**Introduction:**

**LEA:** KIPP Scholar Academy     **Contact (Name, Title, Email, Phone Number):** Tiffany Moore, Founding School Leader, tmoore@kippla.org  , 323-353-6543     **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 |
|---|---|
| Parent Action Committee Meetings<br>Any parent is invited to join and we meet monthly to discuss upcoming events and any information that impacts our students. This group of parents mobilize other parents in a way that staff members can't alone. For example, at KIPP Scholar Academy, we will host a spring festival to fundraise money. The festival will involve a collective effort from our KIPP Scholar community, especially parents. They will generate<br>ideas, order supplies, organize resources, and help market the event. It is their | 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. |

event to spearhead, and our staff members will honor the parents who help make the event a reality. The Parent-Action Committee is a vital resource on our campus.

The parents elect leadership for the committee (president, vice-president, secretary, and historian) and the school leader participates as a representative from the school. If there are issues that arise with parents, the Parent-Action Committee is the forum for it to be raised. If the issue is common to many parents, they are invited to find a way to
problem solve around the issue. Committee is a formal place where their voices can be heard.

The Parent-Action Committee will be inducted the second semester of our first year so the school leader can (1) have a chance to get to know parents at a deeper level and (2) manage the leadership capacity of the school leader. However, all non-instructional staff members will reach out to parents for assistance with any musical recitals, fundraisers, and volunteer hours.

Fundraising/Event Planning
Parents control all fundraisers and have an input on how money is raised and spent.

Parent Prep Academy
Parent Prep Academy is a one day event on the Saturday before summer school begins where parents experience a "day" in the life of their child. The overall purpose of the day is to manage their expectations and introduce them to KIPP culture. It is here that all of our parents will get to meet each other and start to form relationships with each other and their child's teachers. Parent Prep Academy is designed for the parents of all students since each year brings on new experience.

Parent Volunteer Opportunities
• Field Trips
• Arrival/Dismissal traffic control
• Serving Lunch
• Speaking/Presenting in a class or meeting

**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. On March 4, KSA held an LCFF/LCAP parent meeting so parents could have a say in the way school funding is allocated, and learn about the 8 goals for next school year.  The meeting was from 4:30 - 6:00.

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 time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. 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

**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.

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

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

All parents approved the LCAP plan and agreed that KIPP Scholar would benefit greatly from more intervention in ELA and math (especially in upper grade levels).  They mentioned wanting another counselor to help meet the social and emotional needs of scholars.  We mentioned that intervention was the priority as it helps with student achievement and academic confidence in kids.

to dive deep into with our stakeholders after all goals were review. We chose the goals around engagement: specifically improving student attendance and parental involvement at school. Stakeholders at the meeting were able to decide which focus group they wanted to participate in.  Each group was grounded with the questions: what can we change or do differently to meet our goals and how will we know we have successfully achieved our goals. Each group was also provided with specific data on current engagement rates such as student attendance by grade level/homeroom and overall parent participation percentage by event.

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

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

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

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.

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

Additionally, we have been keeping track of progress towards all LCAP goals for the 2015-16 school year and this information has been compiled into a easy to understand snapshot of progress in the form of a dashboard. This dashboard is periodically shared with stakeholders, including board members.

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

**Instructions:**

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

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

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

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

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

**Goal:**  Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

| GOAL 1: | All students will achieve. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X<br><br>COE only: 9 _ 10 _<br><br>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 37%<br>To increase the number of students who score Proficient or above in Math  the SBAC assessment - Benchmarked for 2014-15 at 28%<br>To increase the number of students making annual progress in Learning English - AMAO 1 results for 2014-15 - 58.8%<br>To increase the number of English Learners who achieve full English language proficiency - KSA reclassification rate for 24%<br>To increase the number of students who meet or exceed their individual growth targets in English Language Arts on the MAP  - 2014-15 at 49%<br>To increase the number of students who meet or exceed their individual growth targets in Math on the MAP  - 2014-15 at 54% |
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| Goal Applies to: | Schools: KSA |
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| | Applicable Pupil Subgroups: | All Students |

| **LCAP Year 1:** 2016-17 |
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| Expected Annual Measurable Outcomes: | 1a: Rate of students meeting state-established proficiency levels for English Language Arts - 2015-16 results + 1%<br><br>1a: Rate of students meeting state-established proficiency levels for Math - 2015-16 results + 1%<br><br>1b: Rate of English Learners making annual progress on California English Language Development Test (CELDT (AMAO1) - 63.5%<br><br>1c: Reclassification rate of English Learners- 20%<br><br>1d: Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test - 50% |
|---|---|

| 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<br><br>KSA 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, Hapara, Lexia, Live School, Renaissance | School Wide | _ All<br>OR:<br>X Low Income pupils<br>X English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: | Intervention Teachers Salary 1901 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 14980<br><br>Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 29248<br><br>Classroom Software 4402 4000-4999: Books And Supplies Base 52751 |

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| Learning, and Waggle Math & ELA.<br><br>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.<br><br>Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.<br><br>In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableou, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student<br><br>• ----------------------------------------------------------------------------------------------------------------------<br><br>1b: Annual Progress in English language Proficiency (AMAO1)<br><br>English Learner students at KSA will receive a CELDT course in August to ensure they are prepared for the assessment. The course will focus on reading comprehension and writing fluency.<br><br>Once CELDT is complete, all 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.<br><br>Teachers will use data such as interim assessments to tailor and guide instruction.<br>English Language students can receive small group instructional support to support their language development.<br><br>• ----------------------------------------------------------------------------------------------------------------------- | (Specify) | Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 12995 |
| | | Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 2879 |
| | | Assessment Materials 4304 4000-4999: Books And Supplies Base 4300 |

