

**Introduction:**

**LEA:** KIPP Comienza Community Prep **Contact (Name, Title, Email, Phone Number):** Shirley Appleman, Principal, [sappleman@kippla.org](mailto:sappleman@kippla.org), (323) 589-1450 **LCAP Year:** 2016-19

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

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>At KIPP Comienza Community Prep, we have ongoing ways to involve our parent. The LCAP is another for us to involve our parents. Parents are actively involved throughout the year in the following ways:</p> <ul style="list-style-type: none"> <li>• Family Leadership Council</li> <li>• School Site Council</li> <li>• English Language Advisory Committee</li> <li>• Family nights, where parents learn about college and academic skills to help their student at home</li> </ul>	<p>Through their continuous volunteer work in the classroom our parents are familiar with the students needs and pulled on this experience to make the recommendation that:</p> <p>For Increasing Parent Attendance to Family Nights:</p> <ul style="list-style-type: none"> <li>• Admin to send a survey to parents about ideal timing for the events</li> <li>• Proposed having food for families as this increases attendance</li> <li>• Involve students in the planning of the events</li> </ul>

<ul style="list-style-type: none"> <li>• Daily family literacy in the classrooms</li> <li>• Los Dichos, where parents read to students in Spanish</li> <li>• Volunteer opportunities, such as helping teachers, planning events, and chaperoning field trips.</li> </ul> <p>A planning meeting is being held with teachers and administration prior to the larger meeting with all stakeholders. We assess the goals we set for ourselves and pull the data to track our progress.</p> <p>Parents were notified of the meeting in the weekly newsletter (for over a month) and were verbally encouraged to participate by their teachers. We also have posters around the school encouraging parents to attend our meeting.</p> <p>During this meeting, parents were presented with a PowerPoint presentation outlining the funding model, the state priorities, and the LCAP goal setting process.</p> <p>For the goals that have not been met or are at risk of not meeting, we open the discussion to our parents to provide us with ideas that can help us impact and influence other stakeholders.</p> <p>Parents then gave written feedback on the goals, which was incorporated by KIPP Comienza Community Prep into the final goals.</p>	<ul style="list-style-type: none"> <li>• Continue to send School Messenger reminders to parents the week/day of the events</li> <li>• Ask students what incentives would motivate them to encourage their parents to attend</li> </ul> <p>For Increasing Student Attendance:</p> <ul style="list-style-type: none"> <li>• Provide trophies for students who have perfect attendance at the end of the year</li> <li>• Schedule a Best Practices panel with parents to gather ideas from parents who have perfect attendance</li> <li>• Incentives for parents whose students have perfect attendance</li> <li>• Proposed hiring an aide that can help reach out to parents about different parent issues</li> </ul> <p>After receiving written feedback from parents, KIPP Comienza Community Prep’s LCAP committee reviewed the feedback brainstormed strategies to meet the or surpass the existing metrics.</p> <p>Ideas that were brainstormed in the session:</p> <ul style="list-style-type: none"> <li>• Coffee with the principal, incentive raffle for attendance to meetings, e-mail/call messenger to remind parents, more flyers/banners, leverage parent reps, and creating a plan for drive-thru parents as they don't get to see the banners!</li> </ul>
<p><b>Annual Update:</b> Stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the</p>	<p><b>Annual Update:</b> Breaking the LCAP engagement process down into sections helps with the understanding, pacing, and effectiveness of our engagement efforts.</p>

progress of our school, however, the official LCAP meeting was one March 2, 2016 at 7:30am .

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

The second part, learning and engaging, focused on presenting KCCP's 2015-16 goals and providing indicators to our progress for each one of our goals. During this time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. Simultaneously, stakeholders were following along using an interactive feedback form where they could indicate the level of which they agreed with our goal and/or progress. Stakeholders were informed that we would use these feedback forms, and additional input to revise goals for 2016-17 as needed. We also described our new goal structure of condensing the former 8 goals into 3 goals for 2016-17.

In order to expand on the educating done in the first part, we chose two goals to dive deep into with our stakeholders after all goals were review. At KCCP 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

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.

- 5 Very much agree
- 4 Between Very much agree and Neutral
- 3 Neutral
- 2 Between Neutral and Very much disagree
- 1 Very much disagree

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

group was grounded with the questions: what do you think would help us achieve this goal and what would you do? Each group was also provided with specific data on current engagement rates such as student attendance by grade level/homeroom and overall parent participation percentage by event.

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

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

In order to prepare for the LCAP engagement process, Principals from all KIPP LA schools met early in 2016 to discuss what stakeholder engagement would look like at each individual school and share best practices. This ensures consistent engagement for our parents that are part of other KIPP schools and also ensures we are imploring the best strategies.

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

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

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	All students will achieve.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment - Benchmarked for 2014-15 at 81% To increase the number of students who score Proficient or above in Math the SBAC assessment - Benchmarked for 2014-15 at 82% To increase the number of students making annual progress in Learning English - AMAO 1 results for 2014-15 at 68.3% To increase the number of English Learners who achieve full English language proficiency - KCCP reclassification rate for 2014-15 at 70% To increase the number of students who meet or exceed their individual growth targets in English Language Arts on the MAP - 2014-15 at 55% To increase the number of students who meet or exceed their individual growth targets in Math on the MAP - 2014-15 at 64%
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Goal Applies to:	Schools: KCCP	Applicable Pupil Subgroups: All students
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	1a Rate of students meeting or exceeding state-established proficiency levels for English Language Arts -50% 1a: Rate of students meeting state-established proficiency levels for Math - 50% 1b: Rate of English Learners making annual progress on California English Language Development Test (CELDT (AMAO1) - 63.5% 1c: Reclassification rate of English Learners- 20% 1d: Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test - 50%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a: Number of students who are proficient for English Language Arts and Math  Teachers will use data such as interim assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning.	School Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Intervention Teachers Salary 1101 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 132400 Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 68403 Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 45356

Our teachers create common core aligned resources and make copies for all of ours students (paper and copier expenses) on a weekly basis.

Blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs may include: Achieve 3000, Lexia, Renaissance Learning, and ST Math.

We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school.

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

PD and on-going coaching for teachers by our instructional coach and direct managers.

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1b: CELDT Scores

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

Yearly training on Thinking Maps, which includes trainer and professional development materials. As well as training on the ELA/ ELD framework, and the usage of robust sentence frames.

Students also have access to Wordly Wise to continue developing their vocabulary.

