Introduction:

LEA: KIPP Sol Academy   **Contact (Name, Title, Email, Phone Number):** Rachelle Minix, School Leader, rminix@kippla.org, 323-800-5220   **LCAP Year:** 2016-2019

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
• Monthly SPA Committee Meetings (Sol Parent Advocacy) on the 3rd Thursday of every month that involve both our parent-elected SPA Committee running a portion and school/academic/culture updates from the principal; all parents are invited to attend • Mandatory Homeroom meetings for each class run by the principal with 100% parent participation • Parent-Teacher Conferences formally once a semester (twice a year) • Daily and Weekly volunteer opportunities for parents (HW correction,	Through their continuous volunteer work in the classroom our parents are familiar with the students needs and pulled on this experience to make recommendations.

- small group intervention/reading, lunch supervision, preparation of materials, etc.)
- Weekly parent bulletins distributed in paper form and updated on the website in English and Spanish
- Bi-weekly "Coffee with the Principal" meetings in which the school provides a theme and breakfast and parents are able to set the agenda and discuss priority items
- Comment boxes
- Open-door policy (administrators and teachers available by phone, email and in-person conferencing on as-needed basis)
- Parent Meeting to explain and solicit feedback on LCFF and LCAP

A planning meeting is being held with teachers and administration prior to the larger meeting with all stakeholders. During this meeting we invited all families to come to a meeting to learn about LCFF and give their feedback on our goals for the eight state priorities. The meeting first started with an explanation of the new Local Control Funding Formula and how it differs from how schools were funded in the past. Attendees learned how the formula is executed and how the schools are going to be help accountable for the funds through the LCAP and the eight state priorities. Next, the meeting shifted to presenting Sol's LCAP. Each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress.	Parents and other attendees responded well to the LCAP meeting and they provided written and verbal feedback on our 8 goals. As each goal was presented parents provided real time feedback to the school leader. Additionally, attendees were asked to share ideas they had on how to improve the goal and achieve the goal.
Annual Update: Stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school, however, the official LCAP meeting was one March 10, 2016 at 4:30 pm . The first part, educating, focused on providing background and current information that supports stakeholders engagement and understanding of LCFF and the LCAP. Topics covered a general explanation of the LCFF funding formula and how that is linked to the LCAP, the 8 state priorities and what it	**Annual Update:** Breaking the LCAP engagement process down into sections helps with the understanding, pacing, and effectiveness of our engagement efforts. Focusing on educating our stakeholders allows them to understand the LCFF/LCAP requirements and how they fit with our mission and vision, this sets a solid foundation for meaningful feedback.

means for students, parents, teachers, and our promise of supporting students to and through college. We will continue to provide education on the LCFF and LCAP as part of our engagement.

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

As described, each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress. Parents and other attendees responded well to the LCAP goals as evidenced by the written and verbal feedback on our goals. As each goal was presented parents provided real time feedback and also completed a survey form. The survey form asked attendees to indicate their feelings on a likert scale (listed below) regarding each of the state aligned goals.
a) Strongly support the goal
b) I support this goal
c) I am neutral
d) I do not support this goal
e) I strongly oppose this goal
Additionally, attendees were asked to write in ideas they had on how to improve the goal and achieve the goal.

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

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

All feedback ranked all goals as "I strongly support the goal"

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

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

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

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

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

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

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

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	All students will achieve.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

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 64% To increase the number of students who score Proficient or above in Math the SBAC assessment - Benchmarked for 2014-15 at 40% To increase the number of students making annual progress in Learning English - AMAO 1 results show subgroup was too small for state reporting. To increase the number of English Learners who achieve full English language proficiency - KSol reclassification rate for 2014-15 at 16% To increase the number of students who meet or exceed their individual growth targets in English Language Arts on the MAP - 2014-15 at 58% To increase the number of students who meet or exceed their individual growth targets in Math on the MAP - 2014-15 at 56%

Goal Applies to:	Schools: KIPP Sol Academy
	Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-17

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a: Number of students who are proficient for English Language Arts and Math We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include:	School Wide	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient	1101　Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 130,000 4401　Classroom Technology 4000-4999: Books And Supplies Base　32,516 4402　Classroom Software 4000-4999: Books And Supplies

		_ Other Subgroups: (Specify)	Base 40,885

Alekes Quick Tables
CAFE Conferencing
Raz-Kids (Learning A-Z)
Renaissance Learning
ST Math
Think Through Math
ThinkCerca

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.

Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.

