

Introduction:

LEA: KIPP Philosophers Academy Contact (Name, Title, Email, Phone Number): Heidi Kunkel, School Leader, hkunkel@kippla.org, 347-278-1497 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
Parents volunteer at school <ul style="list-style-type: none"> • Families support teachers in multiples ways both in and out of the classroom. 	Through their continuous volunteer work in the classroom our parents are familiar with the students needs and pull on this experience to make recommendations.
Monthly meetings between families and the school leader to share important information, solicit feedback, and actively involve families in their students’ learning outcomes.	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.

Monthly “Team and Family” nights that engage parents and students in different subjects (focused on building strength in mind, body and spirit). One example is our recent “Team and Family” night focused on financial literacy with representatives from Wells Fargo to help inform families about improving financial habits.

A planning meeting is being held with teachers and administration prior to the larger meeting with all stakeholders. During this meeting, we invited all families to come to a meeting to learn about LCFF and give their feedback on our goals for the eight state priorities. The meeting first started with an explanation of the new Local Control Funding Formula and how it differs from how schools were funded in the past. Attendees learned how the formula is executed and how the schools are going to be help accountable for the funds through the LCAP and the eight state priorities. Next, the meeting shifted to presenting KPAs LCAP. Each goal was presented by: Identifying what state priority each goal was addressing, which students the goal was aimed towards and how we are measuring progress.

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 one March 10, 2016 at 4:30 pm .

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.

The second part, learning and engaging, focused on presenting 2015-16 goals and providing indicators to our progress for each one of our goals. During this

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.

Parents and other attendees responded well to the LCAP meeting and they provided written and verbal feedback on our 8 goals. As each goal was presented parents provided real time feedback to the school leader.

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

Annual Update:

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

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.

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

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 2016-17 as needed. We also described our new goal structure of condensing the former 8 goals into 3 goals for 2016-17.

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: do you agree with our goals, and how can we meet our goals together? 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 2016-19.

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 thoughts on a likert scale (listed below) regarding each of the state aligned goals.

- a) Missed the goal entirely
- b) Made little progress toward the goal
- c) Made progress towards the goal
- d) Made a lot of progress towards the goal
- e) Reached the goal

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

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.

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, we have 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.

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.

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 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment - Benchmarked for 2014-15 at 39% To increase the number of students who score Proficient or above in Math the SBAC assessment - Benchmarked for 2014-15 at 21% To increase the number of students making annual progress in Learning English - AMAO 1 results for 2014-15 - 57.4% To increase the number of English Learners who achieve full English language proficiency - KPA reclassification rate for 2014-15 at 20% To increase the number of students who meet or exceed their individual growth targets in English Language Arts on the MAP - 2014-15 at 44% To increase the number of students who meet or exceed their individual growth targets in Math on the MAP - 2014-15 at 41%
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Goal Applies to:	Schools: KPA	Applicable Pupil Subgroups: All students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1a Rate of students meeting or exceeding state-established proficiency levels for English Language Arts -2016 results +1% 1a: Rate of students meeting state-established proficiency levels for Math - 2015-16 results + 1% 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 - 2016 results +1%
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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 KPA provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Achieve 3000, Compass Learning math, Hapara, Kickboard, and	School Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$115,726.68 4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 47,884 4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 51,499

<p>Waggle ELA.</p> <p>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.</p> <p>Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.</p> <p>In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableau, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student</p> <ul style="list-style-type: none"> ----- <p>1b: Annual Progress in English language Proficiency (AMAO1)</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> ----- <p>1c: Percentage of EL students who reclassify as RFEP</p> <p>Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL students will</p>	<p>(Specify)</p>	<p>4304 Assessment Materials 4000-4999: Books And Supplies Base 8,700</p> <hr/> <p>4404 Staff/Office Computer & Printers</p> <p>4405 Staff/Office Software</p> <p>4000-4999: Books And Supplies Supplemental & Concentration 24259</p>
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<p>receive small group instructional support to support their language development.</p> <ul style="list-style-type: none"> ----- ----- <p>1d: Number students meeting MAP growth goals</p> <p>We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.</p> <p>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.</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><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 2: 2017-18