(Specify)

Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 42410

Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 9167

Assessment Materials 4304 4000-4999: Books And Supplies Base 12000

<ul style="list-style-type: none"> <li>----- -----</li> </ul> <p>1c: Percentage of EL students who EL reclassify as RFEP</p> <p>Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development.</p> <ul style="list-style-type: none"> <li>----- -----</li> </ul> <p>1d: Number of students meeting MAP growth goals &amp; SBAC Goals</p> <p>We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.</p> <p>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.</p>			
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>1a Rate of students meeting or exceeding state-established proficiency levels for English Language Arts -50%</p> <p>1a: Rate of students meeting state-established proficiency levels for Math - 50%</p> <p>1b: Rate of English Learners making annual progress on California English Language Development Test (CELDT (AMAO1) - 64%</p> <p>1c: Reclassification rate of English Learners- 20%</p> <p>1d: Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test - 50%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a: Number of students who are proficient for English Language Arts and Math	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Intervention Teachers Salary 1101 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 136372

<p>Teachers will use data such as interim assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning.</p> <p>Our teachers create common core aligned resources and make copies for all of ours students (paper and copier expenses) on a weekly basis.</p> <p>Blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs may include: Achieve 3000, Lexia, Renaissance Learning, and ST Math.</p> <p>We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school.</p> <p>In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableau, and Kastle. For example, teachers will use previous SBAC &amp; MAP scores to create targeted instruction for each student</p> <p>PD and on-going coaching for teachers by our instructional coach and direct managers.</p> <ul style="list-style-type: none"> <li>• ----- -----</li> </ul> <p>1b: CELDT Scores</p> <p>All CELDT data is shared with parent and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulatives, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.</p> <p>Yearly training on Thinking Maps, which includes trainer and professional development materials. As well as training on the ELA/ ELD framework, and the usage of</p>		<p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classroom Technology 4401 4000-4999: Books And Supplies Supplemental &amp; Concentration 70127</p> <p>Classroom Software 4402 4000-4999: Books And Supplies Supplemental &amp; Concentration 68707</p> <p>Staff/Office Computer &amp; Printers 4404 4000-4999: Books And Supplies Supplemental &amp; Concentration 19249</p> <p>Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental &amp; Concentration 9398</p> <p>Assessment Materials 4304 4000-4999: Books And Supplies Base 15765</p>
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<p>robust sentence frames.</p> <p>Students also have access to Wordly Wise to continue developing their vocabulary.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>1c: Percentage of EL students who EL reclassify as RFEP</p> <p>Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>1d: Number of students meeting MAP growth goals &amp; SBAC Goals</p> <p>We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.</p> <p>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.</p>			
		<p><input type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All -----</p> <p>OR:</p>	

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	1a Rate of students meeting or exceeding state-established proficiency levels for English Language Arts -50%
	1a: Rate of students meeting state-established proficiency levels for Math - 50%
	1b: Rate of English Learners making annual progress on California English Language Development Test (CELDT (AMAO1) - 64.5%
	1c: Reclassification rate of English Learners- 20%
	1d: Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test - 50%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1a: Number of students who are proficient for English Language Arts and Math</p> <p>Teachers will use data such as interim assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning.</p> <p>Our teachers create common core aligned resources and make copies for all of ours students (paper and copier expenses) on a weekly basis.</p> <p>Blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs may include: Achieve 3000, Lexia, Renaissance Learning, and ST Math.</p> <p>We also provide additional academic support through our first few weeks of school, as our students, especially</p>	School Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Teachers Salary 1101 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 140463 Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 71964 Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 70508 Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 19806 Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 9644 Assessment Materials 4304 4000-4999: Books And Supplies Base 16178

those new to our school are adjusting to our school.

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

PD and on-going coaching for teachers by our instructional coach and direct managers.

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1b: CELDT Scores

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

Yearly training on Thinking Maps, which includes trainer and professional development materials. As well as training on the ELA/ ELD framework, and the usage of robust sentence frames.

Students also have access to Wordly Wise to continue developing their vocabulary.

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1c: Percentage of EL students who EL reclassify as RFEP

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

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<p>-----</p> <p>1d: Number of students meeting MAP growth goals &amp; SBAC Goals</p> <p>We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.</p> <p>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.</p>			
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 2:	Support student, family and school engagement	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	To increase parent engagement by sustaining or improving number of opportunities for parent involvement at school To increase student engagement and securing school safety - 2015-16 at 0 % suspension rate & 0% expulsion rate To increase student satisfaction with KIPP Comienza Community Preparatory as measured by surveys To achieve or maintain school attendance rates and decrease chronic absenteeism - 2015-16 at 96.6% ADA & 0.18% Chronic Absenteeism
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Goal Applies to:	Schools: <u>KCCP</u> Applicable Pupil Subgroups: <u>All students</u>
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	2a: KCCP will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement, parent leadership opportunities  2b: Suspension rate will not exceed 5%.  2c: Expulsion rate will not exceed 2%  2d: 70%+ of students will feel satisfied with their experience at KCCP as measured by internally provided surveys.  2e: Sustain an Average Daily Attendance (ADA) rate of 95% ADA and a 10% or less chronically absentee rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a: 2a: Parent Engagement  We will track parent attendance at parent meetings by using Sign –in sheets, other engagement indicators  Families will be given our calendar of events (in color) at the beginning of the school year.  Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 31000  Office Manager 2401 2000-2999: Classified Personnel Salaries Base 140700  Postage & Shipping 4352 4000-4999: Books And Supplies Base 300  Special Events 4314 4000-4999: Books And Supplies Base 9000  Staff/Office Software 4405 4000-4999: Books And Supplies

attendance. We will also do daily reminders the week of the event using School Messenger, flyers, posters, and phone trees, etc. We will have an aide responsible for ensuring the follow through of these action items.

In addition, food will be provided to motivate parents to attend, such as pizza or snacks. We will also have incentives for students/parents to attend, such as a "no homework pass", healthy snack party for the class with the highest attendance, etc.

Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts.

We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families.

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2b/c: Kinder - 4th Grade: Suspension and Expulsion rate (unduplicated pupils)

We will continue the implementation of our Character program to equip our students with coping strategies. To do this successfully, we will continue doing book clubs on best practices, creating materials for our lessons, and bringing in speakers to speak to our students.

Use a tiered behavior system to ensure school safety. Our behavior system is created yearly and laminated to ensure its longevity. We also supply clothespins for our teachers, as well as a budget to reinforce incentives

Supplemental & Concentration 2000

Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 7400

within the school, such as bubble or pizza parties.

Add personnel to support the increase of students. We are adding more aides to our roster to help support structured play within the school day.

