%  
5b: 75% of students will not miss more than 10% of school days.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Both parents and students will be held accountable for attendance goals.</p> <p>Parents will join in to celebrate students who have perfect attendance.</p> <p>Incentivize perfect attendance through awards and assemblies</p> <p>School will use "all call" software to communicate with</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Field Lessons &amp; Incentives 5835 General Purpose State Aid \$700</p> <p>End of Year Field Lesson 5841 General Purpose State Aid \$3,500</p> <p>Illuminate data management software 4402 General Purpose State Aid \$2,000</p>

parents about their child's attendance			
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 6:	All students will be safe at school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Identified Need :	Maintain school culture that best supports learning		
Goal Applies to:	Schools: KAI		
	Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	6a: KAI will actively work to decrease suspension 6b: Expulsion rate will not exceed 1%. 6c: Parents grade will indicate that they feel their students' school is safe. 6d: Students will indicate that they feel school is safe		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add personnel to support the increase of students Student advisory /homeroom groups Student counseling when necessary Anti-bullying groups Use a tiered behavior system to ensure school safety Use HSR Data to track Student Council solicit student input	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Janitorial Services 5503 General Purpose State Aid \$40,000 Repairs & Maintenance 5602 General Purpose State Aid \$25,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes: 6a: KAI will actively work to decrease suspension  
 6b: Expulsion rate will not exceed 1%.  
 6c: Parents grade will indicate that they feel their students' school is safe.  
 6d: Students will indicate that they feel school is safe

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add personnel to support the increase of students Student advisory /homeroom groups Student counseling when necessary Anti-bullying groups Use a tiered behavior system to ensure school safety Use HSR Data to track Student Council solicit student input	School Wide	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Janitorial Services 5503 General Purpose State Aid \$80,000 Repairs & Maintenance 5602 General Purpose State Aid \$75,000

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: 6a: KAI will actively work to decrease suspension  
 6b: Expulsion rate will not exceed 1%.  
 6c: Parents grade will indicate that they feel their students' school is safe.  
 6d: Students will indicate that they feel school is safe

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add personnel to support the increase of students Student advisory	School Wide	<u>X</u> All ----- OR: _ Low Income pupils	Janitorial Services 5503 General Purpose State Aid \$110,000

<p>/homeroom groups</p> <p>Student counseling when necessary</p> <p>Anti-bullying groups</p> <p>Add personnel to support the increase of students</p> <p>Student advisory /homeroom groups</p> <p>Student counseling when necessary</p> <p>Anti-bullying groups</p> <p>Use a tiered behavior system to ensure school safety</p> <p>Use HSR Data to track</p> <p>Student Council solicit student input</p>		<p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>Repairs &amp; Maintenance 5602 General Purpose State Aid \$77,175</p>
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

<b>GOAL 7:</b>	Students will have access to a broad course of study that may include courses such as: Art, Science, Social Studies, Design Thinking, and PE in addition to ELA and math during a school year	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 Local : Specify
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Identified Need : Teaching the whole child

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

**LCAP Year 1: 2015-16**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  School will create budget that supports the hiring of needed teachers to offer courses to all students  School will insure school schedule allows enough time for all students to engage in listed courses. Programmatic planning and scheduling  Hiring of credentialed teachers to teach enrichments	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Elective Teachers 1105 Supplemental & Concentration \$75,324 Intervention Teacher 1101 Supplemental & Concentration \$61,995

**LCAP Year 2: 2016-17**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  School will create budget that supports the hiring of needed teachers to offer courses to all students  School will insure school schedule allows enough time	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Elective Teachers 1105 Supplemental & Concentration \$155,167 Intervention Teacher 1101 Supplemental & Concentration \$127,710

for all students to engage in listed courses. Programmatic planning and scheduling Hiring of credentialed teachers to teach enrichments		English proficient _ Other Subgroups: (Specify)	
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**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	100% of students will have access to a broad course of study
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Services for all students:  School will create budget that supports the hiring of needed teachers to offer courses to all students  School will insure school schedule allows enough time for all students to engage in listed courses. Programmatic planning and scheduling  Hiring of credentialed teachers to teach enrichments	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Elective Teachers 1105 Supplemental & Concentration \$159,822 <hr/> Intervention Teacher 1101 Supplemental & Concentration \$131,541

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



<b>GOAL 8:</b>	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 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify
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Identified Need : Track college readiness

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

**LCAP Year 1: 2015-16**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  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.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Assessment Materials 4304 Charter school program grant \$1,560  Classroom Technology 4401 Charter school program grant \$38,434  Classroom Software 4402 Charter school program grant \$53,292

