

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

**Introduction:**

**LEA:** KIPP Illuminar Academy      **Contact (Name, Title, Email, Phone Number):** Mara Bond, Founding School Leader, mbond@kippla.org, 323-835-3979  
**LCAP Year:** 2015-2018

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

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

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

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

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

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

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

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

share with us their hopes and dreams for their child, as well as their hopes and dream for KIPP Iluminar Academy. Those conversations inform our instructional choices and help us start the year off with a strong relationship.

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

school and parents have high expectations that our students will learn and our goals/expenditures in LCAP will reflect that.

Parents and other attendees responded well to the LCAP meeting and they provided written and verbal feedback on our 8 goals. As each goal was presented parents provided real time feedback to the school leader and also completed a survey form. The survey form asked attendees to indicate their feelings on a likert scale (listed below) regarding each of the state aligned goals.

**Annual Update:**

Stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school, however, the official LCAP meeting was one March 26, 2015 at 8 am.

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

**Annual Update:**

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

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

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

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

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

No major changes were made to the goals based on the following results from the survey as parents felt all of the goals were aligned to what their expectations for the school were.

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

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

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

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

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

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

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

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

## 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 have access to teachers, supplies, and spaces that are conducive for learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify	
Identified Need :	Basic Services for all students		
Goal Applies to:	Schools: KIA		
	Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	1a: 100% of teachers will be credentialed for the course they are teaching. 1b 100% of students will have access to common core aligned materials 1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information  Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state  Purchase educational supplies and materials purchased that are common core aligned.  Students will have access to common core aligned curriculum  Purchasing of high quality furniture All students will have state of the art furniture and classrooms that are designed for optimal learning	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5822 Staff Recruitment General Purpose State Aid \$2,166 Curriculum Materials & Books 4101; General Purpose State Aid \$ 11,000 Classroom Software 4402 General Purpose State Aid \$31,029 Classroom Furniture 4403 General Purpose State Aid \$ 160,000

Students will have access to common core aligned curriculum Purchase high quality furniture			
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p>1a: 100% of teachers will be credentialed for the course they are teaching.</p> <p>1b 100% of students will have access to common core aligned materials</p> <p>1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information</p> <p>Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state</p> <p>Purchase educational supplies and materials purchased that are common core aligned.</p> <p>Purchasing of high quality furniture</p> <p>All students will have state of the art furniture and classrooms that are designed for optimal learning</p> <p>Students will have access to common core aligned curriculum</p> <p>Purchase high quality furniture</p>	School Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5822 Staff Recruitment General Purpose State Aid \$ 2,221</p> <hr/> <p>Curriculum Materials &amp; Books 4101; General Purpose State Aid \$25,000</p> <hr/> <p>Classroom Software 4402 General Purpose State Aid \$ 31,855</p> <hr/> <p>Classroom Furniture 4403 General Purpose State Aid \$ 15,000</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: 1a: 100% of teachers will be credentialed for the course they are teaching.  
 1b: Educational supplies and materials purchased will be common core aligned  
 1c: In 2014-2015 we will be split between two campuses and our focus will be on purchasing state of the art furniture for our Kinder though second grade students.  
 All students will have state of the art furniture and classrooms that are designed for optimal learning

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information</p> <p>Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state</p> <p>Purchase educational supplies and materials purchased that are common core aligned.</p> <p>Purchasing of high quality furniture</p> <p>All students will have state of the art furniture and classrooms that are designed for optimal learning</p> <p>Students will have access to common core aligned curriculum</p> <p>Purchase high quality furniture</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>5822 Staff Recruitment General Purpose State Aid \$ 2,285</p> <p>Curriculum Materials &amp; Books 4101; General Purpose State Aid \$ 11,602</p> <p>Classroom Software 4402 General Purpose State Aid \$ 31,837</p> <p>Classroom Furniture 4403 General Purpose State Aid \$ 15,435</p>

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

GOAL 2:	<p>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.</p> <p>Technology will continue to be fully integrated into our school curriculum in order to prepare our students to be successful on the Smarter Balanced Assessment as well as in life.</p>	<p>Related State and/or Local Priorities:                  1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8                  COE only: 9 _ 10                  Local : Specify</p>
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Identified Need : Implementation of State Standards