2b/c: 5th Grade: Suspension and Expulsion rate (unduplicated pupils)

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

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

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

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

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

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

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency. We continue to maintain the maintenance of our front door security systems!

Professional development (and purchasing books) on Responsive Classroom to help teachers create a safe and warm environment within the classroom.

Continued efforts during our weekly assemblies on safety and making good choices at school. Students receive a certificate and as an incentive they get to eat cookies with the principal and receive a reward from the treasure chest.

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

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

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

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2e School attendance

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

Parents will join in to celebrate students who have perfect attendance. Perfect attendance will be celebrated once a month. Students receive a certificate, a personal incentive, a classroom incentive, and a grade

<p>level incentive. Teachers also receive incentives if their classes have the highest attendance for the month. For next year, per parent feedback, students will receive a perfect attendance trophy!</p>			
		<p> <input type="checkbox"/> All            -----            OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:            (Specify)         </p>	
		<p> <input type="checkbox"/> All            -----            OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:            (Specify)         </p>	

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>2a: KCCP will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement, parent leadership opportunities</p> <p>2b: Suspension rate will not exceed 5%.</p> <p>2c: Expulsion rate will not exceed 2%</p> <p>2d: 70%+ of students will feel satisfied with their experience at KCCP as measured by internally provided surveys.</p> <p>2e: Sustain an Average Daily Attendance (ADA) rate of 95% ADA and a 10% or less chronically absentee rate</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2a: 2a: Parent Engagement</p> <p>We will track parent attendance at parent meetings by using Sign –in sheets, other engagement indicators</p> <p>Families will be given our calendar of events (in color) at the beginning of the school year.</p> <p>Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance. We will also do daily reminders the week of the event using School Messenger, flyers, posters, and phone trees, etc. We will have an aide responsible for for ensuring the follow through of these action items.</p> <p>In addition, food will be provided to motivate parents to attend, such as pizza or snacks. We will also have incentives for students/parents to attend, such as a "no homework pass", healthy snack party for the class with the highest attendance, etc.</p> <p>Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's</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>Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration 38165</p> <p>Office Manager 2401 2000-2999: Classified Personnel Salaries Base 98021</p> <p>Postage &amp; Shipping 4352 4000-4999: Books And Supplies Base 400</p> <p>Special Events 4314 4000-4999: Books And Supplies Base 9227</p> <p>Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental &amp; Concentration 2000</p> <p>Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 7586</p>

regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts.

We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families.

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2b/c: Kinder - 4th Grade: Suspension and Expulsion rate (unduplicated pupils)

We will continue the implementation of our Character program to equip our students with coping strategies. To do this successfully, we will continue doing book clubs on best practices, creating materials for our lessons, and bringing in speakers to speak to our students.

Use a tiered behavior system to ensure school safety. Our behavior system is created yearly and laminated to ensure its longevity. We also supply clothespins for our teachers, as well as a budget to reinforce incentives within the school, such as bubble or pizza parties.

Add personnel to support the increase of students. We are adding more aides to our roster to help support structured play within the school day.

2b/c: 5th Grade: Suspension and Expulsion rate (unduplicated pupils)

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

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

preventative measure.

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

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

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

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

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency. We continue to maintain the maintenance of our front door security systems!

Professional development (and purchasing books) on Responsive Classroom to help teachers create a safe and warm environment within the classroom.

Continued efforts during our weekly assemblies on safety and making good choices at school. Students receive a certificate and as an incentive they get to eat cookies with the principal and receive a reward from the treasure chest.

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schools have emergency kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other items. We also contract with a website software provider to ensure all KIPP LA staff has up to date training on SafeSchools which include training on a variety of school safety measures.

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

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2e School attendance

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Parents will join in to celebrate students who have perfect attendance. Perfect attendance will be celebrated once a month. Students receive a certificate, a personal incentive, a classroom incentive, and a grade level incentive. Teachers also receive incentives if their classes have the highest attendance for the month. For next year, per parent feedback, students will receive a perfect attendance trophy!

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2a: 2a: Parent Engagement</p> <p>We will track parent attendance at parent meetings by using Sign –in sheets, other engagement indicators</p> <p>Families will be given our calendar of events (in color) at the beginning of the school year.</p> <p>Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance. We will also do daily reminders the week of the event using School Messenger, flyers, posters, and phone trees, etc. We will have an aide responsible for for ensuring the follow through of these action items.</p> <p>In addition, food will be provided to motivate parents to attend, such as pizza or snacks. We will also have incentives for students/parents to attend, such as a "no homework pass", healthy snack party for the class with the highest attendance, etc.</p> <p>Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration 45225</p> <p>Office Manager 2401 2000-2999: Classified Personnel Salaries Base 100962</p> <p>Postage &amp; Shipping 4352 4000-4999: Books And Supplies Base 500</p> <p>Special Events 4314 4000-4999: Books And Supplies Base 9469</p> <p>Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental &amp; Concentration 2000</p> <p>Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 7785</p>

leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts.

We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families.

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2b/c: Kinder - 4th Grade: Suspension and Expulsion rate (unduplicated pupils)

We will continue the implementation of our Character program to equip our students with coping strategies. To do this successfully, we will continue doing book clubs on best practices, creating materials for our lessons, and bringing in speakers to speak to our students.

Use a tiered behavior system to ensure school safety. Our behavior system is created yearly and laminated to ensure its longevity. We also supply clothespins for our teachers, as well as a budget to reinforce incentives within the school, such as bubble or pizza parties.

Add personnel to support the increase of students. We are adding more aides to our roster to help support structured play within the school day.

2b/c: 5th Grade: Suspension and Expulsion rate (unduplicated pupils)

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

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

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

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

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

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

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency. We continue to maintain the maintenance of our front door security systems!

Professional development (and purchasing books) on Responsive Classroom to help teachers create a safe and warm environment within the classroom.

Continued efforts during our weekly assemblies on safety and making good choices at school. Students receive a certificate and as an incentive they get to eat cookies with the principal and receive a reward from the treasure chest.