**LCAP Year 2: 2016-17**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  Ensuring high-quality instruction and targeted support.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Assessment Materials 4304 Charter school program grant \$1,700

<p>Teachers will use previous MAP scores to create targeted instruction for each student</p> <p>Parents will be invited to “MAP” night where they will learn about the assessment and how to best help their students.</p>		<p>_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Classroom Technology 4401 Charter school program grant \$39,394</p> <hr/> <p>Classroom Software 4402 Charter school program grant \$ 54,624</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</p>
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>EnsServices for all students:</p> <p>Ensuring high-quality instruction and targeted support.</p> <p>Teachers will use previous MAP scores to create targeted instruction for each student</p> <p>Parents will be invited to “MAP” night where they will learn about the assessment and how to best help their students.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Assessment Materials 4304 Charter school program grant \$1,800</p> <hr/> <p>Classroom Technology 4401 Charter school program grant \$20,000</p> <hr/> <p>Classroom Software 4402 Charter school program grant \$56,208</p>

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

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

Original GOAL 1 from prior year LCAP:	1a: All teachers will have a credential for the course they are teaching 1b. Educational supplies and materials purchased will be common core aligned. 1c. We will be compliant on all measures on SARC for Facility is in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KAI Applicable Pupil Subgroups:	All students	
Expected Annual Measurable Outcomes:	1a: 100% of teachers will be credentialed for the course they are teaching. 1b: Educational supplies and materials purchased will be common core aligned 1c: In 2014-2015 we will be split between two campuses and our focus will be creating and maintaing a space that is conducive to learning.	Actual Annual Measurable Outcomes:	1a: 100% of teachers are credentialed for the course they are teaching. 1b: Educational supplies and materials purchased are common core aligned 1c: all metrics of the SARC were monitored internally using operational and custodial staff, and through regional oversight visits. SARC results for this year will be published in 2015-16.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: 1a: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information 1b: Purchase educational supplies and materials purchased that are common core aligned. 1c: Ensure that all metrics of the	5822 Staff Recruitment General Purpose State Aid \$3,000 Curriculum Materials & Books 4101; General Purpose State Aid \$25,000 Classroom Software 4402 General Purpose State Aid \$18,000 Janitorial -5503 General Purpose State Aid \$40,000 Repairs and Maintenance 5602 General Purpose State Aid \$25,000	Hired credentialed teachers and ensured proper placement, and supported teachers with transfer of credentials from out of state Purchased educational supplies and materials that are common core aligned. Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.	5822 Staff Recruitment Charter school program grant \$5,000 Curriculum Materials & Books 4101; General Purpose State Aid \$25,000 Classroom Software 4402 General Purpose State Aid \$16,662 Janitorial -5503 General Purpose State Aid \$18,822 Repairs and Maintenance 5602 General Purpose State Aid \$25,000

<p>SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.</p>			
<p>Scope of Service   School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service   School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service   School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, Budgets will be updated based on revised goals if any and the needs to meet those revised goals. Recruitment expenditure</p>			

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	will be projected based on actual circumstances and updated expectations.
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

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:	2a: In order to prioritize the teaching of the common core state standards teachers will attend training on common core and develop a strong understanding of mastery  2b/c: Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KAI Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	2a: 100% of teachers will be trained to implement common core.  2b/c: EL students will have lesson plans and assessments that are common core aligned.	Actual Annual Measurable Outcomes: 2a: 100% of teachers were trained to implement common core.  2b/c: All students have lesson plans and assessments that are common core aligned	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures Education Instructional Consulting 5807 General Purpose State Aid \$10,000		Estimated Actual Annual Expenditures
Services for all teachers to benefit all students:  Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.  Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for ELL's  Fifth grade will have lesson plans and assessments that are common core		Services for all teachers to benefit all students:  Teachers participated in PD throughout the year as a region and at the school level in the Common Core transition. Topics included strategies for ELL's All teachers attended at least one common core training a year.  Additionally, teachers would meet on a weekly basis and used time to share best practices on teaching common core state standards.  Attendance records were kept for all scheduled professional development pertaining to common core transition provided both internally at the school	

<p>aligned.</p> <p>As a school we will participate in regional Common Core professional development.</p> <p>All teachers will attend at least one common core training a year</p> <p>We will seek out PD that helps us implement common core aligned curriculum</p>		<p>site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.</p>	
<p>Scope of Service   School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service  </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Implementation of academic content continues to be a priority, and we will prioritize professional development for the upcoming year.</p>		