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| 1c:  Percentage of EL students who reclassify as RFEP<br><br>English Learner students at KSA  will take the MAP assessment in the Winter to ensure they meet the qualifications for reclassification.<br><br>Common Core aligned instruction in all classes. Teachers will infuse the four EL access strategies in ELA classes to ensure scholars are set up for success.<br><br>Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. English learners will receive small group instructional support to support their language development.<br><br>• ----------------------------------------------------------------------------------------------------------------------------<br><br>1d: Number students meeting MAP growth goals<br><br>We will ensure high-quality instruction and targeted support. Teachers will take the results from skills assessments, common assessments, and exit tickets to give scholars direct feedback on their academic achievement.<br><br>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring. | | | |
| | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| **LCAP Year 2:** 2017-18 | | | |
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| Expected Annual Measurable Outcomes: | 1a: Rate of students meeting state-established proficiency levels for English Language Arts - 2016-17 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 - 50% | | |

| 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<br><br>KSA 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, Hapara, Lexia, Live School, Renaissance Learning, and Waggle Math & ELA.<br><br>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.<br><br>Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.<br><br>In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableou, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student<br><br>• ----------------------------------------------------------------- ------------------------------------------<br><br>1b: Annual Progress in English language Proficiency (AMAO1) | School Wide | _ All<br>- - - - - - - - - - - - - -<br>OR:<br>X Low Income pupils<br>X English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Intervention Teachers Salary 1901 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 15429<br><br>Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 20000<br><br>Classroom Software 4402 4000-4999: Books And Supplies Base 40000<br><br>Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 10000<br><br>Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 3002<br><br>Assessment Materials 4304 4000-4999: Books And Supplies Base 4408 |

English Learner students at KSA will receive a CELDT course in August to ensure they are prepared for the assessment. The course will focus on reading comprehension and writing fluency.

Once CELDT is complete, all 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

English Learner students at KSA  will take the MAP assessment in the Winter to ensure they meet the qualifications for reclassification.

Common Core aligned instruction in all classes. Teachers will infuse the four EL access strategies in ELA classes to ensure scholars are set up for success.

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

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1d: Number students meeting MAP growth goals

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| We will ensure high-quality instruction and targeted support. Teachers will take the results from skills assessments, common assessments, and exit tickets to give scholars direct feedback on their academic achievement.<br><br>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring. | | | |
| | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| LCAP Year 3: 2018-19 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | 1a: Rate of students meeting state-established proficiency levels for English Language Arts - 2017-18 results + 1%<br><br>1a: Rate of students meeting state-established proficiency levels for Math - 2017-18 results + 1%<br><br>1b: Rate of English Learners making annual progress on California English Language Development Test (CELDT (AMAO1) - 64.5%<br><br>1c: Reclassification rate of English Learners- 20%<br><br>1d: Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test - 50% | | |
| 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<br><br>KSA 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, Hapara, Lexia, Live School, Renaissance Learning, and Waggle Math & ELA.<br><br>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.<br><br>Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.<br><br>In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableou, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student<br><br>• -------------------------------------------------------------------- ------------------------------------------<br><br>1b: Annual Progress in English language Proficiency (AMAO1) | School Wide | _ All<br>— — — — — — — — — —<br>OR:<br>X Low Income pupils<br>X English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Intervention Teachers Salary 1101 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 15892<br><br>Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 20524<br><br>Classroom Software 4402 4000-4999: Books And Supplies Base 41048<br><br>Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 10262<br><br>Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 3133<br><br>Assessment Materials 4304 4000-4999: Books And Supplies Base 4524 |

English Learner students at KSA will receive a CELDT course in August to ensure they are prepared for the assessment. The course will focus on reading comprehension and writing fluency.

Once CELDT is complete, all 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

English Learner students at KSA  will take the MAP assessment in the Winter to ensure they meet the qualifications for reclassification.

Common Core aligned instruction in all classes. Teachers will infuse the four EL access strategies in ELA classes to ensure scholars are set up for success.

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

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1d: Number students meeting MAP growth goals

| | | |
|---|---|---|
| We will ensure high-quality instruction and targeted support. Teachers will take the results from skills assessments, common assessments, and exit tickets to give scholars direct feedback on their academic achievement.<br><br>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring. | | |

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

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

| Identified Need : | To increase parent engagement by sustaining or improving number of opportunities for parent involvement at school |
|---|---|
| | To increase student engagement and securing school safety - 2015-16 at 2.6 % suspension rate & 0.3% expulsion rate |
| | To increase student satisfaction with KIPP Scholar Academy as measured by surveys |
| | To achieve or maintain school attendance rates and decrease chronic absenteeism  - 2015-16 at  95.2% ADA & 5.7% Chronic Absenteeism |

| Goal Applies to: | Schools: KSA |
|---|---|
| | Applicable Pupil Subgroups: All students |