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

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1b: Annual Progress in English language Proficiency (AMAO1)

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

Teachers will use data such as interim assessments to tailor and guide instruction.
English Language students can receive small group instructional support to support their language development.

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Right column (budget):

Base 40,885

4304   Assessment Materials 4000-4999: Books And Supplies Base 4,500

5822   Staff Recruitment 5800: Professional/Consulting Services And Operating Expenditures Base 5,000

4404   Staff/Office Computer & Printers
4405   Staff/Office Software
 4000-4999: Books And Supplies Supplemental & Concentration 10362

1c: Percentage of EL students who reclassify as RFEP Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. • --- -- 1c: Percentage of EL students who EL reclassify as RFEP 1d: Number students meeting MAP growth goals We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.			
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1a: Rate of students meeting state-established proficiency levels for English Language Arts - 50%
	1a: Rate of students meeting state-established proficiency levels for Math - 2016-17 results + 1%
	1b: Rate of English Learners making annual progress on California English Language Development Test (CELDT (AMAO1) - 64%
	1c: Reclassification rate of English Learners- 20%
	1d: Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test - 50%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a: Number of students who are proficient for English Language Arts and Math We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Alekes Quick Tables CAFE Conferencing Raz-Kids (Learning A-Z) Renaissance Learning ST Math Think Through Math ThinkCerca 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. Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction. In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableou, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student	School Wide	_ All - - - - - - - - - - - - - - OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 133,900 4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 20,000 4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 41,915 4304 Assessment Materials 4000-4999: Books And Supplies Base 4,613 5822 Staff Recruitment 5800: Professional/Consulting Services And Operating Expenditures Base 5,126 4404 Staff/Office Computer & Printers 4405 Staff/Office Software 4000-4999: Books And Supplies Supplemental & Concentration 10551

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1b: Annual Progress in English language Proficiency (AMAO1)

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

Teachers will use data such as interim assessments to tailor and guide instruction.
English Language students can receive small group instructional support to support their language development.

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1c: Percentage of EL students who reclassify as RFEP

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

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1d: Number students meeting MAP growth goals

We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.

Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.

_ All

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_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
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OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1a: Rate of students meeting state-established proficiency levels for English Language Arts - 50% 1a: Rate of students meeting state-established proficiency levels for Math - 2017-18 results + 1% 1b: Rate of English Learners making annual progress on California English Language Development Test (CELDT (AMAO1) - 64.5% 1c: Reclassification rate of English Learners- 20% 1d: Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test - 50%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a: Number of students who are proficient for English Language Arts and Math We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Alekes Quick Tables CAFE Conferencing	School Wide	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 137,917 4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 20,524 4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 43,013 4304 Assessment Materials 4000-4999: Books And

Raz-Kids (Learning A-Z) Renaissance Learning ST Math Think Through Math ThinkCerca 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. Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction. In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableou, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student • -- --- 1b: Annual Progress in English language Proficiency (AMAO1) All CELDT data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera. Teachers will use data such as interim assessments to tailor and guide instruction. English Language students can receive small group instructional support to support their language development. • -- --- 1c: Percentage of EL students who reclassify as RFEP		Supplies Base 4,734 5822 Staff Recruitment 5800: Professional/Consulting Services And Operating Expenditures Base 5,260 4404 Staff/Office Computer & Printers 4405 Staff/Office Software 4000-4999: Books And Supplies Supplemental & Concentration 10759

Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. • --- 1d: Number students meeting MAP growth goals We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student. Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring.		

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

GOAL 2:	Support student, family and school engagement	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	To increase parent engagement by sustaining or improving number of opportunities for parent involvement at school To increase student engagement and securing school safety - 2015-16 at 1.5% suspension rate & 0% expulsion rate To increase student satisfaction with KIPP Sol Academy as measured by surveys To achieve or maintain school attendance rates and decrease chronic absenteeism - 2015-16 at 97.5% ADA & 0% Chronic Absenteeism	
Goal Applies to:	Schools: KSol	
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-17

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a: Parent Engagement Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally,parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our most used method would be our printed	School Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2401 Office Manager 2000-2999: Classified Personnel Salaries Base 46,900 4352 Postage for letters sent 4000-4999: Books And Supplies Base 800 4314 Special Event - Food for parent night 4000-4999: Books And Supplies Base 900 4405 School Messenger 4000-4999: Books And Supplies Base 1100 5504 Fire/Security 5000-5999: Services And

			Other Operating Expenditures Base 40,000
family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities. Also, Sol will utilize a Family and Civic engagement coordinator to help craft a vision for middle school parent engagement at KIPP Sol and solicit feedback on how to increase participation in addition to existing mechanisms like LCAP/SSC/SPA, etc. meetings. KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families. • --- --- 2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils) We work to cultivate a positive school culture through a school-wide behavior support plan and ensure that all school personnel are trained on our plan. We also use a tiered behavior system to ensure school safety and run SST meetings for students at risk as a preventative measure. We will add personnel to support the increase of students as needed.			