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

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:

- 2a: 100% of teachers will be trained to implement common core.
- 2b/c: All students will have lesson plans and assessments that are common core aligned.
- 2d: Continue to add technology to classrooms as enrollment expands

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all teachers to benefit all students:</p> <p>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</p> <p>Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.</p> <p>Students will have lesson plans and assessments that are common core aligned.</p> <p>We will create one model common core classroom                      We will seek out PD that helps us implement common core aligned curriculum</p>	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Education Instructional Consulting 5807 General Purpose State Aid \$ 5,000</p> <p>Classroom Technology 4401 General Purpose State Aid \$40,856</p> <p>Assessment Materials 4304 General Purpose State Aid \$ 13,370</p>

<p>All classrooms have technology in their classrooms and it is incorporated into the curriculum and used for the NWEA assessment (similar to smarter balanced)</p>			
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**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>2a: 100% of teachers will be trained to implement common core.                  2b/c: All students will have lesson plans and assessments that are common core aligned.                  2d: Continue to add technology to classrooms as enrollment expands</p>
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<p align="center"><b>Actions/Services</b></p>	<p align="center">Scope of Service</p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center">Budgeted Expenditures</p>
<p>Services for all teachers to benefit all students:                      Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.                      Students will have lesson plans and assessments that are common core aligned.                      Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for ELL's                      We will create one model common core classroom                      We will seek out PD that helps us implement common core aligned curriculum                      All classrooms have technology in their classrooms and it is incorporated into the curriculum and used for the NWEA assessment (similar to smarter balanced)</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Education Instructional Consulting 5807 General Purpose State Aid \$ 5,125                      Classroom Technology 4401 General Purpose State Aid \$25,000                      Assessment Materials 4304 General Purpose State Aid \$13,704</p>

**LCAP Year 3: 2017-18**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all teachers to benefit all students:</p> <p>Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.</p> <p>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</p> <p>Students will have lesson plans and assessments that are common core aligned.</p> <p>We will create one model common core classroom                      We will seek out PD that helps us implement common core aligned curriculum</p> <p>All classrooms have technology in their classrooms and it is incorporated into the curriculum and used for the NWEA assessment (similar to smarter balanced)</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Education Instructional Consulting 5807 General Purpose State Aid \$ 5,274</p> <p>Classroom Technology 4401 General Purpose State Aid \$ 25,725</p> <p>Assessment Materials 4304 General Purpose State Aid \$ 14,102</p>

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

GOAL 3:	Increase parent engagement	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Identified Need :	Cultivate an inclusive school culture		
Goal Applies to:	Schools: KIA		
	Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	3a/b: 65% family attendance at family achievement nights		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for parents of all students:  Parents are made aware of their current level of participation at the end of the year and then are asked to increase that level for upcoming years.  Parent volunteer hours are documented <ul style="list-style-type: none"> <li>• Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents.</li> <li>• Goals will be set for family nights</li> <li>• Special efforts will be made to retain existing parents, and recruit new ones.</li> </ul>	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Office Software 4405 General Purpose State Aid \$950 Postage & Shipping 4352 General Purpose State Aid \$400  Office Manager Salary 2401- portion General Purpose State Aid \$10,000



**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes: 3a/b: 65% family attendance at family achievement nights

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for parents of all students:</p> <p>Parents are made aware of their current level of participation at the end of the year and then are asked to increase that level for upcoming years.</p> <p>Parent volunteer hours are documented</p> <ul style="list-style-type: none"> <li>Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents.</li> <li>Goals will be set for family nights</li> <li>Special efforts will be made to retain existing parents, and recruit new ones.</li> </ul>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Office Software 4405 General Purpose State Aid \$1,100</p> <p>Postage &amp; Shipping 4352 General Purpose State Aid \$500</p> <hr/> <p>Office Manager Salary 2401 (portion of Office Managers) General Purpose State Aid \$10,000</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: 3a/b: 65% family attendance at family achievement nights