**LCAP Year 1:** 2016-17

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

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2a: Parent attendance at parent meetings, Sign –in sheets, other engagement indicators<br><br>Families will be given our calendar of events at the beginning of the school year.<br>Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and are welcome to bring children to minimize barriers for attendance. We have on-site staff, who have been trained by LAUSD's translation department to translate | School Wide | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 19000<br><br>Office Manager 2401 2000-2999: Classified Personnel Salaries Base 46900<br><br>Postage & Shipping 4352 4000-4999: Books And Supplies Supplemental & Concentration 200<br><br>Special Events 4314 4000-4999: Books And Supplies Base 5000 |

| | | | |
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| all parent meetings.<br><br>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.<br><br>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.<br><br>The family engagement meetings will be about preparing scholars for college, creating study environments at home, and understanding common core standards.<br>KSA has partnered with PowerMyLearning to provide laptops to scholars in need and family workshops to help them support their child's learning to and through college.<br><br>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.<br><br>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.<br><br>• ------------------------------------------------------------------<br>------------------------------------------<br><br>2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils)<br><br>Use a tiered behavior system to ensure school safety. Teachers will be trained monthly in behavior management strategies to ensure they are compliant with KSA's policies and procedures. | | | Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 2000<br><br>Fire/Security 5504 5700-5799: Transfers Of Direct Costs Supplemental & Concentration 4700 |

KIPP Scholar Academy will implement its 3-tiered behavior plan which includes teacher and administrative interventions for misbehavior. Those interventions include, but are not limited to:
• In school suspension
• Detention
• Restorative Justice
• Community Circles
• Saturday detention

Staff members at KSA will highlight positive behavior more than negative behavior through:
• positive referrals
• Scholar of the Month awards
• field trips
• pay checks

Provide programs for at-risk students like:
• Concerned Black Men
• EmpowerHer
• Brotherhood
• UCLA Women's Group

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

Positive behavior referrals are given to children that exhibit expected behavior.

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.

_ All

OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

| | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent<br>English proficient<br>_ Other Subgroups:<br>(Specify) | |
|---|---|---|---|
| 2d: "I feel safe at school" as a 4 or better as measured by the KIPP Foundation Healthy Schools and Region Survey<br><br>• positive behavior referrals are given to children that exhibit expected behavior. | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent<br>English proficient<br>_ Other Subgroups:<br>(Specify) | |

| LCAP Year 2: 2017-18 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | 2a: KSA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent leadership opportunities, like monthly parent action committee meetings<br><br>2b: Suspension rate will not exceed 5%.<br><br>2c: Expulsion rate will not exceed 2%<br><br>2d: 70%+ of scholars will feel satisfied with their experience at KSA as measured by internally provided surveys.<br><br>2e: Sustain an Average Daily Attendance (ADA) rate of 95% ADA and a 10% or less chronically absentee rate | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2a: Parent attendance at parent meetings, Sign –in sheets, other engagement indicators<br><br>Families will be given our calendar of events at the beginning of the school year.<br>Parents will be notified of meeting date and time at least | School Wide | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent | Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 19576<br><br>Office Manager 2401 2000-2999: Classified Personnel Salaries Base 48307 |

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| one month in advance at a time convenient for parents and are welcome to bring children to minimize barriers for attendance. We have on-site staff, who have been trained by LAUSD's translation department to translate all parent meetings. | English proficient _ Other Subgroups: (Specify) | Postage & Shipping 4352 4000-4999: Books And Supplies Supplemental & Concentration 220 |
| | | Special Events 4314 4000-4999: Books And Supplies Base 5126 |
| 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. | | Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 2000 |
| | | Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 4818 |
| 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. | | |
| The family engagement meetings will be about preparing scholars for college, creating study environments at home, and understanding common core standards. KSA has partnered with PowerMyLearning to provide laptops to scholars in need and family workshops to help them support their child's learning to and through college. | | |
| 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) | | |

Use a tiered behavior system to ensure school safety. Teachers will be trained monthly in behavior management strategies to ensure they are compliant with KSA's policies and procedures.

KIPP Scholar Academy will implement its 3-tiered behavior plan which includes teacher and administrative interventions for misbehavior. Those interventions include, but are not limited to:
• In school suspension
• Detention
• Restorative Justice
• Community Circles
• Saturday detention

Staff members at KSA will highlight positive behavior more than negative behavior through:
• positive referrals
• Scholar of the Month awards
• field trips
• pay checks

Provide programs for at-risk students like:
• Concerned Black Men
• EmpowerHer
• Brotherhood
• UCLA Women's Group

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

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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

Positive behavior referrals are given to children that

exhibit expected behavior.

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.

| LCAP Year 3: 2018-19 | | | | |
|---|---|---|---|---|
| Expected Annual Measurable Outcomes: | 2a: KSA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent leadership opportunities, like monthly parent action committee meetings<br><br>2b: Suspension rate will not exceed 5%.<br><br>2c: Expulsion rate will not exceed 2%<br><br>2d: 70%+ of scholars will feel satisfied with their experience at KSA as measured by internally provided surveys.<br><br>2e: Sustain an Average Daily Attendance (ADA) rate of 95% ADA and a 10% or less chronically absentee rate | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 2a: Parent attendance at parent meetings, Sign –in sheets, other engagement indicators<br><br>Families will be given our calendar of events at the beginning of the school year.<br>Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and are welcome to bring children to minimize barriers for attendance. We have on-site staff, who have been trained by LAUSD's translation department to translate all parent meetings.<br><br>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.<br><br>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.<br><br>The family engagement meetings will be about preparing scholars for college, creating study | School Wide | X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 22888<br><br>Office Manager 2401 2000-2999: Classified Personnel Salaries Base 49756<br><br>Postage & Shipping 4352 4000-4999: Books And Supplies Supplemental & Concentration 240<br><br>Special Events 4314 4000-4999: Books And Supplies Base 5260<br><br>Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 2000<br><br>Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 4945 |

environments at home, and understanding common core standards.
KSA has partnered with PowerMyLearning to provide laptops to scholars in need and family workshops to help them support their child's learning to and through college.