Expected Annual Measurable Outcomes:	1a Rate of students meeting or exceeding state-established proficiency levels for English Language Arts - 2017 results +1% 1a: Rate of students meeting state-established proficiency levels for Math - 2016-17 results + 1% 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 - 2017 results +1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a: Number of students who are proficient for English Language Arts and Math</p> <p>KPA provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Achieve 3000, Compass Learning math, Hapara, Kickboard, and Waggle ELA.</p> <p>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.</p> <p>Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.</p> <p>In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableau, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student</p> <p>• ----- -----</p> <p>1b: Annual Progress in English language Proficiency (AMAO1)</p>	School Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" 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>1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$119,198.48</p> <hr/> <p>4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 20,000</p> <hr/> <p>4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 40,000</p> <hr/> <p>4304 Assessment Materials 4000-4999: Books And Supplies Base 8,919</p> <hr/> <p>4404 Staff/Office Computer & Printers</p> <p>4405 Staff/Office Software</p> <p>4000-4999: Books And Supplies Supplemental & Concentration 14205</p>

<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> ----- <p>1c: Percentage of EL students who reclassify as RFEP</p> <p>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.</p> <ul style="list-style-type: none"> ----- <p>1d: Number students meeting MAP growth goals</p> <p>We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.</p> <p>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.</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</p>	

		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 or exceeding state-established proficiency levels for English Language Arts - 2018 results +1%
	1a: Rate of students meeting state-established proficiency levels for Math - 2017-18 results + 1%
	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 - 2018 results +1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a: Number of students who are proficient for English Language Arts and Math</p> <p>KPA provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Achieve 3000, Compass Learning math, Hapara, Kickboard, and Waggle ELA.</p> <p>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.</p>	School Wide	_ All ----- OR: <input checked="" 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)	1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$122,774.43 4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 20,524 4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 41,048 4304 Assessment Materials 4000-4999: Books And Supplies Base 9,153 4404 Staff/Office Computer & Printers 4405 Staff/Office Software 4000-4999: Books And Supplies Supplemental & Concentration 14506

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, Tableau, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student

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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. ELLs 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.

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1c: Percentage of EL students who reclassify as RFEP

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

- -----

<p>1d: Number students meeting MAP growth goals</p> <p>We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.</p> <p>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.</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 2:	Support student, family and school engagement	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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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 2.2% suspension rate & 0% expulsion rate To increase student satisfaction with KIPP Philosopher's Academy as measured by surveys To achieve or maintain school attendance rates and decrease chronic absenteeism - 2015-16 at 95.1% ADA & 5.6% Chronic Absenteeism
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Goal Applies to:	Schools: KPA Applicable Pupil Subgroups: All students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	2a: KPA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, and at least 3 family engagement, parent leadership opportunities 2b: Suspension rate will not exceed 5%. 2c: Expulsion rate will not exceed 2% 2d: 70%+ of scholars will feel safe at school 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
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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	<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)	2401 Office Manager 2000-2999: Classified Personnel Salaries Base 46,900 4352 Postage for letters sent 4000-4999: Books And Supplies Base 200 4314 Special Event - Food for parent nights 4000-4999: Books And Supplies Base 300 4405 School Messenger 4000-4999: Books And Supplies Base 1000 5504 Fire/Security 5000-5999: Services And Other

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.

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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. We have hired general education counselors in order to ensure to meet all students social and emotional needs.

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

Operating Expenditures Base 15,000

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.

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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.