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for parents of all students:</p> <p>Parents are made aware of their current level of participation at the end of the year and then are asked to increase that level for upcoming years.</p> <p>Parent volunteer hours are documented</p> <ul style="list-style-type: none"> <li>Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents.</li> <li>Goals will be set for family nights</li> <li>Special efforts will be made to retain existing parents, and recruit new ones.</li> </ul>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Office Software 4405 General Purpose State Aid \$1,200</p> <p>Postage &amp; Shipping 4352 General Purpose State Aid \$600</p> <hr/> <p>Office Manager Salary 2401 (portion of 2 Office Managers) General Purpose State Aid \$10,000</p>

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

GOAL 4:	Students will meet state-established proficiency levels for English Language Arts and math, additionally, students who enter as ELLs will make progress towards reclassification.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :	2014-15 will provide baseline data		
Goal Applies to:	Schools: KIA Applicable Pupil Subgroups:	All students English Language Learners	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	<p>4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress</p> <p>4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT</p> <p>4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Baseline data – SBAC test will be scored for first time for our students</p> <p>Ensuring high-quality instruction and targeted support.</p> <p>ELLs will receive small group instructional support to support their language development</p>	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Intervention Teachers-1101 Supplemental &amp; Concentration \$162,692</p> <p>Class sets/library books 4201 General Purpose State Aid \$10,000</p>

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p>4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress</p> <p>4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT</p> <p>4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Ensuring high-quality instruction and targeted support.</p> <p>ELLs will receive small group instructional support to support their language development</p>	School Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Intervention Teachers-1101 Supplemental &amp; Concentration \$167,572</p> <hr/> <p>Class sets/library books 4201 General Purpose State Aid \$ 10,250</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p>4a: Baseline data +2 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress</p> <p>4d: Baseline data + 2 % increase of EL students will advance one performance level or more on CELDT</p> <p>4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Ensuring high-quality instruction and targeted support.</p> <p>ELLs will receive small group instructional support to support their language development</p>	School Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Intervention Teachers-1101 Supplemental &amp; Concentration \$ 172,601</p> <hr/> <p>Class sets/library books 4201 General Purpose State Aid \$ 10,547</p>

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

GOAL 5:	KIA will support student attendance and engagement	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Identified Need :	Maintain attendance rates to support learning		
Goal Applies to:	Schools: KIA		
	Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	5a: Kindergarten through 2nd grade will sustain 95% ADA 5b: 75% of students will not miss more than 10% of school days.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  Incentivize perfect attendance through awards and assemblies  Both parents and students will be held accountable for attendance goals.  Parents will join in to celebrate students who have perfect attendance. Both parents and students will be held accountable for attendance goals.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Illuminate data management software 4402 General Purpose State Aid \$3,000 <hr/> Field Lessons & Incentives 5830 to 5832 General Purpose State Aid \$3,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes: 5a: Kindergarten through 2nd grade will sustain 95% ADA  
 5b: 77% of students will not miss more than 10% of school days.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Incentivize perfect attendance through awards and assemblies</p> <p>Both parents and students will be held accountable for attendance goals.</p> <p>Parents will join in to celebrate students who have perfect attendance.</p> <p>Both parents and students will be held accountable for attendance goals.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                      -----                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Illuminate data management software 4402 General Purpose State Aid \$3,100</p> <p>Field Lessons &amp; Incentives 5830 to 5832 General Purpose State Aid \$3,5000</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: 5a: Kindergarten through 2nd grade will sustain 95% ADA  
 5b: 80% of students will not miss more than 10% of school days.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Incentivize perfect attendance through awards and assemblies</p> <p>Both parents and students will be held accountable for attendance goals.</p> <p>Parents will join in to celebrate students who have perfect attendance.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                      -----                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                      (Specify)</p>	<p>Illuminate data management software 4402 General Purpose State Aid \$3,200</p> <p>Field Lessons &amp; Incentives 5830 to 5832 General Purpose State Aid \$4,000</p>

Both parents and students will be held accountable for attendance goals.			
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**