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)

Use a tiered behavior system to ensure school safety. Teachers will be trained monthly in behavior management strategies to ensure they are compliant with KSA's policies and procedures.

KIPP Scholar Academy will implement its 3-tiered behavior plan which includes teacher and administrative interventions for misbehavior. Those interventions include, but are not limited to:
- In school suspension
- Detention
- Restorative Justice
- Community Circles
- Saturday detention

Staff members at KSA will highlight positive behavior more than negative behavior through:
- positive referrals
- Scholar of the Month awards
- field trips
- pay checks

Provide programs for at-risk students like:
- Concerned Black Men
- EmpowerHer
- Brotherhood
- UCLA Women's Group

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

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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

Positive behavior referrals are given to children that exhibit expected behavior.

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

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

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

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

| Goal Applies to: | Schools: KSA |
| --- | --- |
|  | 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 |
| --- | --- |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| --- | --- | --- | --- |
| 3a: Number of teachers who are credentialed In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following: Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. | School Wide | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Music 4319 4000-4999: Books And Supplies Supplemental & Concentration 10000 Art 4320 4000-4999: Books And Supplies Supplemental & Concentration 500 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 3000 KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 18500 |

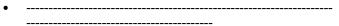| | | | |
|---|---|---|---|
| We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, 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.<br><br>Teacher Retention and Support<br>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.<br><br>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.<br><br>• ----------------------------------------------------------------------------------------------------------------<br><br>3b: Curriculum Materials and Supplies<br><br>All students, including English language learners will have lesson plans and assessments that are common core aligned.<br><br>Purchase educational supplies and materials purchased that are common core aligned.<br><br>• ----------------------------------------------------------------------------------------------------------------<br>3c: Amount of training teachers receive on the Common Core State Standards. | | | Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 12000<br><br>Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 249315<br><br>Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 12000<br><br>Class sets/library books 4201 4000-4999: Books And Supplies Base 15000<br><br>Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Base 80000<br><br>Classroom Furniture 4403 4000-4999: Books And Supplies Base 8000 |

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 enough time for all students to engage in listed courses.

KIPP Scholar provides a robust music program where scholars learn to read and play music, a profound theater program where scholars put on at least one

show a year, and a visual arts program where scholars create art for the theater program, murals for the school, and pictures for the hallway.

Starting in 5th grade a scholar will learn to read music at a basic level with nursery rhymes and simple classical tunes using the piano as a gateway instrument.  All 5th grade scholars are expected to master basic piano skills. For example, proper fingering, scales, and chords are imperative to learn and help students acquire skills on other instruments.  They are also a part of a 5th grade chorus who will learn and perform a wide variety of songs from multiple genres including, but not limited to patriotic, pop, spirituals, and oldies.

When scholars are in 6th - 8th grade,  they select an instrument to hone and master.  For example, the alto saxophone, trumpets, xylophones, drums , and more.

All students have access to electives which provide opportunities that students would not likely have in courses such as performing arts, music, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. School provides instruments and other supplies for the performing arts program.

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

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

KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance.

Within KIPP LA there are regional cohorts for

| | | | |
|---|---|---|---|
| departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites. | | | |
| | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ 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%<br><br>3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100%<br><br>3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100%<br><br>3d: Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE - 100%<br><br>3e: Ensure that our facility is at "good repair" or better as measured by SARC | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| 3a: Number of teachers who are credentialed<br><br>In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:<br><br>Recruitment<br>We focus on hiring experienced, credentialed teachers and ensure proper placement.<br><br>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.<br><br>Teacher Retention and Support<br>Once our teachers are hired we work with them to maintain and obtain proper documentation. This can | School Wide | X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Music 4319 4000-4999: Books And Supplies Supplemental & Concentration 3000<br><br>Art 4320 4000-4999: Books And Supplies Supplemental & Concentration 513<br><br>Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 3076<br><br>KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 18966<br><br>Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 12302<br><br>Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 255035<br><br>Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 12302<br><br>Class sets/library books 4201 4000-4999: Books And Supplies Base 15378<br><br>Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Base 82426<br><br>Classroom Furniture 4403 4000-4999: Books And Supplies Base 50000 |

look like support them with applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an important factor in student achievement.

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

- ----------------------------------------------------------------------------------------------------

3b: Curriculum Materials and Supplies

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

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

- ----------------------------------------------------------------------------------------------------

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

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.

KIPP Scholar provides a robust music program where scholars learn to read and play music, a profound theater program where scholars put on at least one show a year, and a visual arts program where scholars create art for the theater program, murals for the school, and pictures for the hallway.

Starting in 5th grade a scholar will learn to read music at a basic level with nursery rhymes and simple classical tunes using the piano as a gateway instrument.  All 5th grade scholars are expected to master basic piano skills. For example, proper fingering, scales, and chords are imperative to learn and help students acquire skills on other instruments.  They are also a part of a 5th grade chorus who will learn and perform a wide variety of songs from multiple genres including, but not limited to patriotic, pop, spirituals, and oldies.

When scholars are in 6th - 8th grade,  they select an instrument to hone and master.  For example, the alto saxophone, trumpets, xylophones, drums , and more.