		<p>OR:</p> <ul style="list-style-type: none"> <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><input type="checkbox"/> All -----</p> <p>OR:</p> <ul style="list-style-type: none"> <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><input type="checkbox"/> All -----</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>2a: KPA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, and at least 3 family engagement, parent leadership opportunities</p> <p>2b: Suspension rate will not exceed 5%.</p> <p>2c: Expulsion rate will not exceed 2%</p> <p>2d: 70%+ of scholars will feel safe at school as measured by internally provided surveys.</p> <p>2e: Sustain an Average Daily Attendance (ADA) rate of 95% ADA and a 10% or less chronically absentee rate</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2a: Parent Engagement</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>We also work with and train our school office staff to</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>2401 Office Manager 2000-2999: Classified Personnel Salaries Base 48,307</p> <p>4352 Postage for letters sent 4000-4999: Books And Supplies Base 300</p> <p>4314 Special Event - Food for parent nights 4000-4999: Books And Supplies Base 400</p> <p>4405 School Messenger 4000-4999: Books And Supplies Base 1100</p> <p>5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 15,378</p>

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

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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

<p>include training on a variety of school safety measures.</p> <p>We also insure our facilities for fire and contact with professional security services as needed.</p> <ul style="list-style-type: none"> ----- ----- <p>2e School attendance</p> <p>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.</p> <p>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.</p>			
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>2a: KPA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, and at least 3 family engagement, parent leadership opportunities</p> <p>2b: Suspension rate will not exceed 5%.</p> <p>2c: Expulsion rate will not exceed 2%</p> <p>2d: 70%+ of scholars will feel safe at school as measured by internally provided surveys.</p> <p>2e: Sustain an Average Daily Attendance (ADA) rate of 95% ADA and a 10% or less chronically absentee rate</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2a: Parent Engagement</p> <p>Families will be given our calendar of events at the beginning of the school year so that they may plan</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>2401 Office Manager 2000-2999: Classified Personnel Salaries Base 49,756</p> <hr/> <p>4352 Postage for letters sent 4000-4999: Books And</p>

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 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.

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

Supplies Base 400

4314 Special Event - Food for parent nights 4000-4999: Books And Supplies Base 500

4405 School Messenger 4000-4999: Books And Supplies Base 1200

5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 15,781

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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.			
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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:	Create spaces and opportunities for student achievement	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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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
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Goal Applies to:	Schools: KPA
	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, Engineering and Coding, Science, and PE - 100% 3e: Ensure that our facility is at "good repair" or better as measured by SARC
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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	<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)	1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 151,142 4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 15,000 4201 Class sets/library books 4000-4999: Books And Supplies Base 11,000 5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Base 90,000

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.

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3b: Number of books and software licenses

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.

5602 Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Base 78,000

5822 Staff Recruitment 5000-5999: Services And Other Operating Expenditures Base 5,000

5824 KIPP School Leadership Program

5825 Other Professional Development

5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 30450

1199 Bonus Pool Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 41,500

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,

<p>computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives.</p> <ul style="list-style-type: none"> ----- <p>3e: Ensure that our facility is at "good repair" or better as measured by SARC</p> <p>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.</p> <p>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.</p> <p>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.</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><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

		_ 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:	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, Engineering and Coding, Science, and PE - 100% 3e: Ensure that our facility is at "good repair" or better as measured by SARC
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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	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 161,741 4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 15,378 4201 Class sets/library books 4000-4999: Books And Supplies Base 11,277 5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Base 94,185 5602 Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Base 79,966 5822 Staff Recruitment 5000-5999: Services And

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.

- -----

3b: Number of books and software licenses

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

Other Operating Expenditures Base 5,126

- 5824 KIPP School Leadership Program
- 5825 Other Professional Development
- 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 31217
- 1199 Bonus Pool Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 61050
- 5204 KIPP Summit Travel and Accommodations 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 13,627

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.

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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.

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<p>3e: Ensure that our facility is at "good repair" or better as measured by SARC</p> <p>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.</p> <p>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.</p> <p>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.</p>			
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>3a: Rate of teachers who are appropriately credentialed for the subject they are teaching - 100%</p> <p>3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100%</p> <p>3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100%</p> <p>3d: Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE - 100%</p> <p>3e: Ensure that our facility is at "good repair" or better as measured by SARC</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3a: Number of teachers who are credentialed</p> <p>In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:</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</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 170,474</p> <p>4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 15,781</p>

<p>Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement.</p> <p>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.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> ----- ----- <p>3b: Number of books and software licenses</p> <p>All students, including English language learners will have lesson plans and assessments that are common core aligned.</p> <p>Purchase educational supplies and materials purchased that are common core aligned.</p>		<p>_ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>4201 Class sets/library books 4000-4999: Books And Supplies Base 11,573</p> <p>5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Base 119,279</p> <p>5602 Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Base 82,061</p> <p>5822 Staff Recruitment 5000-5999: Services And Other Operating Expenditures Base 5,260</p> <p>5824 KIPP School Leadership Program 5825 Other Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 32035</p> <p>1199 Bonus Pool Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 5,000</p> <p>5204 KIPP Summit Travel and Accommodations 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 13,984</p>
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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.