GOAL 6:	All students will be safe at school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 Local : Specify	
Identified Need :	Maintain school culture that best supports learning		
Goal Applies to:	Schools: KIA		
	Applicable Pupil Subgroups:	All students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	6a: KIA will have less than 2% suspension rate. 6b: KIA's expulsion rate will not exceed 1%. 6c: Parents will indicate that they feel their students' school is safe as indicated on the Healthy Schools and Regions survey		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  Add, sustain personnel to support students  Tried behavioral policy to prevent suspensions and expulsions	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Social Worker/Concealer-1201 Other \$1,240

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

- 6a: KIA will have less than 2% suspension rate.
- 6b: KIA's expulsion rate will not exceed 1%.
- 6c: Parents will indicate that they feel their students' school is safe on the Healthy Schools and Regions survey
- 6d: Students will indicate that they feel safe at school on the Healthy Schools and Regions survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  Add, sustain personnel to support students  Tried behavioral policy to prevent suspensions and expulsions	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Social Worker/Concealer-1201 Other \$2,000

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:

- 6a: KIA will have less than 2% suspension rate.
- 6b: KIA's expulsion rate will not exceed 1%.
- 6c: Parents will indicate that they feel their students' school is safe on the Healthy Schools and Regions survey
- 6d: Students will indicate that they feel safe at school on the Healthy Schools and Regions survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  Add, sustain personnel to support students  Tried behavioral policy to prevent suspensions and	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Social Worker/Concealer-1201 Other \$2,700

expulsions		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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

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

**LCAP Year 1: 2015-16**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  School will create budget that supports the hiring of needed teachers to offer courses to all students  School will insure school schedule allows enough time for all students to engage in listed courses.  Programmatic planning and scheduling	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers 1100s - longer school day for enrichment Supplemental & Concentration \$ 145,264

**LCAP Year 2: 2016-17**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  School will create budget that supports the hiring of needed teachers to offer courses to all students	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Teachers 1100s - longer school day for enrichment Supplemental & Concentration \$ 179,621.54

<p>School will insure school schedule allows enough time for all students to engage in listed courses.</p> <p>Programmatic planning and scheduling</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p><b>LCAP Year 3: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of students will have access to a broad course of study</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Services for all students:</p> <p>School will create budget that supports the hiring of needed teachers to offer courses to all students</p> <p>School will insure school schedule allows enough time for all students to engage in listed courses.</p> <p>Programmatic planning and scheduling</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teachers 1100s - longer school day for enrichment                  Supplemental &amp; Concentration \$ 183,214</p>

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

<b>GOAL 8:</b>	Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify
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Identified Need : Track college readiness

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

**LCAP Year 1: 2015-16**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  Teachers will use previous MAP scores to create targeted instruction for each student  Ensuring high-quality instruction and targeted support.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Assessment Materials 4304 General Purpose State Aid \$ 13,370

**LCAP Year 2: 2016-17**

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Services for all students:  Ensuring high-quality instruction and targeted support.  Teachers will use previous MAP scores to create targeted instruction for each student	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Assessment Materials 4304 General Purpose State Aid \$13,704

		_ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Services for all students:</p> <p>Ensuring high-quality instruction and targeted support.</p> <p>Teachers will use previous MAP scores to create targeted instruction for each student</p>	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Assessment Materials 4304 General Purpose State Aid \$14,102

**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:	1a: All teachers will have a credential for the course they are teaching 1b. Educational supplies and materials purchased will be common core aligned. 1c. We will be compliant on all measures on SARC for Facility is in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KIA Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	1a: 100% of teachers will be credentialed for the course they are teaching. 1b: Educational supplies and materials purchased will be common core aligned 1c: In 2014-2015 we will be split between two campuses and our focus will be on purchasing state of the art furniture for our Kinder though second grade students.	Actual Annual Measurable Outcomes:	1a: 100% of lead teachers are credentialed for the course they are teaching. 1b: Educational supplies and materials purchased are common core aligned 1c: Purchased high quality furniture
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state Purchase educational supplies and materials purchased that are common core aligned. All students will have state of the art furniture and classrooms that are designed for optimal learning Teacher recruitment and	5822 Staff Recruitment General Purpose State Aid \$5,000 Curriculum Materials & Books 4101; Common Core Grant \$35,000 Classroom Software 4402 General Purpose State Aid \$74,000 Classroom Furniture 4403 General Purpose State Aid \$135,917	Hired credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state Purchased educational supplies and materials that are common core aligned. Purchased furniture needed for schools	5822 Staff Recruitment General Purpose State Aid \$5,000 Curriculum Materials & Books 4101; General Purpose State Aid \$20,000 Classroom Software 4402 General Purpose State Aid \$70,000 Classroom Furniture 4403 General Purpose State Aid \$136,000