All students have access to electives which provide opportunities that students would not likely have in courses such as performing arts, music, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. School provides instruments and other supplies for the performing arts program.

- ------------------------------------------------------------------- -----------------------------------------

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

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

KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance.

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

| LCAP Year 3: 2018-19 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | 3a: Rate of teachers who are appropriately credentialed for the subject they are teaching  - 100%<br><br>3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100%<br><br>3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100%<br><br>3d: Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE  - 100%<br><br>3e: Ensure that our facility is at "good repair" or better as measured by SARC | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 3a: Number of teachers who are credentialed<br><br>In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:<br><br>Recruitment<br>We focus on hiring experienced, credentialed teachers and ensure proper placement.<br><br>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.<br><br>Teacher Retention and Support<br>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 | School Wide | X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Music 4319 4000-4999: Books And Supplies Supplemental & Concentration 3079<br><br>Art 4320 4000-4999: Books And Supplies Supplemental & Concentration 526<br><br>Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 3156<br><br>KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 19463<br><br>Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 12625<br><br>Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 197749<br><br>Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 12625<br><br>Class sets/library books 4201 4000-4999: Books And Supplies Base 15781<br><br>Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Base 96369<br><br>Classroom Furniture 4403 4000-4999: Books And Supplies Base 15000 |

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: Curriculum Materials and Supplies

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

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

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

Teacher Professional Development

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

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

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.

KIPP Scholar provides a robust music program where scholars learn to read and play music, a profound theater program where scholars put on at least one show a year, and a visual arts program where scholars create art for the theater program, murals for the school, and pictures for the hallway.

Starting in 5th grade a scholar will learn to read music at a basic level with nursery rhymes and simple classical tunes using the piano as a gateway instrument. All 5th grade scholars are expected to master basic piano skills. For example, proper fingering, scales, and chords are imperative to learn and help students acquire skills on other instruments. They are also a part of a 5th grade chorus who will learn and perform a wide variety of songs from multiple genres including, but not limited to patriotic, pop, spirituals, and oldies.

When scholars are in 6th - 8th grade, they select an instrument to hone and master. For example, the alto saxophone, trumpets, xylophones, drums , and more.

| | | |
|---|---|---|
| All students have access to electives which provide opportunities that students would not likely have in courses such as performing arts, music, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. School provides instruments and other supplies for the performing arts program.<br><br>• ------------------------------------------------------------------- ----------------------------------------<br><br>3e: Ensure that our facility is at "good repair" or better as measured by SARC<br><br>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.<br><br>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.<br><br>Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites. | | |

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

## Annual Update

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

**Guiding Questions:**

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

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

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

| Goal Applies to: | Schools: KSA | |
|---|---|---|
| | Applicable Pupil Subgroups: | All students |

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

**LCAP Year:** 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Services for all students:<br><br>Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state<br><br>Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information<br><br>Purchase educational supplies and materials purchased that are common core aligned. | Staff Recruitment 5822  5800: Professional/Consulting Services And Operating Expenditures General Purpose State Aid $ 2,166 | Services for all students:<br><br>Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state<br><br>Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information<br>• Individual Candidate Interview Day (Togo meals, flights, cabs)<br><br>KIPP LA Teachers are required to have a credential issued by the CTC that is | Staff Recruitment 5822  5000-5999: Services And Other Operating Expenditures Base  2,033 |
| | Curriculum Materials & Books 4101; 4000-4999: Books And Supplies General Purpose State Aid $ 5,003 | | Curriculum Materials, Books and Supplies - 4101, 4302, 4312 4000-4999: Books And Supplies Supplemental & Concentration 40000 |
| | Classroom Software 4402 4000-4999: Books And Supplies General Purpose State Aid $ 41,162 | | 5503   Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Base  80,000 |
| | Janitorial 5503 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $80,000 | | 4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration  8,897.45 |
| | Repairs and Maintenance 5602 | | |

| | | | |
|---|---|---|---|
| Students will have access to common core aligned curriculum<br><br>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.<br><br>Maintain a space that is conducive to learning. | 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $150,000 | specific to their school's charter language, or an authorizing document issued by the Los Angeles County Office of Education (LACOE)<br><br>Once teachers are hired our human resource team helps them with maintaining proper documentation.<br><br>Purchase educational supplies and materials purchased that are common core aligned (i.e. 1:1 computer ratio)<br><br>Students will have access to common core aligned curriculum (Waggle, Achieve 3000, and Accelerated Reader).<br><br>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.<br><br>Maintain a space that is conducive to learning by contracting with a janitorial service | Repairs and Maintenance 5602 5000-5999: Services And Other Operating Expenditures Base 105000 |
| Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing | Continued investment in teacher credentialing. | | |

| past progress and/or changes to goals? | |
|---|---|

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

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

| Original GOAL 2 from prior year LCAP: | In order to prioritize the teaching of the common core state standards teachers will attend training on common core and develop a strong understanding of mastery.  Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency. | Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ <br><br> COE only:  9 _  10 _ <br><br> Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: | KSA | | |
|---|---|---|---|---|
| | Applicable Pupil Subgroups: | All students | | |