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

KIPP LA has contracted an outside Emergency Preparedness specialist to train and support KIPP LA schools with Emergency planning, training as well as completing drills. KIPP LA has also ensured that all schools have emergency kits that include food, water,

<p>safety kits, paperwork, procedures for checking students in and out and several other items. We also contract with a website software provider to ensure all KIPP LA staff has up to date training on SafeSchools which include training on a variety of school safety measures.</p> <p>We also insure our facilities for fire and contact with professional security services as needed.</p> <ul style="list-style-type: none"> <li>• ----- -----</li> </ul> <p>2e School attendance</p> <p>Both parents and students will be held accountable for attendance goals. Our operations managers will pull daily attendance reports and report attendance to the administration team. In addition, the operations managers will make daily phone calls to families who are absent. On rainy days we use our School Messenger system to call our parents to encourage them plan ahead and attend school.</p> <p>Parents will join in to celebrate students who have perfect attendance. Perfect attendance will be celebrated once a month. Students receive a certificate, a personal incentive, a classroom incentive, and a grade level incentive. Teachers also receive incentives if their classes have the highest attendance for the month. For next year, per parent feedback, students will receive a perfect attendance trophy!</p>			
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 3:	Create spaces and opportunities for student achievement	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	To provide and maintain Basic Services for students and schools by: Maintaining for increasing the rate of teachers who are appropriately credentialed for the subject they are teaching - 2015-16 at 100% Maintaining for increasing the rate of students who have access to common core aligned materials - 2015-16 at 100% Maintaining for increasing the rate of teachers who attend professional development - 2015-16 at 100% Maintaining for increasing the rate of students who have access to electives at their schools - 2015-16 at 100% Maintaining for increasing the rate of which our facility meeting good repair as measured by SARC
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Goal Applies to:	Schools: KCCP
	Applicable Pupil Subgroups: All students

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	3a: Rate of teachers who are appropriately credentialed for the subject they are teaching - 100% 3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100% 3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100% 3d: Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE - 100% 3e: Ensure that our facility is at "good repair" or better as measured by SARC
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a: Number of teachers who are credentialed  Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement.  Annual Teacher recruitment and comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via QuickBase, and an initial interview completed in	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)	Bonus Pool Teachers 1199 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 91000 Art 4320 4000-4999: Books And Supplies Supplemental & Concentration 9600 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 3100 KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 20050

HireVue. And to get the best teachers in front of our students, we arrange travel accommodations for potential candidates. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees.

Hiring of credentialed teachers and ensuring proper placement. Supporting teachers with transfer of credentials for from out of state (including support with waivers, testing, etc.)

Teacher Retention and Support

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

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

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3b: Curriculum Materials and Supplies

Students in third and fourth grade all have access to their own Chromebooks. In Kindergarten - second grade, students have at least 10-15 computers to help with blended learning. Across the school, students also have access to iPads with common core application.

In terms of software, our software is Common Core aligned. We have Lexia, ST Math, Achieve 3000, and Accelerated Reader. Our students also have google accounts.

Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 54000

Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 350663

Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 51500

Class sets/library books 4201 4000-4999: Books And Supplies Base 22500

Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Base 157000

Repairs & Maintenance (Non-Cap) 5602 5000-5999: Services And Other Operating Expenditures Base 140000

Our instructional resources and curriculum are also common core aligned, such as Eureka Math, Wordly Wise, Core Knowledge, etc.

We also purchase additional educational supplies and materials purchased that are common core aligned.

All students, including English language learners will have lesson plans and assessments that are common core aligned. To ensure we are focusing on EL development, teachers and administrators may attend professional development sessions outside of school.

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

#### Teacher Professional Development

Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for EL students in gaining content knowledge and English language proficiency, unpacking standards, creating comprehensive scope and sequences, internalizing lessons, etc. Teachers also have the option of attending 3rd party professional development, such as Teachers College or courses at UCLA.

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

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.

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

Programmatic planning and scheduling: School will insure schedule allows enough time for all students to engage in listed courses.

Hiring of credentialed teachers to teach enrichments. School will create budget that supports the hiring of needed teachers to offer courses to all students.

In addition, each enrichment will have their own budget to ensure students are receiving rich, hands-on units, in addition to field trips that connect to their learning.

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

Lastly, enrichment teachers will be encouraged to attend external professional development to continue evolving the instructional program.

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

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

KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping,

<p>janitorial companies, regular pest control as well as day to day maintenance.</p> <p>Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites.</p>			
		<p><input type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>3a: Rate of teachers who are appropriately credentialed for the subject they are teaching - 100%</p> <p>3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100%</p> <p>3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100%</p> <p>3d: Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE - 100%</p> <p>3e: Ensure that our facility is at "good repair" or better as measured by SARC</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3a: Number of teachers who are credentialed</p> <p>Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement.</p> <p>Annual Teacher recruitment and comprehensive</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</p>	<p>Bonus Pool Teachers 1199 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 125350</p> <p>Art 4320 4000-4999: Books And Supplies Supplemental &amp; Concentration 13430</p> <p>Athletics 4321 4000-4999: Books And Supplies Supplemental &amp; Concentration 4716</p>

interview process. To do this, we ensure that teachers complete an application that can be viewed via QuickBase, and an initial interview completed in HireVue. And to get the best teachers in front of our students, we arrange travel accommodations for potential candidates. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees.

Hiring of credentialed teachers and ensuring proper placement. Supporting teachers with transfer of credentials for from out of state (including support with waivers, testing, etc.)

**Teacher Retention and Support**

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

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**3b: Curriculum Materials and Supplies**

Students in third and fourth grade all have access to their own Chromebooks. In Kindergarten - second grade, students have at least 10-15 computers to help with blended learning. Across the school, students also have access to iPads with common core application.

In terms of software, our software is Common Core aligned. We have Lexia, ST Math, Achieve 3000, and Accelerated Reader. Our students also have google accounts.

\_ Other Subgroups:  
(Specify)

KIPP School Leadership Program 5824 5800:  
Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 28454

Other Professional Development 5825 5800:  
Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 62109

Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 425346

Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 52798

Class sets/library books 4201 4000-4999: Books And Supplies Base 23067

Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Base 160348

Repairs & Maintenance (Non-Cap) 5602 5000-5999: Services And Other Operating Expenditures Base 110000

Our instructional resources and curriculum are also common core aligned, such as Eureka Math, Wordly Wise, Core Knowledge, etc.

We also purchase additional educational supplies and materials purchased that are common core aligned.

All students, including English language learners will have lesson plans and assessments that are common core aligned. To ensure we are focusing on EL development, teachers and administrators may attend professional development sessions outside of school.

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

#### Teacher Professional Development

Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for EL students in gaining content knowledge and English language proficiency, unpacking standards, creating comprehensive scope and sequences, internalizing lessons, etc. Teachers also have the option of attending 3rd party professional development, such as Teachers College or courses at UCLA.

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

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.

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

Programmatic planning and scheduling: School will insure schedule allows enough time for all students to engage in listed courses.