<p>Comprehensive interview process and teacher assistance in transferring credential information Students will have access to common core aligned curriculum</p> <p>Purchase high quality furniture</p>			
<p>Scope of Service   School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Due to a planned move for next school year we will adjust budget as needed</p>		

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

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

Original GOAL 2 from prior year LCAP:	<p>2a: In order to prioritize the teaching of the common core state standards teachers will attend training on common core and develop a strong understanding of mastery</p> <p>2b/c: Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency.</p> <p>2d: Technology will continue to be fully integrated into our school curriculum in order to prepare our students to be successful on the Smarter Balanced Assessment as well as in life.</p>	<p>Related State and/or Local Priorities:</p> <p>1 _ 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8</p> <p>COE only: 9 _ 10</p> <p>Local : Specify</p>	
Goal Applies to:	Schools: KIA	Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	<p>2a: 100% of teachers will be trained to implement common core. Kinder through second grade will have lesson plans and assessments that are common core aligned. One of our first grade classrooms will be a model classroom.</p> <p>2b/c: Kinder through second grade EL students will have lesson plans and assessments that are common core aligned. One of our first grade classrooms will be a model classroom.</p> <p>2d: In Kindergarten through 2nd grade each class will have 14 computers</p>	<p>Actual Annual Measurable Outcomes:</p> <p>2a: 100% of teachers were trained to implement common core.</p> <p>2b/c: All students have lesson plans and assessments that are common core aligned</p> <p>2d: We have met our technology goal for classroom computers</p>	
<b>LCAP Year: 2014-2015</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
Services for all teachers to benefit all students:  Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.	<b>Budgeted Expenditures</b>	Teachers participated in PD throughout the year as a region and at the school level in the Common Core transition. Topics included strategies for ELL's All teachers attended at least one common core training a year.  Additionally, teachers would meet on a weekly basis and used time to share best practices on teaching common	<b>Estimated Actual Annual Expenditures</b>
	Education Instructional Consulting 5807 Common Core Grant \$10,000		Education Instructional Consulting 5807 Common Core Grant \$7,600
	Classroom Technology 4401 Charter school program grant \$29,000		Classroom Technology 4401 Charter school program grant \$47,000
Assessment Materials 4304 General Purpose State Aid \$10,000	Assessment Materials 4304 General Purpose State Aid \$10,000		

<p>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</p> <p>Kinder through second grade will have lesson plans and assessments that are common core aligned. One of our first grade classrooms will be a model classroom.</p> <p>We will create one model common core classroom We will seek out PD that helps us implement common core aligned curriculum</p> <p>All classrooms have technology in their classrooms and it is incorporated into the curriculum and used for the NWEA assessment (similar to smarter balanced)</p>		<p>core state standards.</p> <p>Attendance records were kept for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.</p> <p>Provided technology for in classroom use</p>	
<p>Scope of Service   School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Implementation of academic content continues to be a priority, and we will prioritize professional development and technology for the upcoming year.</p>		