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

| LCAP Year: 2015-16 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Services for all teachers to benefit all students: <br><br> Students will take the NWEA assessment (similar to smarter balanced) and teachers will analyze that data to direct their instructions <br><br> Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for ELL's <br><br> All teachers will attend at least one common core training a year | Education Instructional Consulting 5807 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $5,000 | Services for all teachers to benefit all students: <br><br> Students will take the NWEA assessment (similar to smarter balanced) and teachers will analyze that data to direct their instructions weekly at Professional Learning Communities, Professional Development Mondays, Professional Development (pupil free days), and more <br><br> Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for EL students,  the Special Education population, assessment creation, and lesson planning. In order to do this we | 5825  Other Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 10,000 <br><br> 5204  KIPP Summit Travel and Accommodations 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 8500 |

| | | must ensure:<br>• Teacher computers for planning<br>• printing lesson plans, assessments<br><br>All teachers will attend at least one common core training a year and KSA 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. | |
|---|---|---|---|
| Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Continued investment in teacher professional development. | | |

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

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

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

| Goal Applies to: | Schools: KSA | |
|---|---|---|
| | Applicable Pupil Subgroups: | All students |

| Expected Annual Measurable Outcomes: | For parent events, KSA will achieve 50%+ attendance rate for parents, and also recruit new parents to attend meetings. | Actual Annual Measurable Outcomes: | For parent events, KSA has achieved an average of 55% attendance rate for parents, and also recruit new parents to attend meetings. Highlighting parent-teacher conferences with 90% attendance. |
|---|---|---|---|

**LCAP Year:** 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Services for parents of all students:<br><br>Parents are made aware of their current level of participation at each parent conference are asked to increase their for the upcoming academic cycle<br><br>Families will be given our calendar of events at the beginning of the school year.<br><br>PAC Coordinator, teacher in charge of family engagement<br><br>Hospitality cost for breakfasts, lunch<br><br>Incentives for parent volunteers | School Messenger software 4405 4000-4999: Books And Supplies General Purpose State Aid $1,100<br><br>Special Events 4314 4000-4999: Books And Supplies General Purpose State Aid $500 | Services for parents of all students:<br><br>Parents are made aware of their current level of participation at each parent conference are asked to increase their for the upcoming academic cycle through sign in sheets, school messengers, and parent bulletins<br><br>Families will be given our calendar of events at the beginning of the school year.<br><br>The school has a PAC Coordinator, who is an administrator that is in charge of family engagement<br>• Parent Action Committee - hospitality, supplies for parent meetings<br><br>Incentives for parent volunteers that are given at least one time a year | School Messenger software 4405 4000-4999: Books And Supplies Base 975<br><br>Special Events 4314 4000-4999: Books And Supplies Base $454 |

| | | KSA notified parents of meeting dates and times at least one month in advance through the school newsletter. KSA scheduled meetings at varied times to increase convenience for parents. Children are always welcomed at meetings to minimize barriers for attendance. | |
|---|---|---|---|
| **Scope of Service** <br><br> _ All <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | | **Scope of Service** <br><br> _ All <br> OR: <br> _ Low Income pupils <br> _ English Learners <br> _ Foster Youth <br> _ Redesignated fluent English proficient <br> _ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We have shifted focus to provide a wider variety of parent engagement opportunitiesIncrease and improve services in parent engagement by additional parent engagement events, increased school staffing. | | |

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

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

| Original GOAL 4 from prior year LCAP: | Students will meet state-established proficiency levels for English Language Arts and math, additionally, students who enter as ELLs will make progress towards reclassification. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: KSA | |
|---|---|---|
| | Applicable Pupil Subgroups: | All students |

| Expected Annual Measurable Outcomes: | 4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress<br><br>4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT<br><br>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 | Actual Annual Measurable Outcomes: | 4a: For the 14-15 school year, 37% of students scored proficient in ELA, and 28% in math. Based on school and regional internal assessments we anticipate at least a 1% increase in math and ELA proficiency levels.<br><br>4d: 22 % of EL at KSA advanced at least one performance level or more on CELDT, additionally, 44% of students maintained their passing CELDT score.<br><br>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 |
|---|---|---|---|

**LCAP Year:** 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Services for all students:<br><br>Ensuring high-quality instruction and targeted support.<br><br>EL students will receive small group instructional support to support their language development'<br><br>We will have teachers trained in ELD strategies<br><br>Teachers to provide small group | Instructional Supplies 4101 4000-4999: Books And Supplies General Purpose State Aid $ 5,003 | Services for all students:<br><br>Ensuring high-quality instruction and targeted support.<br>Our Blended learning model that ensures daily intervention and acceleration are available; PD and on-going coaching for teachers using KFET and common core training allows excellent instruction; tutoring after school during study hall is provided; Our Blended Learning programs include: | 2102 Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental & Concentration 33,742 |
| | Class sets/library books 4201 4000-4999: Books And Supplies General Purpose State Aid $ 22,935 | | Class sets/library books 4201 4000-4999: Books And Supplies Base 14,498 |
| | Certificated Salaries 1101 (5th, 6th, 7th ELA teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration $ 180,250 | | Certificated Salaries 1101 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 200,657 |

| | | | |
|---|---|---|---|
| instruction will be added as we gain more students<br><br>Small group instruction in guided reading and phonics<br>Baseline data<br>SBAC test will be scored for first time for our students<br>We will have teachers trained in ELD strategies<br><br>Teachers to provide small group instruction will be added as we gain more students<br><br>Small group instruction in guided reading and phonics | | Achieve 3000<br>Lexia<br>Hapara<br>LiveSchool<br>Renaissance Learning<br>Waggle Math and ELA<br><br><br>KSA 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.<br><br>EL students will receive small group instructional support to support their language development<br><br>We will have teachers trained in ELD strategies<br><br>Small group instruction in guided reading and phonics<br>for the whole school | 1302- Assistant School Leader 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 43,926 |
| | | | 1175 Teachers - Extra Duty/Stipend 1000-1999: Certificated Personnel Salaries Supplemental & Concentration  6,500 |
| | | | 5806 Substitute Teaching Consulting 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration $21,308 |
| Scope of Service<br><br>_ All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