**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:	Found a school with a high level of involvement from our 220+ families.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KAI Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	3a/b: 50% of parents will attend family/parent centered events	Actual Annual Measurable Outcomes: 3a/b: We had an average of 76% parent attendance at family centered events.	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for parents of all students: PAC Coordinator, teacher in charge of family engagement Hospitality cost for breakfasts, lunch Incentives for parent volunteers Parent center Parents are made aware of their current level of participation at each parent conference are asked to increase their for the upcoming academic cycle	Office Software 4405 General Purpose State Aid \$400 Postage & Shipping 4352 General Purpose State Aid \$200 Non-Instructional Supplies 4351 General Purpose State Aid \$200 Special Events 4314 General Purpose State Aid \$500	Services for parents of all students: Families were given our calendar of events at the beginning of the school year.  <ul style="list-style-type: none"> <li>• Goals were be set for family nights.</li> <li>• We incentivized attendance the highest attending grade or classroom.</li> <li>• Attendance to parent nights will be recorded and present on student's report cards.</li> </ul>	Office Software 4405 General Purpose State Aid 325 Postage & Shipping 4352 General Purpose State Aid 600 Non-Instructional Supplies 4351 Special Events 4314 General Purpose State Aid 250
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	



_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ 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?	Due to expanding yearly enrollment, we are keeping our measurable outcome of 50% yearly. We will add additional services and actions for this goal to increase engagement.		

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

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

Original GOAL 4 from prior year LCAP:	4a: Increase number of students who meet state-established proficiency levels for English Language Arts and math on the CA Assessment of Student Performance and Progress. 4d/e: 90% of students who enter KAI as 5th graders and are ELLs will exit as RFEP by 8th grade.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KAI Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	4a: Teachers will use data to tailor instruction and students will be on track to become proficient in ELA and Math. Once base line data has been established we will revise goal. 4d/e: 90% Students who enter as ELLs will exit as RFEP	Actual Annual Measurable Outcomes: 4a: Teachers use data to tailor instruction and students will be on track to become proficient in ELA and Math. Base line data has not been established. 4d/e: 100% of CELDT data was accurate and shared with teachers. Students are on track to reclassification.	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Services for all students: Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school ELLs will receive small group instructional support to support their language development	Intervention Teacher Salary 1101 Supplemental & Concentration \$62,000 Class Sets 4201 Supplemental & Concentration \$15,000 Instructional supplies 4312 Charter school program grant \$15,000	Blended learning model ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school ELLs receive small group instructional support to support their language development	Intervention Teacher Salary 1101 Supplemental & Concentration \$54,794 Class Sets - 4201 Supplemental & Concentration \$1,000 Assessment Materials/Software/Licenses for CELDT- 4304 Supplemental & Concentration \$300 Curriculum Materials and Books -4101 Supplemental & Concentration \$6,000
Scope of Service	School Wide	Scope of Service	School wide
<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As we obtain data on state assessment results we will revise actions and serves to best meet the needs of our students.		

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

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

Original GOAL 5 from prior year LCAP:	5a: KAI will sustain an average daily attendance rate of 95%	5b: 75% or more of KAI students will not miss more than 10% of school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools: KAI	Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	5a: 5th grade will sustain an average daily attendance of 95%	5b: 75% of students will not miss more than 10% of school days.	Actual Annual Measurable Outcomes: 5a: KAIs average daily attendance as of April 2015 was 97.5% 5b: KAIs chronic absentee as of April 2015 rate was 2.91%
<b>LCAP Year: 2014-15</b>			
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	Field Lessons & Incentives 5835 General Purpose State Aid \$5,200 End of Year Field Lesson 5841 General Purpose State Aid \$6,760 Illuminate data management software 4402 General Purpose State Aid \$1,100	Services for all students: Both parents and students were held accountable for attendance goals. Parents joined in to celebrate students who have perfect attendance. Incentivized perfect attendance through awards and assemblies School used "all call" software to communicate with parents about their child's attendance	Field Lessons & Incentives 5835 General Purpose State Aid \$300.00 Illuminate data management software 4402 \$994
Scope of Service	School Wide	Scope of Service	
All		All	