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.

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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

<p>enough time for all students to engage in listed courses.</p> <p>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.</p> <ul style="list-style-type: none"> ----- ----- <p>3e: Ensure that our facility is at "good repair" or better as measured by SARC</p> <p>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.</p> <p>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.</p> <p>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.</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.

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 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: KPA 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 have been met by monitoring internally using operational and custodial staff, and through regional oversight visits.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Services for all students: Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information. Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials from out of state. Purchase educational supplies and materials that are common core aligned.	5822 Staff Recruitment 5800: Professional/Consulting Services And Operating Expenditures General Purpose State Aid \$ 6,000 Curriculum Materials & Books 4101; 4000-4999: Books And Supplies General Purpose State Aid \$ 5,105 Classroom Software 4402 4000-4999: Books And Supplies General Purpose State Aid \$ 48,200		Of the planned services for all students: • KPA proactively recruited teachers and used a comprehensive interview process. KPA provided teachers with assistance in transferring credential information. • KPA hired teachers and ensured proper placement according to credential type. The school and regional Human Resources team supported teachers with transfer of credentials from out of state.	5822 Staff Recruitment 5000-5999: Services And Other Operating Expenditures Base 5,000 Curriculum Materials & Books 4101; 4000-4999: Books And Supplies Other 15,000 Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration \$17000 5503- Janitorial Services 5000-5999: Services And Other Operating Expenditures Base 75,000 Dean 1000-1999: Certificated

<p>Students will have access to Common Core aligned curriculum.</p> <p>Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.</p>		<ul style="list-style-type: none"> • KPA purchased educational supplies and materials that are common core aligned, including Eureka math materials, NextGen Science Fusion and Scholastic Guided Reading sets. • KPA provided all students with access to Common Core aligned curriculum. • KPA ensured that all metrics of the SARC pertaining to facility quality were met by monitoring internally using operational and custodial staff, and through regional oversight visits. 	<p>Personnel Salaries Supplemental & Concentration 70000</p>
<p>Scope of Service</p> <hr style="border-top: 1px dashed black;"/> <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 style="border-top: 1px dashed black;"/> <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>Continued investment in teacher credentialing.</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 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 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: KPA Applicable Pupil Subgroups:	All students	
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 were trained to implement Common Core. 2b/c: All 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
<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</p>	<p>Education Instructional Consulting 5807 5000-5999: Services And Other Operating Expenditures General Purpose State Aid \$ 5,000</p>	<p>KPA provided the following services for all teachers to benefit all students:</p> <ul style="list-style-type: none"> All students, including English language learners, have lesson plans and assessments that are common core aligned. Teachers submit their lesson plans weekly and align teaching points to Common Core standards. Lesson plans are reviewed and teachers are provided feedback from the KPA administrative team. Teachers have participated in and continue to participate in PD as a region and at the school level in the Common Core. Topics have included strategies for ELL's. All teachers hired by start of the year 	<p>Education Instructional Consulting 5807 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration \$ 5,000</p> <p>5824 - Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 12,450</p> <p>5825 Other Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 14,000</p>

<p>3rd party sessions, or through the national KIPP network.</p> <p>Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition.</p> <p>All teachers will attend at least one common core training a year.</p>		<p>have attended at least one Common Core training.</p> <ul style="list-style-type: none"> • KPA tracks and maintains 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 have participated and continue to participate in PD throughout the year as a region and at KPA in the Common Core transition. • All KPA teachers hired by the start of the year have attended at least one Common Core training; there are regional training sessions related to the Common Core scheduled in the upcoming semester. 	
<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>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</p>	<p>Continued investment in teacher professional development.</p>		

goals?