What changes in actions, Investment in academic programs. Continues scheduling of instructional hours in English language development through one

| services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | 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: | KSA will support student attendance and engagement | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: KSA |
|---|---|
| | Applicable Pupil Subgroups: | All students |

| Expected Annual Measurable Outcomes: | 5a: KSA will sustain 95% ADA  5b: 75% of students will not miss more than 10% of school days. | Actual Annual Measurable Outcomes: | 5a: As of 4/18/16 KSA ADA is 95.2%  5b: As of 4/18/16, KSA has a chronic absentee rate of 5.7% |
|---|---|---|---|

**LCAP Year:** 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Services for all students:  Both parents and students will be held accountable for attendance goals.  Parents will join in to celebrate students who have perfect attendance.  Incentivize perfect attendance through awards and assemblies  School will use "all call" software to communicate with parents about their child's attendance | School Messenger 4405 4000-4999: Books And Supplies General Purpose State Aid $1,100 | Services for all students:  Both parents and students will be held accountable for attendance goals.  Parents will join in to celebrate students who have perfect attendance.  Incentivize perfect attendance through awards and assemblies  School will use "all call" software to communicate with parents about their child's attendance | Illuminate data management software 4402 4000-4999: Books And Supplies Base 3,343.56 |
| | End of Year Field Lesson 5841 to 5844 5800: Professional/Consulting Services And Operating Expenditures General Purpose State Aid $3,700 | | End of Year Field Lesson 5841 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 3,487.33 |
| | Illuminate data management software 4402 4000-4999: Books And Supplies General Purpose State Aid $2,800 | | |

| Scope of Service | | Scope of Service | |
|---|---|---|---|
| _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Increase and improved services in monitoring student attendance by additional early intervention systems to target students exhibiting signs of chronic absenteeism within first 30 days of ADA. |
|---|---|

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

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

| Original GOAL 6 from prior year LCAP: | All students will be safe at school | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: KSA | |
|---|---|---|
| | Applicable Pupil Subgroups: | All students |

| Expected Annual Measurable Outcomes: | 6a: Decrease the number of suspensions for all students<br><br>6d: KSA's expulsion rate will not exceed 1%<br><br>6c: Parents grade will indicate that they feel their students' school is safe.<br><br>6d: Students will indicate that they feel school is safe | Actual Annual Measurable Outcomes: | 6a: KSA currently has a 2.6% suspensions rate. This is slightly above the 14-15 rate of 1.95%<br><br>6d: KSA's expulsion rate is 0.3% as of 4/21/16<br><br>6c: Parents indicate that they feel their students' school is safe with a 4.3 out of 5 on the Healthy Schools and Regions Survey.<br><br>6d: Students will indicate that they feel school is safe with a 4 out of 5 on the Healthy Schools and Regions Survey. |
|---|---|---|---|

**LCAP Year: 2015-16**

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Services for all students:<br><br>Add personnel to support the increase of students<br><br>Use a tiered behavior system to ensure school safety | Special Events 4314 4000-4999: Books And Supplies General Purpose State Aid $5,000 | Services for all students:<br><br>Add personnel to support the increase of students<br><br>Use a tiered behavior system to ensure school safety. Teacher trained in this system throughout the year<br><br>KSA keeps the school safe by providing positive behavior interventions and supports. All teachers have been trained in how to use positive behavioral management techniques | 5504　Fire/Security 5000-5999: Services And Other Operating Expenditures Base 4,553 |
| | Field Lessons & Incentives 5835 to 5837　5000-5999: Services And Other Operating Expenditures General Purpose State Aid $4,600 | | 4351　Non-Instructional Supplies- Emerg Survival Kit- 4000-4999: Books And Supplies Base 258 |
| | | | 5809　All other non-instructional consulting 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 348.21 |

| | | and in restorative justice techniques.<br><br>We worked with the KIPP LA region and hired consultant to solidify our emergency preparedness plans, policies, and procedures. | |
|---|---|---|---|
| Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ 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: Art, Music, Spanish, Science, and PE in addition to ELA and math during a school year | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 X 8 _ <br><br> COE only: 9 _ 10 _ <br><br> Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: KSA | |
|---|---|---|
| | 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 | Budgeted Expenditures | Actual Actions/Services | Estimated Actual Annual Expenditures |
|---|---|---|---|
| Services for all students: <br><br> School will create budget that supports the hiring of needed teachers to offer courses to all students <br><br> School will insure school schedule allows enough time for all students to engage in listed courses. <br><br> Programmatic planning and scheduling <br><br> Hiring of credentialed teachers to teach enrichments | Elective Teachers 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration $ 241,983 | Services for all students: <br><br> School will create budget that supports the hiring of needed teachers to offer courses to all students <br><br> School will insure school schedule allows enough time for all students to engage in listed courses. <br><br> Programmatic planning and scheduling <br><br> Hiring of teachers and After School Program tutors to teach enrichments <br><br> KSA also provides for all enrichment and elective specific materials, we have purchased musical instruments, materials for music call, basketball courts for enrichment and PE, and other PE equipment. | Elective Teachers 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 45,278.47 <br><br> 1101-Intervention Teacher 1000-1999: Certificated Personnel Salaries Base $45,283.34 |