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

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

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

Original GOAL 6 from prior year LCAP:	6a: Decrease the number of suspensions for all students 6d: KAI's expulsion rate will not exceed 1% 6c: All students will feel safe at school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KAI Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	6a: 5th grade will set benchmark data for KAI 6b: 5th grade expulsion rate will not exceed 1%. 6c: 5th grade will indicate that they feel very safe at school.	Actual Annual Measurable Outcomes: 6a: KAI's suspension rate as of April 2014 is 0%. 6b: KAI's expulsion rate as of April 2015 is 0%. 6c: Parents scored the question "my child feels safe at school" at a 4.6 out of 5 6d: Students scored the question "my child feels safe at school" at a 4.3 out of 5	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Add personnel to support the increase of students Student advisory /homeroom groups Student counseling when necessary Anti-bullying groups Use a tiered behavior system to ensure school safety Use HSR Data to track	Janitorial Services 5503 General Purpose State Aid \$40,000 Repairs & Maintenance 5602 General Purpose State Aid \$25,000	Services for all students: Added personnel to support the increase of students Student advisory /homeroom groups Student counseling when necessary Anti-bullying groups Used a tiered behavior system to ensure school safety Used HSR Data to track	Janitorial Services 5503 General Purpose State Aid \$13,800 Repairs & Maintenance 5602 General Purpose State Aid \$20,000

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

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 Art, Music, Spanish, Science, and PE in addition to ELA and math during a school year	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KAI		
	Applicable Pupil Subgroups:	All students	
Expected Annual Measurable Outcomes:	100% of fifth graders will have to Art, Science, Social Studies, Design Thinking, and PE in addition to ELA and math during the school year	Actual Annual Measurable Outcomes: 100% of fifth graders will have to Art, Science, Social Studies, Design Thinking, and PE in addition to ELA and math during the school year	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Services for all students:	Elective Teachers 1105 Title I grant \$90,000	Services for all students:	Elective Teachers 1105 Title I grant \$73,130
School will create budget that supports the hiring of needed teachers to offer courses to all students	Intervention Teacher 1101 Supplemental & Concentration \$61,995	School created 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.		School insured that school schedule allows enough time for all students to engage in listed courses.	
Programmatic planning and scheduling		Programmatic planning and scheduling	
Hiring of credentialed teachers to teach enrichments		Hired of credentialed teachers to teach enrichments	
Scope of Service	School Wide	Scope of Service	
<u>All</u>		<u>All</u>	
OR: -----		OR: -----	



<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Budget will reflect need to hire more teachers, including elective and intervention teachers.</p>		

**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 <b>X</b> COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools: KAI Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	Actual Annual Measurable Outcomes: As of April 2015 - 54% percent of students have met or exceeded their end of year individualized growth goals set by the national norm on the NWEA test for English Language Arts. As of April 2015 - 50% percent of students have met or exceeded their individualized end of year growth goals set by the national norm on the NWEA test for Math.
<b>LCAP Year: 2014-15</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Services for alls 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.	Assessment Materials 4304 Charter school program grant \$1,560 Classroom Technology 4401 Charter school program grant \$60,000 Classroom Software 4402 Charter school program grant \$18,700	Services for alls students: Ensured high-quality instruction and targeted support. Teachers used previous MAP scores to create targeted instruction for each student Parents were invited to "MAP" night where they will learn about the assessment and how to best help their students.
Scope of Service	School Wide	Scope of Service

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

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$62,481
In KIPP's schoolwide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close schoolwide achievement gap . ELLs will receive small group instructional support to support their language development. Also having Intervention Teachers to implement blended learning model that ensures daily intervention and acceleration available (\$55K). It was also used for additional spending on Curriculum Materials and Books for \$5k to purchase necessary curriculum materials. Money also was used for testing materials and class set library books (\$1.5k).	

- 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.

7.76 %
%
In KIPP's schoolwide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close schoolwide achievement gap . ELLs will receive small group instructional support to support their language development. Also having Intervention Teachers to implement blended learning model that ensures daily intervention and acceleration available (\$55K). It was also used for additional spending on Curriculum Materials and Books for \$5k to purchase necessary curriculum materials. Money also was used for testing materials and class set library books (\$1.5k).

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

**Section 4: Expenditure Summary**

<b>Total Expenditures by Funding Source</b>				
<b>Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
All Funding Sources	510,384.00	903,679.00	1,022,543.00	2,436,606.00
Charter school program grant	98,286.00	103,218.00	86,008.00	287,512.00
General Purpose State Aid	209,342.00	398,324.00	466,782.00	1,074,448.00
Supplemental & Concentration	202,756.00	402,137.00	469,753.00	1,074,646.00
Title I grant	0.00	0.00	0.00	0.00

<b>Total Expenditures by Object Type</b>				
<b>Object Type</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
All Expenditure Types				

<b>Total Expenditures by Object Type and Funding Source</b>					
<b>Object Type</b>	<b>Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
All Expenditure Types	All Funding Sources				