Hiring of credentialed teachers to teach enrichments. School will create budget that supports the hiring of needed teachers to offer courses to all students.

In addition, each enrichment will have their own budget to ensure students are receiving rich, hands-on units, in addition to field trips that connect to their learning.

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

Lastly, enrichment teachers will be encouraged to attend external professional development to continue evolving the instructional program.

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

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

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

<p>to day maintenance.</p> <p>Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites.</p>			
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**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>3a: Rate of teachers who are appropriately credentialed for the subject they are teaching - 100%</p> <p>3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100%</p> <p>3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100%</p> <p>3d: Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE - 100%</p> <p>3e: Ensure that our facility is at "good repair" or better as measured by SARC</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3a: Number of teachers who are credentialed</p> <p>Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement.</p> <p>Annual Teacher recruitment and comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via QuickBase, and an initial interview completed in HireVue. And to get the best teachers in front of our students, we arrange travel accommodations for potential candidates. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in</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>Bonus Pool Teachers 1199 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 10000</p> <p>Art 4320 4000-4999: Books And Supplies Supplemental &amp; Concentration 17317</p> <p>Athletics 4321 4000-4999: Books And Supplies Supplemental &amp; Concentration 6354</p> <p>KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures Supplemental &amp; Concentration 29200</p> <p>Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental &amp; Concentration 71291</p> <p>Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 499285</p> <p>Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 54181</p>

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

Hiring of credentialed teachers and ensuring proper placement. Supporting teachers with transfer of credentials for from out of state (including support with waivers, testing, etc.)

Teacher Retention and Support

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

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3b: Curriculum Materials and Supplies

Students in third and fourth grade all have access to their own Chromebooks. In Kindergarten - second grade, students have at least 10-15 computers to help with blended learning. Across the school, students also have access to iPads with common core application.

In terms of software, our software is Common Core aligned. We have Lexia, ST Math, Achieve 3000, and Accelerated Reader. Our students also have google accounts.

Our instructional resources and curriculum are also common core aligned, such as Eureka Math, Wordly Wise, Core Knowledge, etc.

We also purchase additional educational supplies and materials purchased that are common core aligned.

All students, including English language learners will have lesson plans and assessments that are common core aligned. To ensure we are focusing on EL development, teachers and administrators may attend professional development sessions outside of school.

Class sets/library books 4201 4000-4999: Books And Supplies Base 23671

Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Base 182978

Repairs & Maintenance (Non-Cap) 5602 5000-5999: Services And Other Operating Expenditures Base 112882

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

Teacher Professional Development

Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for EL students in gaining content knowledge and English language proficiency, unpacking standards, creating comprehensive scope and sequences, internalizing lessons, etc. Teachers also have the option of attending 3rd party professional development, such as Teachers College or courses at UCLA.

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

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.

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

Programmatic planning and scheduling: School will insure schedule allows enough time for all students to engage in listed courses.

Hiring of credentialed teachers to teach enrichments. School will create budget that supports the hiring of

<p>needed teachers to offer courses to all students.</p> <p>In addition, each enrichment will have their own budget to ensure students are receiving rich, hands-on units, in addition to field trips that connect to their learning.</p> <p>All students have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics, computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives.</p> <p>Lastly, enrichment teachers will be encouraged to attend external professional development to continue evolving the instructional program.</p> <ul style="list-style-type: none"> <li>• ----- -----</li> </ul> <p>3e: Ensure that our facility is at "good repair" or better as measured by SARC</p> <p>We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. These visits rely on using operational and custodial staff.</p> <p>KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance.</p> <p>Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites.</p>			
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	All students will have access to teachers, supplies, and spaces that are conducive for learning.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: KCCP Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	1a: 100% of teachers will be credentialed for the course they are teaching.  1b 100% of students will have access to common core aligned materials  1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.	Actual Annual Measurable Outcomes:	1a: 100% of teachers are credentialed for the course they are teaching.  1b 100% of students have access to common core aligned materials  1c: All metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits. As of 4/18 KCCP has scored an average of 98% on all these metrics.	
<b>LCAP Year: 2015-2016</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
Services for all students:  Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state  Purchase educational supplies and materials purchased that are common core aligned.  Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through	<b>Budgeted Expenditures</b>	As of 4/18/2016, 100% of our teachers are credentialed and in proper placements. We also support all of our teachers coming from out of state to ensure they are compliant as soon as possible.  Our Kindergarten through fourth grade curriculum is aligned to common core standards. As a result, the education supplies we purchase for our school, are common core aligned. For example, in terms of curriculum we purchase, Core Knowledge, Eureka Math, Writer's Workshop, Word Wise, just to name a	<b>Estimated Actual Annual Expenditures</b>	
	5822 Staff Recruitment General Purpose State Aid \$ 13,424		5822 Staff Recruitment 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 6,843	
	Curriculum Materials & Books 4101 4000-4999: Books And Supplies General Purpose State Aid \$36,756		Curriculum Materials & Books 4101 4000-4999: Books And Supplies Base 18,892	
	Classroom Software 4402 4000-4999: Books And Supplies General Purpose State Aid \$73,097		Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 75,747.06	
	Janitorial Services & Supplies-5503 5000-5999: Services And Other Operating Expenditures General Purpose State Aid \$115,000 Repairs and Maintenance 5602		Janitorial Services & Supplies-5503 5000-5999: Services And Other Operating Expenditures Other	

<p>regional oversight visits.</p> <p>Teacher recruitment and comprehensive interview process</p> <p>Teacher assistance in transferring credential information</p> <p>Students will have access to common core aligned curriculum.</p> <p>Maintain a space that is conducive to learning.</p>	<p>5000-5999: Services And Other Operating Expenditures General Purpose State Aid \$300,000</p>	<p>few. In addition, our guided reading library is common core aligned to ensure all of our students have access to the highest quality materials at all times.</p> <p>Staff selection is one of the most crucial aspects of KCCP's success. The goal of the process is to find driven candidates and hire staff that exhibit key character strengths as outlined by the KIPP framework for Excellent Teaching, and outstanding past results that will make them successful in delivering our instructional program. Our teachers must have grit and zest, are motivated internally to succeed, and are willing to do whatever it takes to further the success of our students. They must have strong and positive professional recommendations; demonstrate strong connections with students and their families; be team players who are flexible, smart, community service oriented; embody and exemplify the values of the school; and be committed to the vision and mission of KCCP. Teachers conduct a model lesson, partake in multiple panel interviews, and explore our school to ensure it is a right fit for them as well.</p> <p>In terms of school facilities, we maintain a space that is conducive to learning. Our custodial staff is full time and has a structured schedule that ensures our school is safe and clean at all times. In addition, KIPP LA region conducts monthly walkthroughs of our facilities to hold us accountable to our commitments.</p>	<p>88,560</p> <p>Repairs and Maintenance 5602 5000-5999: Services And Other Operating Expenditures Base 37,501</p>
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<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continued investment in teacher credentialing.</p>		