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



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

Original GOAL 3 from prior year LCAP:	3a/b: Sustain level of involvement from families as we grow from 224 students to 533 students; also recruit new parents to attend meetings.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KIA	-----		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	3a/b: Kindergarten through 2nd grade achieves 65% family attendance at family achievement nights		Actual Annual Measurable Outcomes:	3a/b: Kindergarten through 2nd grade achieved 84% family attendance at family achievement nights
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
Services for parents of all students: Parents are made aware of their current level of participation at the end of the year and then are asked to increase that level for upcoming years. Parent volunteer hours are documented <ul style="list-style-type: none"> <li>Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents.</li> <li>Goals will be set for family nights</li> <li>Special efforts will be made to retain existing parents, and recruit new ones.</li> </ul>	Office Software 4405 General Purpose State Aid \$750 Postage & Shipping 4352 General Purpose State Aid \$200 Non-Instructional Supplies 4351 General Purpose State Aid \$200 Office Manager Salary 2401 (portion of 2 Office Managers) General Purpose State Aid \$10,000	Services for parents of all students: Parents will be made aware of their current level of participation at the end of the year and then are asked to increase that level for upcoming years. Parent volunteer hours were documented <ul style="list-style-type: none"> <li>Parents were be notified of meeting date and time at least one month in advance at a time convenient for parents.</li> <li>Goals were be set for family nights</li> <li>Special efforts were be made to retain existing parents, and recruit new ones.</li> </ul>	Office Software 4405 General Purpose State Aid \$850 Postage & Shipping 4352 General Purpose State Aid \$359 Non-Instructional Supplies 4351 General Purpose State Aid Office Manager Salary 2401 (portion of 2 Office Managers) General Purpose State Aid \$10,000	
Scope of Service	School Wide	Scope of Service	School wide	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We exceeded our goal of 65% by reaching a 84% parent participation rate, we are keeping our measurable outcome of 65 % yearly as a maintenance goal		

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

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

Original GOAL 4 from prior year LCAP:	4a: Increase number of students who meet state-established proficiency levels for English Language Arts and math on the CA Assessment of Student Performance and Progress  4d/e: 90% of students who enter KIA as ELL's will advance at least one performance level each academic year, and be reclassified by 4th grade.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KIA		
	Applicable Pupil Subgroups:	All students English Language Learners	
Expected Annual Measurable Outcomes:	4a: Teachers will use data to tailor instruction and students will be on track to become proficient in ELA and Math. Once base line data has been established we will revise goal.  4d/e: Kindergarten through 2nd grade: 100% of CELDT data will be accurate and shared with teachers. Teachers will use this data to tailor instruction and students will be on track to become reclassified by the time they enter middle school.	Actual Annual Measurable Outcomes:  4a: Teachers use data to tailor instruction and students will be on track to become proficient in ELA and Math. Base line data has not been established.  4d/e: No students at KIA were eligible for reclassification this year.	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Services for all students:  Ensuring high-quality instruction and targeted support.  ELLs will receive small group instructional support to support their language development	Instructional Supplies 4101 General Purpose State Aid \$40,000  Class sets/library books 4201 General Purpose State Aid \$35,000	High-quality instruction and targeted support ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training.  ELLs receive small group instructional support to support their language development	Intervention Teachers-1101 Supplemental & Concentration \$117,692  Class sets/library books 4201 General Purpose State Aid \$35,000
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	



<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As we obtain data on state assessment results we will revise actions and serves to best meet the needs of our students.</p>		

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

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

Original GOAL 5 from prior year LCAP:	5a: KIA will sustain an average daily attendance rate of 95%	5b: 75% or more of KIA students will not miss more than 10% of school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools: KIA	Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	5a: Kindergarten through 2nd grade will sustain 95% ADA	5b: 75% of students will not miss more than 10% of school days.	Actual Annual Measurable Outcomes: 5a: KIAs average daily attendance as of April 2015 was 96.6% 5b: KIAs chronic absentee rate as of April 2015 rate was 2.91%
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Incentivize perfect attendance through awards and assemblies Both parents and students will be held accountable for attendance goals. Parents will join in to celebrate students who have perfect attendance. Both parents and students will be held accountable for attendance goals.	Illuminate data management software 4402 General Purpose State Aid \$2,890 Field Lessons & Incentives 5830 to 5832 General Purpose State Aid \$13,600	Both parents and students were held accountable for attendance goals. Parents joined in to celebrate students who have perfect attendance. Incentivized perfect attendance through awards and assemblies School used "all call" software to communicate with parents about their child's attendance	Illuminate data management software 4402 General Purpose State Aid \$3,220 Field Lessons & Incentives 5830 to 5832 General Purpose State Aid \$2,000
Scope of Service	School Wide	Scope of Service	School wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