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

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

Original GOAL 3 from prior year LCAP:	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	
Goal Applies to:	Schools: KPA	-----		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	3 a/b: KPA will achieve 50% family attendance at school events.		Actual Annual Measurable Outcomes:	3 a/b: KPA achieved 50% or more family attendance at Open House and Back to School Night.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Services for parents of all students:</p> <p>Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance</p> <p>Incentivize parent attendance at school events with awards and rewards. Additionally information about meeting agenda will be included.</p>	<p>Special Events 4314 4000-4999: Books And Supplies General Purpose State Aid \$600</p>	<p>Of the services for parents of all students:</p> <ul style="list-style-type: none"> KPA notified parents of meeting dates and times at least one month in advance through the school newsletter. KPA scheduled meetings at varied times to increase convenience for parents. Children are always welcomed at meetings to minimize barriers for attendance. KPA incentivized parent attendance at school events with awards and rewards, including raffles for items like Thanksgiving turkeys. Information about meeting focus has been included. 	<p>Special Events 4314 4000-4999: Books And Supplies Base 166.63</p> <p>4352 Postage & Shipping 4000-4999: Books And Supplies Base 215.60</p> <p>4405 Staff/Office Software 4000-4999: Books And Supplies Base 969.23</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>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>We have shifted focus to provide a wider variety of parent engagement opportunities. Increase and improve services in parent engagement by additional parent engagement events, increased school staffing.</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 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 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: KPA Applicable Pupil Subgroups:	All students	
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>	Actual Annual Measurable Outcomes:	<p>4a: We are waiting for spring testing to determine if we have met our goal of 40% ELA proficiency and 22% math proficiency on the CA Assessment of Student Performance and Progress. Through internal assessments, we are on track to meeting this goal.</p> <p>4d: Last year we had 32% of EL students advanced one level . For 15-16, 41% advanced at least one level.</p> <p>4e: KPA has met all CELDT deadlines and worked to obtain cumulative records so that 100% of CELDT data will be accurate. The school has shared CELDT data with teachers who use this data to tailor instruction so students will be on track to become reclassified.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Services for all students: 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 instructional support to support their language	Budgeted Expenditures Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures General Purpose State Aid \$14,000 Instructional Supplies 4312 4000-4999: Books And Supplies Supplemental & Concentration \$25,000 Class sets/library books 4201 4000-	Of the services for all students: • KPA provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs that were implemented this year include: Achieve 3000, Compass Learning math, Hapara, Kickboard, and Waggle ELA.	Estimated Actual Annual Expenditures 1101-Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$56,178 Instructional Supplies 4312 4000-4999: Books And Supplies Base \$25,000 Class sets/library books 4201 4000-4999: Books And Supplies Supplemental & Concentration

<p>development.</p> <p>We will have teachers trained in SBAC assessment.</p> <p>Teachers to provide additional resources as needed.</p> <p>Training teachers in effective methods of instructing ELLs. All teachers will be trained in ELD strategies.</p>	<p>4999: Books And Supplies Supplemental & Concentration \$15,000</p>	<p>KPA provides weekly PD and on-going coaching biweekly for teachers using KFET and Common Core training. KPA provides tutoring and academic support during After School programming. KPA provided additional academic support through Summer School, foregoing Saturday School.</p> <ul style="list-style-type: none"> • KPA provides instructional support to ELLs to support their language development. • KPA trains teachers in SBAC assessment and provides binders, dividers for testing, and additional teacher resources as needed. • KPA trains teachers in effective methods of instructing ELLs. All teachers have been trained in ELD strategies. <p>Teachers to provide small group instruction will be added as we gain more students</p>	<p>\$15,000</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>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>	