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

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

We are also working to increase our community partnerships to support our efforts.

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

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

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2e School attendance

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

Parents will join in to celebrate students who have

perfect attendance.Students also receive incentives if their classes have the highest attendance for the month.			
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a: Parent Engagement	School Wide	X All OR:	2401 Office Manager 2000-2999: Classified Personnel Salaries Base 48,307

Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally,parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities. Also, Sol will utilize a Family and Civic engagement coordinator to help craft a vision for middle school parent engagement at KIPP Sol and solicit feedback on how to increase participation in addition to existing mechanisms like LCAP/SSC/SPA, etc. meetings. KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families. • --- -- 2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils) We work to cultivate a positive school culture through a	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4352 Postage for letters sent 4000-4999: Books And Supplies Base 900 4314 Special Event - Food for parent nights 4000-4999: Books And Supplies Base 1000 4405 School Messenger 4000-4999: Books And Supplies Base 1200 5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 41,008

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

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

We are also working to increase our community partnerships to support our efforts.

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

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

- --

2e School attendance

Both parents and students will be held accountable for

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

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

LCAP Year 3: 2018-19

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2a: Parent Engagement Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally,parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving	School Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2401 Office Manager 2000-2999: Classified Personnel Salaries Base 49,756 4352 Postage for letters sent 4000-4999: Books And Supplies Base 1000 4314 Special Event - Food for parent nights 4000-4999: Books And Supplies Base 1100 4405 School Messenger 4000-4999: Books And Supplies Base 1300 5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 42,082

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. Also, Sol will utilize a Family and Civic engagement coordinator to help craft a vision for middle school parent engagement at KIPP Sol and solicit feedback on how to increase participation in addition to existing mechanisms like LCAP/SSC/SPA, etc. meetings. KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families. • -- 2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils) We work to cultivate a positive school culture through a school-wide behavior support plan and ensure that all school personnel are trained on our plan. We also use a tiered behavior system to ensure school safety and run SST meetings for students at risk as a preventative measure. We will add personnel to support the increase of students as needed. • -- 2d: "I feel safe at school" as a 4 or better as measured		

by internal surveys To ensure students safety throughout the day, KIPP LA has hired lunch duty Operation Aides, noon aides, and Yard/Cafe to aid in the proper supervision of students at lunch We are also working to increase our community partnerships to support our efforts. KIPP LA has contracted an outside Emergency Preparedness specialist to train and support KIPP LA schools with Emergency planning, training as well as completing drills. KIPP LA has also ensured that all schools have emergency kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other items. We also contract with a website software provider to ensure all KIPP LA staff has up to date training on SafeSchools which include training on a variety of school safety measures. We also insure our facilities for fire and contact with professional security services as needed. • --- 2e School attendance Both parents and students will be held accountable for attendance goals. Our operations managers will pull daily attendance reports and report attendance to the administration team. In addition, the operations managers will make daily phone calls to families who are absent. On rainy days we use our School Messenger system to call our parents to encourage them plan ahead and attend school. Parents will join in to celebrate students who have perfect attendance.Students also receive incentives if their classes have the highest attendance for the month.			

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

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

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

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	3a: Rate of teachers who are appropriately credentialed for the subject they are teaching - 100% 3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100% 3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100% 3d: Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE - 100% 3e: Ensure that our facility is at "good repair" or better as measured by SARC

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a: Number of teachers who are credentialed In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following: Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement.	School Wide	X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1105 Elective Teacher 2000-2999: Classified Personnel Salaries Supplemental & Concentration 255,478 4101 Curiculumn Materials and Supplies 4000-4999: Books And Supplies Base 20,000 4201 Class sets/library books 4000-4999: Books And Supplies Base 20,000 5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Base 103,000

We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees.

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

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

- --- --

3b: Curriculum Materials and Supplies

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

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

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

5602   Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Base 61,500

5824   KIPP School Leadership Program
5825   Other Professional Development
 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 43200

1199   Bonus Pool Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 74,000

Teacher Professional Development

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

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

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

Administration and coaching Professional Development

KIPP LA provides monetary support in the form of fees and travel for teacher leaders and principals to attend KSLP for professional development training.