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

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

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

Original GOAL 6 from prior year LCAP:	6a: KIA's suspension rate will be 2% or lower 6d: KIA's expulsion rate will not exceed 1% 6c: All students will feel safe at school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KIA Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	6a: Kindergarten through 2nd grade will have less than 2% suspension rate. 6b: Kindergarten through 2nd grade expulsion rate will not exceed 1%. 6c: Parents of Kindergarten through 2nd grade will indicate that they feel their students' school is safe.	Actual Annual Measurable Outcomes: 6a: KIA suspension rate as of April 2014 is 0%. 6b: KIA expulsion rate as of April 2015 is 0%. 6c: KIA parents scored the question "my child feels safe at school" at a 4.6 out of 5.	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Services for all students: Add personnel to support the increase of students Tried behavioral policy to prevent suspensions and expulsions	Instructional Aides 2102 Supplemental & Concentration \$108,160	Services for all students: Add personnel to support the increase of students Tried behavioral policy to prevent suspensions and expulsions	Social Worker/Concealer-1201 Other \$2,600
Scope of Service: School Wide <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners		Scope of Service: School wide <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will increase current services and actions to accommodate the growing enrollment.		

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

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

Original GOAL 7 from prior year LCAP:	Students will have access to Music, Performing Arts, Science, Social Studies, and Dance in addition to ELA and math during a school year	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KIA 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 will have access to a broad course of study	
<b>LCAP Year: 2014-2015</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Services for all students: School will create budget that supports the hiring of needed teachers to offer courses to all students  School will insure school schedule allows enough time for all students to engage in listed courses.  Programmatic planning and scheduling	Elective Teachers 1105 Title I grant \$101,589	Services for all students: School will create budget that supports the hiring of needed teachers to offer courses to all students  School will insure school schedule allows enough time for all students to engage in listed courses.  Programmatic planning and scheduling	Teachers 1100s - longer school day for enrichment Supplemental & Concentration \$149,000
Scope of Service	School Wide	Scope of Service	School wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Budget will reflect need to hire more teachers, including elective teachers.		

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

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

Original GOAL 8 from prior year LCAP:	Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: KIA	-----		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.		Actual Annual Measurable Outcomes:	As of April 2015 - 60% percent of students have met or exceeded their end of year individualized growth goals set by the national norm on the NWEA test for English language arts.  As of April 2015 - 48% percent of students have met or exceeded their end of year individualized growth goals set by the national norm on the NWEA test for Math.
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Services for all students: Ensuring high-quality instruction and targeted support.  Teachers will use previous MAP scores to create targeted instruction for each student		Assessment Materials 4304 Charter school program grant \$10,000	Services for all students: Ensuring high-quality instruction and targeted support.  Teachers will use previous MAP scores to create targeted instruction for each student	
Scope of Service	School Wide		Scope of Service	School Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	



proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to expanding yearly enrollment, we are keeping our measurable outcome of 55% yearly. We will add additional services and actions for this goal to increase achievement.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ 218,018
Services for all students: Ensuring high-quality instruction and targeted support via hiring intervention teachers and having longer school hours for enrichment. ELLs will receive small group instructional support to support their language development	

- 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.

8.31	%
Services for all students: Ensuring high-quality instruction and targeted support via hiring intervention teachers and having longer school hours for enrichment. ELLs will receive small group instructional support to support their language development	

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

**Section 4: Expenditure Summary**

<b>Total Expenditures by Funding Source</b>				
<b>Funding Source</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
All Funding Sources	613,337.00	540,752.54	508,424.00	1,662,513.54
Charter school program grant	0.00	0.00	0.00	0.00
Common Core Grant	0.00	0.00	0.00	0.00
General Purpose State Aid	304,141.00	191,559.00	149,909.00	645,609.00
Other	1,240.00	2,000.00	2,700.00	5,940.00
Supplemental & Concentration	307,956.00	347,193.54	355,815.00	1,010,964.54
Title I grant	0.00	0.00	0.00	0.00

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

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

## 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).

8-22-14 [California Department of Education]