| Scope of Service | | Scope of Service | |
|---|---|---|---|
| _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ 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:<br>1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: KSA |  |
|---|---|---|
|  | Applicable Pupil Subgroups: | All students |

| Expected Annual Measurable Outcomes: | 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test. | Actual Annual Measurable Outcomes: | In the 2014-15 school year, 49% of students met their individualized ELA growth goal and 52% of students met their individualized Math growth goal on the NWEA test. We have not attained 2015-16 school year results yet. |
|---|---|---|---|

| LCAP Year: 2015-16 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
|  | Budgeted Expenditures |  | Estimated Actual Annual Expenditures |
| Services for all students:<br><br>Ensuring high-quality instruction and targeted support.<br><br>Teachers will use previous MAP scores to create targeted instruction for each student<br><br>Parents will be invited to "MAP" night where they will learn about the assessment and how to best help their students. | Assessment Materials 4304 4000-4999: Books And Supplies General Purpose State Aid  $7,027 | Services for all students:<br><br>Ensuring high-quality instruction and targeted support.<br><br>Teachers use previous MAP scores to create targeted instruction for each student<br>• MAP test<br>• Chrome Books - one to one<br>• Teacher computers<br><br>Parents will learn about the assessment and how to best help their students at parent-teacher conferences, literacy nights, and other parent meetings | 4304                Assessment Materials 4000-4999: Books And Supplies Base 3,933.60<br><br>4000-4999: Books And Supplies Base |
| Scope of Service |  | Scope of Service |  |

| | | | |
|---|---|---|---|
| _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Continued commitment to purchase blended learning, common core curriculum, and computers. | | |

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

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

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

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

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

| Total amount of Supplemental and Concentration grant funds calculated: | $420320 |
|---|---|

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.

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 1 | % |
|---|---|

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.

**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 | 759,329.00 | 682,975.96 | 603,268.00 | 625,884.00 | 556,845.00 | 1,785,997.00 |
| Base | 0.00 | 260,331.50 | 223,951.00 | 257,947.00 | 240,363.00 | 722,261.00 |
| Common Core Grant | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| General Purpose State Aid | 337,096.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Supplemental & Concentration | 422,233.00 | 422,644.46 | 379,317.00 | 367,937.00 | 316,482.00 | 1,063,736.00 |
| 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 | 759,329.00 | 682,975.96 | 603,268.00 | 625,884.00 | 556,845.00 | 1,785,997.00 |
| 1000-1999: Certificated Personnel Salaries | 422,233.00 | 341,644.81 | 264,295.00 | 270,464.00 | 213,641.00 | 748,400.00 |
| 2000-2999: Classified Personnel Salaries | 0.00 | 33,742.00 | 46,900.00 | 48,307.00 | 49,756.00 | 144,963.00 |
| 4000-4999: Books And Supplies | 91,630.00 | 72,359.61 | 157,873.00 | 169,025.00 | 137,158.00 | 464,056.00 |
| 5000-5999: Services And Other Operating Expenditures | 239,600.00 | 213,573.33 | 99,000.00 | 106,820.00 | 124,202.00 | 330,022.00 |
| 5700-5799: Transfers Of Direct Costs | 0.00 | 0.00 | 4,700.00 | 0.00 | 0.00 | 4,700.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 5,866.00 | 21,656.21 | 30,500.00 | 31,268.00 | 32,088.00 | 93,856.00 |

| 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 | 759,329.00 | 682,975.96 | 603,268.00 | 625,884.00 | 556,845.00 | 1,785,997.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 0.00 | 45,283.34 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental & Concentration | 422,233.00 | 296,361.47 | 264,295.00 | 270,464.00 | 213,641.00 | 748,400.00 |
| 2000-2999: Classified Personnel Salaries | Base | 0.00 | 0.00 | 46,900.00 | 48,307.00 | 49,756.00 | 144,963.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental & Concentration | 0.00 | 33,742.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Base | 0.00 | 23,462.16 | 97,051.00 | 127,214.00 | 94,238.00 | 318,503.00 |
| 4000-4999: Books And Supplies | General Purpose State Aid | 91,630.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Object Type | Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | 2018-19 | 2016-17-2018-19 Total |
|---|---|---|---|---|---|---|---|
| 4000-4999: Books And Supplies | Supplemental & Concentration | 0.00 | 48,897.45 | 60,822.00 | 41,811.00 | 42,920.00 | 145,553.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 0.00 | 191,586.00 | 80,000.00 | 82,426.00 | 96,369.00 | 258,795.00 |
| 5000-5999: Services And Other Operating Expenditures | General Purpose State Aid | 239,600.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental & Concentration | 0.00 | 21,987.33 | 19,000.00 | 24,394.00 | 27,833.00 | 71,227.00 |
| 5700-5799: Transfers Of Direct Costs | Supplemental & Concentration | 0.00 | 0.00 | 4,700.00 | 0.00 | 0.00 | 4,700.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | General Purpose State Aid | 5,866.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental & Concentration | 0.00 | 21,656.21 | 30,500.00 | 31,268.00 | 32,088.00 | 93,856.00 |

Table title: **Total Expenditures by Object Type and Funding Source**

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

01-13-15 [California Department of Education]