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

Electives and Enrichments
Our school budget supports the hiring of needed teachers to offer elective and a broad course of study to all students. We also engage in programmatic planning and scheduling. We will insure our schedule allows enough time for all students to engage in listed courses.

All students have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics,

computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. • -- -- 3e: Ensure that our facility is at "good repair" or better as measured by SARC We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. These visits rely on using operational and custodial staff. KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance. Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites.		
	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	3a: Rate of teachers who are appropriately credentialed for the subject they are teaching - 100%
	3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100%
	3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100%
	3d: Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE - 100%
	3e: Ensure that our facility is at "good repair" or better as measured by SARC

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a: Number of teachers who are credentialed In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following: Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees. Teacher Retention and Support Once our teachers are hired we work with them to maintain and obtain proper documentation. This can	School Wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 260,114 4101 Curiculumn Materials and Supplies 4000-4999: Books And Supplies Base 20,504 4201 Class sets/library books 4000-4999: Books And Supplies Base 20,504 5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Base 104,945 5602 Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Base 63,050 5824 KIPP School Leadership Program 5825 Other Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 44289 1199 Bonus Pool Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 69000 5204 KIPP Summit Travel and Accommodations 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 16,585

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

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

- --- --

3b: Curriculum Materials and Supplies

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

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

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

Teacher Professional Development

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

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

All teachers at KIPP LA participate in 26 days of professional development to ensure they are well

trained and versed in a number of different areas. Although these are offered specifically for the school sites, KIPP LA provides supplies, spaces, curriculum for these trainings.

Administration and coaching Professional Development

KIPP LA provides monetary support in the form of fees and travel for teacher leaders and principals to attend KSLP for professional development training.

* --- ---

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

Electives and Enrichments
Our school budget supports the hiring of needed teachers to offer elective and a broad course of study to all students. We also engage in programmatic planning and scheduling. We will insure our schedule allows enough time for all students to engage in listed courses.

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.

* --- ---

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

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

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

| janitorial companies, regular pest control as well as day to day maintenance.

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

LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | 3a: Rate of teachers who are appropriately credentialed for the subject they are teaching - 100%

3b: Rate of students will have access to educational supplies and materials that are common core aligned - 100%

3c: Rate of teachers who attend training on common core and ELD strategies to support EL students - 100%

3d: Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE - 100%

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3a: Number of teachers who are credentialed

In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:

Recruitment
We focus on hiring experienced, credentialed teachers and ensure proper placement.

We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in | School Wide | X All
_ _ _ _ _ _ _ _ _ _
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | 1105   Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 263,934

4101   Curiculumn Materials and Supplies 4000-4999: Books And Supplies Base 21,041

4201   Class sets/library books 4000-4999: Books And Supplies Base 21,041

5503   Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Base 107,917

5602   Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Base 64,702

5824   KIPP School Leadership Program
5825   Other Professional Development
 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 45449

1199   Bonus Pool Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration |

gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees. Teacher Retention and Support Once our teachers are hired we work with them to maintain and obtain proper documentation. This can look like support them with applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an important factor in student achievement. In order to retain high quality and credentialed teachers, KIPP LA will implement salary increases in the form of bonuses for the 16 -17 school year. • -- 3b: Curriculum Materials and Supplies All students, including English language learners will have lesson plans and assessments that are common core aligned. Purchase educational supplies and materials purchased that are common core aligned. • -- 3c: Amount of training teachers receive on the Common Core State Standards. Teacher Professional Development Teachers will participate in professional development throughout the year. Teachers have the opportunity to attend trainings that are available to the whole KIPP LA region and at the school level. Trainings will strengthen our teachers understanding of our instruction and in the Common Core. Trainings will include and cover topics		5,000 5204 KIPP Summit Travel and Accommodations 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 17,019

on how to best support and strategies for English language learners.

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

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

Administration and coaching Professional Development

KIPP LA provides monetary support in the form of fees and travel for teacher leaders and principals to attend KSLP for professional development training.

- --

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

Electives and Enrichments
Our school budget supports the hiring of needed teachers to offer elective and a broad course of study to all students. We also engage in programmatic planning and scheduling. We will insure our schedule allows enough time for all students to engage in listed courses.

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

- --

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

measured by SARC We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. These visits rely on using operational and custodial staff. KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance. Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites.			