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

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

Original GOAL 2 from prior year LCAP:	In order to prioritize the teaching of the common core state standards teachers will attend training on common core and develop a strong understanding of mastery. Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: KCCP Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	2a: 100% of teachers will be trained to implement common core.  2b/c: All students will have lesson plans and assessments that are common core aligned	Actual Annual Measurable Outcomes:	2a: 100% of teachers were be trained to implement common core.  2b/c: All students have lesson plans and assessments that are common core aligned
<b>LCAP Year: 2015-2016</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
Services for all teachers to benefit all students:  Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for ELL's  All teachers will attend at least one common core training a year  Kinder through 4th grade will have lesson plans and assessments that are common core aligned.  Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
	Education Instructional Consulting 5807 5800: Professional/Consulting Services And Operating Expenditures General Purpose State Aid \$5,000		KIPP School Leadership Program 5824 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 21900  Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 25000

site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.

Professional development has included a strategic design and planning process that allowed teachers to dig deeply into the Common Core standards and understand the new levels of complexity. This better enables our teachers to build unit plans, lesson plans, and assessments based on the standards.

Teachers drive Common Core implementation by executing rigorous lessons that are robust and relevant as determined by the professional development and planning process described above. To fully prepare our students to succeed on the Common Core assessments, our teachers backwards plan our curriculum; through this process, we better understand how our students must show mastery and use that information to plan deeper, multi-layered lessons. The Common Core will lead our students to become better critical thinkers and problem solvers, requiring our teachers to be more dynamic. We will continue to train our teachers to implement the Common Core Standards effectively in their classrooms to better provide our students with the depth of knowledge they need to excel academically.

Attendance to professional development is scheduled and tracked.

Scope of Service

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All  
 OR:  
 Low Income pupils



Scope of Service

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All  
 OR:  
 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>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued investment in teacher professional development		

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

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

Original GOAL 3 from prior year LCAP:	Increase parent engagement	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: KCCP Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	3a/b: 70% of parents will attend Family Night	Actual Annual Measurable Outcomes: 3a/b: We are currently on track to meet our end of year goal of 70% of parents attending Family Nights. We are currently at 65% parent attendance and we have 5 more family nights remaining in the school year.	
<b>LCAP Year: 2015-2016</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	
<p>Services for parents of all students:</p> <p>Families will be given our calendar of events at the beginning of the school year.</p> <p>Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance</p>	Office Software 4405 4000-4999: Books And Supplies General Purpose State Aid \$1,600	<p>Our families are our partners in this journey, and to empower them we have several initiatives at Comienza.</p> <p>First, we have our monthly Family Nights. Families receive a calendar of events (with times and dates) at the beginning of the school year to help them plan ahead. To ensure the times are convenient we sent a survey at the beginning of the school asking their preference. At our meetings, childcare is provided or specific programming is provided to students as well.</p> <p>The Family Nights are planned like a regular lesson; there is an objective with new learning, opportunities to practice, share, interact with other families.</p> <p>In terms of other engagement, we also</p>	
	Postage & Shipping 4352 4000-4999: Books And Supplies General Purpose State Aid \$200		Office Software 4405-School Messenger 4000-4999: Books And Supplies Supplemental & Concentration 1375
	Non-Instructional Supplies 4351 4000-4999: Books And Supplies General Purpose State Aid \$600		Postage & Shipping 4352 4000-4999: Books And Supplies Supplemental & Concentration 200
			Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 500
		Non-Instructional Supplies 4351 4000-4999: Books And Supplies Supplemental & Concentration 200	

		have our Family Leadership Council, which help us plan school events. And we also offer technology and English courses to our families.	
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have shifted focus to provide a wider variety of parent engagement opportunities. Increase and improve services in parent engagement by additional parent engagement events, increased school staffing.		

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

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

Original GOAL 4 from prior year LCAP:	Students will meet state-established proficiency levels for English Language Arts and math, additionally, students who enter as ELLs will make progress towards reclassification.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	<p>4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress</p> <p>4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT</p> <p>4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified</p>	Actual Annual Measurable Outcomes:	<p>4a: Last year 64% of students scored a 3 or 4 on the Math SBAC and 55% scored a 3 or 4 on ELA SBAC. We are on track to increase +1% in ELA and math proficiency on the CA Assessment of Student Performance and Progress based on Winter MAP data and interim assessments.</p> <p>4d: Last year we had 188 EL students, 53% advanced one level and 29% of students remained at a passing score. For 15-16, we had 229 EL students, 61% advanced at least one level, and 30% remained at a passing score.</p> <p>4e: 100% of CELDT data is currently accurate and shared with Teachers who then use this data to tailor instruction.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Services for all students:</p> <p>Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school</p> <p>ELLs will receive small group instructional support to support their language development</p>	<p>Intervention &amp; Apprentice Teacher Salaries 1101 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration \$229,773</p> <p>Instructional Supplies 4312 4000-4999: Books And Supplies General Purpose State Aid \$ 39,576</p>	<p>Comienza implements an innovative and evolving rotational blended learning model in math and ELA in kindergarten through fourth grade which provides students with access to rigorous adaptive software programs, engaging independent work, and targeted small group instruction.</p> <p>Students divide into homogeneous groups by skill level and rotate among stations that are targeted to specific</p>	<p>Dean 1901 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 23000</p> <p>Instructional Supplies 4312 4000-4999: Books And Supplies Base 30,149</p> <p>Instructional Supplies 4312 4000-4999: Books And Supplies Supplemental &amp; Concentration 8,851</p> <p>Assessment Materials 4304 4000-</p>