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:	KPA will support student attendance and engagement.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: KPA	-----		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	5a: KPA 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: KPA has sustained an average daily attendance of 95.7%. 5b: As of 4/18, 5.6% of students are considered chronically absent.	
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. 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 to 5837 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration \$600 End of Year Field Lesson 5841 to 5843 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration \$2,500 Illuminate data management software 4402 4000-4999: Books And Supplies Supplemental & Concentration \$2,600	Of the services for all students: • KPA holds both parents and students accountable for attendance goals through daily attendance phone calls and scheduling SART meetings. • KPA has incentivized perfect attendance through awards and assemblies. • KPA uses "all call" software to communicate with parents about their child's attendance daily.	Field Lessons & Incentives 5839 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 2,276 End of Year Field Lesson 5841 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 24,000 Illuminate data management software 4402 4000-4999: Books And Supplies Base 2,925	
Scope of Service		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?	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 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: KPA Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	6a: KPA will work to reduce suspensions rates. 6b: KPA 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.	Actual Annual Measurable Outcomes: 6a: KPA currently has a 2.2% suspensions rate. This is lower than 2014-15 rate of 3.88%. 6b: KPA has not expelled any students this year. 6c: On a 5 point scale, parents indicate that they feel their students' school is safe at a 4.2 average. 6d: On a 5 point scale, students rated they feel school is safe at a 3.4 average.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Services for all students: Add personnel to support the increase of students. Keeping school safe by providing positive behavior interventions and supports. Training teachers to use positive behavioral management techniques.	Counselor 1201 1000-1999: Certificated Personnel Salaries Other \$6,500 Security 5504 General Purpose State Aid \$10,000	Of the services for all students: <ul style="list-style-type: none">KPA has added personnel (homeroom teachers, elective teachers, counselors and an Intervention teacher and Instructional Aide, Ops Support, Dean, Assist. SL) to support the increase of students and improve services. KPA keeps the school safe by providing positive behavior interventions and supports. All teachers have been trained in how to use positive
		Counselor 1201 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 25973 Security 5504 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 28,028 Security 5504 5000-5999: Services And Other Operating Expenditures Base 12,472 1302 - Assistant School Leader 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 30,000

		behavioral management techniques and in restorative justice techniques.	1000-1999: Certificated Personnel Salaries
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ 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: 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 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: KPA Applicable Pupil Subgroups: All students		
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.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Services for all students:</p> <p>School will create budget that supports the hiring of needed teachers to offer courses to all students.</p> <p>School will insure school schedule allows enough time for all students to engage in listed courses.</p> <p>Programmatic planning and scheduling.</p> <p>Focusing hiring practices. Scheduling to accommodate exposure to other content areas.</p>	<p>Elective Teachers 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$ 184,592</p>	<p>Of the services for all students:</p> <p>KPA created and maintains a budget that supports the hiring of needed teachers to offer courses to all students.</p> <p>School has ensured a school schedule that allows enough time for all students to engage in listed courses.</p> <p>KPA planned and scheduled for diverse programming, including PE and Theater. As well, KPA provides a variety of courses from coding to dance through an Enrichment blocks three times weekly.</p> <p>KPA focused hiring practices. KPA drafted schedules for all grade levels to accommodate exposure to other content areas.</p>	<p>Elective Teachers 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 115,543</p>

Scope of Service		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?	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 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: KPA Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	50% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	Actual Annual Measurable Outcomes: KPA is awaiting spring testing to determine if 50% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test. Internal assessments are on track to meeting this goal.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>Services 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>Ensuring best practices in teaching. Providing targeted small group instruction for all quartiles of students.</p>	<p>Teacher Salary 1101 1000-1999: Certificated Personnel Salaries General Purpose State Aid \$ 780,570</p> <p>Dean Salary 1901 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$ 140,000</p> <p>Assessment Materials 4304 4000-4999: Books And Supplies General Purpose State Aid \$ 8,528</p>	<p>Of the services for all students:</p> <ul style="list-style-type: none"> KPA ensures high-quality instruction through a robust performance management system for teachers (weekly professional development sessions, regular observations and biweekly coaching meetings) and through targeted support for students (small group instruction, differentiation, Intervention services, etc.). At KPA teachers have access to previous MAP scores to create targeted instruction for each student. Teachers provide small group instruction and differentiate whole group instruction to meet the needs of all learners. KPA ensures best practices in <p>Assessment Materials 4304 4000-4999: Books And Supplies Other 8,500</p>

		<p>teaching through regular, weekly professional development. The administrative team records and shares instructional best practices happening at the school. KPA math teachers provide targeted small group instruction for all quartiles of students.</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>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>Continued commitment to purchase blended learning, common core curriculum, and computers.</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.