<p>100% of CELDT data will be accurate and shared with teachers.</p> <p>Teachers will use interim assessments to guide teaching</p> <p>Teachers to provide additional resources as needed</p> <p>We will have teachers trained in ELD strategies</p> <p>Teachers to provide small group instruction will be added as we gain more students</p>		<p>standards and informed by recent assessment data and teacher understanding of student needs.</p> <p>KIPP LA's Innovation team in collaboration with the school site technology lead, provide professional development on the use of technology in the classroom. Professional development occurs both at the beginning of the year as well as throughout the school year.</p> <p>At Comienza we want everyone to succeed and be on or above grade level at the end of the school year. To ensure this happens, analyzing student achievement data is paramount as this data helps us create intervention groups using the Responsive to Intervention approach. For our reading intervention, intervention teachers support students by providing more opportunities to read at their level and scaffold whole group lessons to meet the needs of these students. Lastly, in terms of differentiation, teachers differentiate lesson plans with small groups to meet the specific needs of these groups during phonics and guided reading. Teachers gain a deep understanding of individual student needs and create a roadmap to differentiate instruction.</p> <p>If a student is not making the expected academic gains, an All Students Can Learn meeting will be scheduled. In this meeting, multiple stakeholders will come together to review concerns, strategies to implement, and brainstorm further interventions.</p> <p>To support all teachers, teachers</p>	<p>4999: Books And Supplies Supplemental &amp; Concentration 10828</p>
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		<p>receive weekly feedback on their instruction to continue pushing all of our students forward. We assess bi-weekly and interim assessment data, again, to identify areas of growth to continue pushing our students to mastery.</p> <p>In terms of ELLs, they receive small group instruction, and like all student, we leverage sentence frames as well as the ELD standards. The school principal recently attended the "Launching the 2014 English Language Arts/English Language Development Framework" training to continue pushing our school in the right direction.</p> <p>And 100% of CELDT data is accurate, communicated to parents, and teachers.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Investment in afterschool academic programs. Continues scheduling of instructional hours in English language development through one and one intervention based on specific needs of 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:	KCCP 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	
Goal Applies to:	Schools: KCCP	-----		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	5a: KCCP will sustain a 95% ADA 5b: 75% of students will not miss more than 10% of school	Actual Annual Measurable Outcomes:	5a: Comienza is currently sustaining a 95% ADA. As of 4/18 at 96.6%. 5b: KCCP's chronic absenteeism rate is 0.18%.	
<b>LCAP Year: 2015-2016</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Services for all students: Both parents and students will be held accountable for attendance goals. Parents will join in to celebrate students who have perfect attendance. Incentivize perfect attendance through awards and assemblies School will use "all call" software to communicate with parents about their child's attendance</p>	Field Lessons & Incentives 5830 to 5835 5000-5999: Services And Other Operating Expenditures General Purpose State Aid \$7,000	At Comienza we understand the importance of daily attendance. We know that if students are in school, they are learning and on track to meeting their end of year goals.	Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 3000	
	Illuminate data management software 4402 4000-4999: Books And Supplies General Purpose State Aid \$4,800	At the beginning of the school year, parents and students sign a Commitment to Excellence, and part of the process is committing to being present daily. Throughout the school year we refer to this document to hold everyone accountable!	Illuminate data management software 4402 4000-4999: Books And Supplies Base 4597.40	
		In terms of communications, we communicate daily attendance to teachers. Our operations managers follow up with all absent families/students with a personal call, and check in on the reason of the absence.	5839 Student Incentives 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 1500	

		<p>In terms of families and students, we celebrate perfect attendance at our weekly school assembly with a trophy and a classroom party. We also have a bulletin board that celebrates attendance growth!</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Increase and improved services in monitoring student attendance by additional early intervention systems to target students exhibiting signs of chronic absenteeism within first 30 days of ADA.</p>		

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

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

Original GOAL 6 from prior year LCAP:	All students will be safe at school	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: KCCP Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	6a: KCCP will have less than 2% suspension rate 6b: KCCP will have less than 1% expulsion rate 6c: Parents of Kindergarten through 2nd grade will indicate that they feel their students' school is safe. 6d: 3rd and 4th grade students will indicate that they feel school is safe	Actual Annual Measurable Outcomes: 6a: Comienza currently has a 0% suspension rate as of 4/18. 6b: Comienza has 0% expulsion rate as of 4/18. 6c: KCCP parents average answer to the item: "my child's school is safe" from the Health Schools and Region Survey was a 4.6. 6d: KCCP 3rd and 4th grade students average answer to the item: "I feel safe at school" from the Health Schools and Region Survey was a 4.5.
<b>LCAP Year: 2015-2016</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  Use a tiered behavior system to ensure school safety	Security-5504 5000-5999: Services And Other Operating Expenditures General Purpose State Aid \$5,000	To ensure all of our students are safe and to ensure we are developing the whole child, we have several programs that we consistently implement.  Every Thursday, students receive a character education class that focuses on character strengths. In addition, on a daily basis, teachers start the day with a morning meeting (Responsive Classroom) and end the day with a closing circle. In morning meeting they make commitments anchored in our values and students end the day
		Security-5504 5000-5999: Services And Other Operating Expenditures Base 849 Social Worker/Counselor 1201 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 5259.48 Noon/Yard/Café Monitor 2205 2000-2999: Classified Personnel Salaries Supplemental & Concentration 24452

		<p>reflecting on their choices.</p> <p>For a small percentage of our population, we have a Breakfast Club, where teachers teach our students coping strategies when faced with difficult situations.</p> <p>All classrooms have a tiered behavior system which allows them to go up and down the system. Students always have the opportunity to turn their choices around and move up the system. Students receive developmentally appropriate consequences and rewards daily.</p> <p>Lastly, as a school, we hold weekly assemblies where we stress school safety and emphasize our values and character strengths.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>School will continue invest in security expenses. KIPP will invest region wide safety improvements by continued investment in emergency preparedness and facility safety.</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 7 from prior year LCAP:	Students will have access to a broad course of study that may include courses such as: Spanish/Social Studies, PE/Dance, Art, and Science in addition to ELA and math during a school year		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: KCCP Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	100% of students will have access to a broad course of study	Actual Annual Measurable Outcomes:	100% of students have access to a broad course of study	
<b>LCAP Year: 2015-2016</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
<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>Hiring of credentialed teachers to teach enrichments</p>	<p>Elective Teachers 1105 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration \$192,936</p>	<p>When creating our budget, I ensure that I hire the teachers needed to offer courses to all students. I start recruitment in early January and wrap up by June. That gives us the summer to train new staff.</p> <p>The daily schedule is designed to develop well-rounded students with strong skills in a wide variety of content areas. The schedule is created to ensure students have a significant amount of time allocated to phonics and vocabulary, reading, and writing in both whole group and small group formats with time for intervention and support. Students have multiple times to develop their math skills through calendar math, the math block, and also workshop.</p>	<p>Elective Teachers 1105 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 281,352</p> <p>Art 4320 4000-4999: Books And Supplies Supplemental &amp; Concentration 6066</p> <p>4321 Athletics 4000-4999: Books And Supplies Supplemental &amp; Concentration 2000</p>	