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:	<u>\$388,059</u>
<p>In KIPP's model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close school wide achievement gap . Services are increased in the area of intervention by adding additional intervention teacher to increase charter-wide services primarily for unduplicated students but from which other students benefit as well. Services are improved by continues and numerous Professional Development Services that KIPP designs internally in addition to hiring consultants. Services were also increased in areas of End of the year Field Lesson to improve attendance and academic achievement. Management and Admin services increased by additional staff in regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased School Leaders and Teachers focus on academics. School invests in technology to increase support for students, teachers and admin which improves overall services for all students and primarily for unduplicated students. Janitorial services improved by providing more services for schools.</p>	

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.

15.5 8	%
<p>In KIPP's model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close school wide achievement gap . Services are increased in the area of intervention by adding additional intervention teacher to increase charter-wide services primarily for unduplicated students but from which other students benefit as well. Services are improved by continues and numerous Professional Development Services that KIPP designs internally in addition to hiring consultants. Services were also increased in areas of End of the year Field Lesson to improve attendance and academic achievement. Management and Admin services increased by additional staff in regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased School Leaders and Teachers focus on academics. School invests in technology to increase support for students, teachers and admin which improves overall services for all students and primarily for unduplicated students. Janitorial services improved by providing more services for schools.</p>	

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	1,254,795.00	560,696.46	733,560.68	741,374.48	731,089.43	2,206,024.59
Base	0.00	121,748.46	271,100.00	280,336.00	310,744.00	862,180.00
Charter school program grant	0.00	0.00	0.00	0.00	0.00	0.00
Common Core Grant	0.00	0.00	0.00	0.00	0.00	0.00
General Purpose State Aid	878,003.00	0.00	0.00	0.00	0.00	0.00
Other	6,500.00	23,500.00	0.00	0.00	0.00	0.00
Supplemental & Concentration	370,292.00	415,448.00	462,460.68	461,038.48	420,345.43	1,343,844.59
Title I grant	0.00	0.00	0.00	0.00	0.00	0.00

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	1,254,795.00	560,696.46	733,560.68	741,374.48	731,089.43	2,206,024.59
	10,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,111,662.00	297,694.00	308,368.68	341,989.48	298,248.43	948,606.59
2000-2999: Classified Personnel Salaries	0.00	0.00	46,900.00	48,307.00	49,756.00	144,963.00
4000-4999: Books And Supplies	105,033.00	84,776.46	159,842.00	111,579.00	114,685.00	386,106.00
5000-5999: Services And Other Operating Expenditures	5,000.00	139,500.00	188,000.00	194,655.00	236,365.00	619,020.00
5800: Professional/Consulting Services And Operating Expenditures	23,100.00	38,726.00	30,450.00	44,844.00	32,035.00	107,329.00

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	1,254,795.00	560,696.46	733,560.68	741,374.48	731,089.43	2,206,024.59
	General Purpose State Aid	10,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Purpose State Aid	780,570.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	6,500.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	324,592.00	297,694.00	308,368.68	341,989.48	298,248.43	948,606.59
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	46,900.00	48,307.00	49,756.00	144,963.00

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
4000-4999: Books And Supplies	Base	0.00	29,276.46	36,200.00	37,374.00	38,607.00	112,181.00
4000-4999: Books And Supplies	General Purpose State Aid	62,433.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	23,500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental & Concentration	42,600.00	32,000.00	123,642.00	74,205.00	76,078.00	273,925.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	92,472.00	188,000.00	194,655.00	222,381.00	605,036.00
5000-5999: Services And Other Operating Expenditures	General Purpose State Aid	5,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	0.00	47,028.00	0.00	0.00	13,984.00	13,984.00
5800: Professional/Consulting Services And Operating Expenditures	General Purpose State Aid	20,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	3,100.00	38,726.00	30,450.00	44,844.00	32,035.00	107,329.00

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).