		<p>The schedule is also designed to allocate time to art, Spanish, and social studies across all grades to build upon students' natural talents. These will be incorporated during a common grade-level "Specials" block to facilitate grade-level planning.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Increased and improved services in providing elective courses and corresponding supplies and materials.</p>		

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

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

Original GOAL 8 from prior year LCAP:	Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify
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Goal Applies to:	Schools: KCCP	Applicable Pupil Subgroups: All students
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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 a school, we are currently at 45% (Math) & 53% (Reading) of our students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test. We are on track to meet our end of year goal since we still have 5 months of instruction left in the school year.  We were able to meet this goal at the end of the 2014-15 school year. 80% of students met their goal in ELA. 83% of students met their goal in Math.
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Services for all students:</p> <p>Ensuring high-quality instruction and targeted support.</p> <p>Teachers will use previous MAP scores to create targeted instruction for each student</p> <p>Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.</p>	<p>Teacher Salaries 1101 1000-1999: Certificated Personnel Salaries General Purpose State Aid \$1,339,547</p> <p>Assistant Principal Salary 1302 1000-1999: Certificated Personnel Salaries General Purpose State Aid \$155,250</p> <p>Instructional Coach 1903 1000-1999: Certificated Personnel Salaries General Purpose State Aid \$104,935</p> <p>KIPP Leadership 5824 5800:</p>	<p>As previously stated, we ensure we provide high quality instruction and targeted support to all of ours students. We do this by implementing a blending learning model, differentiating lesson plans, and pulling small groups throughout the day.</p> <p>In terms of MAP, we start every school year, analyzing previous MAP scores, and creating a differentiation plan. The plan, at times, can be classroom based and at other times, grade level based. This ensures that we are maximizing resources to drive results for students.</p>	<p>Assessment Materials 4304 4000-4999: Books And Supplies Base 5800</p> <p>Assistant Principal Salary 1302 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 119378</p> <p>Instructional Coach 1903 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 46435</p>

	Professional/Consulting Services And Operating Expenditures Supplemental & Concentration \$12,650		
	Assessment Materials 4304 4000- 4999: Books And Supplies Supplemental & Concentration \$13,000	Our leadership team meets with teachers and grade levels to assess plans, progress, and to help them monitor their next steps.	
		Students in first -fourth grade know their MAP growth target and teachers track growth: fall to winter, winter to spring, and fall to spring.	
Scope of Service  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued commitment to purchase blended learning, common core curriculum, and computers.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>636,200</u>
<p>In KIPP's model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close school wide achievement gap . Services are increased in the area of intervention by adding additional intervention staff to increase charter-wide services primarily for unduplicated students but from which other students benefit as well. Services are improved by continues and numerous Professional Development Services that KIPP designs internally in addition to hiring consultants. Services were also increased in areas of End of the year Field Lesson to improve attendance and academic achievement. Management and Admin services increased by additional staff in regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased School Leaders and Teachers focus on academics. School invests in technology to increase support for students, teachers and admin which improves overall services for all students and primarily for unduplicated students. Janitorial services improved by providing more services for schools.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15.6	%
3%	
<p>In KIPP's model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close school wide achievement gap . Services are increased in the area of intervention by adding additional intervention staff to increase charter-wide services primarily for unduplicated students but from which other students benefit as well. Services are improved by continues and numerous Professional Development Services that KIPP designs internally in addition to hiring consultants. Services were also increased in areas of End of the year Field Lesson to improve attendance and academic achievement. Management and Admin services increased by additional staff in regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased School Leaders and Teachers focus on academics. School invests in technology to increase support for students, teachers and admin which improves overall services for all students and primarily for unduplicated students. Janitorial services improved by providing more services for schools.</p>	



## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	2,650,144.00	850,234.94	1,399,549.00	1,480,635.00	1,501,663.00	4,381,847.00
Base	0.00	97,788.40	540,400.00	477,212.00	508,606.00	1,526,218.00
Common Core Grant	0.00	0.00	0.00	0.00	0.00	0.00
General Purpose State Aid	2,201,785.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	88,560.00	0.00	0.00	0.00	0.00
Supplemental & Concentration	448,359.00	663,886.54	859,149.00	1,003,423.00	993,057.00	2,855,629.00
						2,855,629.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	2,650,144.00	850,234.94	1,399,549.00	1,480,635.00	1,501,663.00	4,381,847.00
	13,424.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,022,441.00	475,424.48	574,063.00	687,068.00	649,748.00	1,910,879.00
2000-2999: Classified Personnel Salaries	0.00	24,452.00	140,700.00	98,021.00	100,962.00	339,683.00
4000-4999: Books And Supplies	169,629.00	165,205.46	275,336.00	288,884.00	301,592.00	865,812.00
5000-5999: Services And Other Operating Expenditures	427,000.00	160,153.00	335,400.00	316,099.00	348,870.00	1,000,369.00
5800: Professional/Consulting Services And Operating Expenditures	17,650.00	25,000.00	74,050.00	90,563.00	100,491.00	265,104.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	2,650,144.00	850,234.94	1,399,549.00	1,480,635.00	1,501,663.00	4,381,847.00
		0		0	0	0	0
	General Purpose State Aid	13,424.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Purpose State Aid	1,599,732.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	422,709.00	475,424.48	574,063.00	687,068.00	649,748.00	1,910,879.00
		0		0	0	0	0
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	140,700.00	98,021.00	100,962.00	339,683.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	0.00	24,452.00	0.00	0.00	0.00	0.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2015-2016 Annual Update Budgeted</b>	<b>2015-2016 Annual Update Actual</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2016-17- 2018-19 Total</b>
4000-4999: Books And Supplies	Base	0.00	59,438.40	95,300.00	101,257.00	103,999.00	300,556.00
4000-4999: Books And Supplies	General Purpose State Aid	156,629.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental & Concentration	13,000.00	105,767.06	180,036.00	187,627.00	197,593.00	565,256.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	38,350.00	304,400.00	277,934.00	303,645.00	885,979.00
5000-5999: Services And Other Operating Expenditures	General Purpose State Aid	427,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	88,560.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	0.00	33,243.00	31,000.00	38,165.00	45,225.00	114,390.00
5800: Professional/Consulting Services And Operating Expenditures	General Purpose State Aid	5,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	12,650.00	25,000.00	74,050.00	90,563.00	100,491.00	265,104.00

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

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).