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

Annual Update

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

Guiding Questions:

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

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

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

Goal Applies to:	Schools: SOL	
	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 1b. 100% of students have access to common core aligned materials. 1c. For the 2015-16 school year, KIPP Sol Academy moved into a brand-new, state-of-the-art facility; because of the new move, we do not have results formally tracked via SARC but we are compliant via internal facility audits.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information Students will have access to common core aligned curriculum	5822 Staff Recruitment 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $5,000 Curriculum Materials & Books 4101 4000-4999: Books And Supplies General Purpose State Aid $ 10,210 Classroom Software 4402 4000-4999: Books And Supplies General Purpose State Aid $ 39,484 Janitorial 5503 5000-5999: Services And Other Operating Expenditures General Purpose State Aid	Services for all students: KIPP Sol prioritized hiring credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state with KIPPLA's Human Capital team. Driving results for students means we must have excellent teachers. Teacher recruitment and a comprehensive interview process helped to identify, attract, and hire highly qualified	5822 Staff Recruitment 5000-5999: Services And Other Operating Expenditures Base $ 4,932 Materials & Books 4101; 4201 4000-4999: Books And Supplies Base 10421 Classroom Software 4402 4000-4999: Books And Supplies Base $ 39,484 Janitorial 5503 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 33,832

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 regional oversight visits.	$120,000 Repairs and Maintenance 5602 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $50,000	teachers. KIPP LA Teachers are required to have a credential issued by the CTC that is specific to our schools' charter language, or an authorizing document issued by the Los Angeles County Office of Education (LACOE) Once teachers are hired our human capital team helps them with maintaining proper documentation. Students will have access to common core aligned curriculum both online and otherwise. All purchased educational supplies and materials purchased that are common core aligned. Our SARC is not reflective of our brand new facility, so we are monitoring facility health and compliance internally using operational and custodial staff, and through regional oversight visits. Services in these area increased to serve unduplicated students which also benefited all students. We also contract a janitorial service to ensure our space is conducive to learning.	Repairs and Maintenance 5602 5000-5999: Services And Other Operating Expenditures Base 18,154 5601-Rent 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 96,011 4312 Instructional Supplies 4000-4999: Books And Supplies Base 15,462 5501 Utilities (Gas, Electric, Water) 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 19,401
Scope of Service _ All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ 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?	Continued investment in teacher credentialing.

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

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

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

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

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

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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 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. All teachers will attend at least one common core training a year	Education Instructional Consulting 5807 5800: Professional/Consulting Services And Operating Expenditures General Purpose State Aid $5,000	Services for all teachers to benefit all students: All students, including English language learners have teacher created lesson plans and assessments that are common core aligned. In order to do this we must ensure: • Teachers have computers for planning and instruction • Teachers are able to print lesson plans, assessments and have other classroom supplies/equipment Teachers participated in PD throughout the year as a region and at the school level in Common Core. Topics included strategies for EL's. We tracked attendance records for all scheduled professional development	5824 KIPP School Leadership Program 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 12,650 4404 Staff/Office Computer & Printers 4405 Staff/Office Software 4000-4999: Books And Supplies Supplemental & Concentration 11884 5204 KIPP Summit Travel and Accommodations 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 5,474 5825 Other Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 25,000

We will seek out PD that helps us implement common core aligned curriculum		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. Items used for tracking include supplies such as binders and dividers and online systems such as illuminate.	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ 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?	Continued investment in teacher professional development		

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

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

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

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

Expected Annual Measurable Outcomes:	For parent events, Sol will achieve 50%+ attendance rate for parents, and also recruit new parents to attend meetings.	Actual Annual Measurable Outcomes:	For parent events, Sol achieved an average of 50%+ attendance rate for parents for family events.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Services for parents of all students: Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents. Parents will be notified via several channels for all mandatory meetings (auto calls, bulletins, daily notes, website, calendars, etc.); attendance will be tracked for comparison by Home rooms; incentives will be used for HRs meeting 100% attendance (tickets to upcoming school events, free dress for students, etc.)	Office Software 4405 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $ 500 Postage & Shipping 4352 4000-4999: Books And Supplies General Purpose State Aid $150 Non-Instructional Supplies 4351 4000-4999: Books And Supplies General Purpose State Aid $500	Services for parents of all students: Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents. Parents will be notified via several channels for all mandatory meetings (auto calls, bulletins, daily notes, website, calendars, etc.); attendance will be tracked for comparison by Home rooms; incentives will be used for HRs meeting 100% attendance (tickets to upcoming school events, free dress for students, etc.) SPA committee (Sol Parent Advocacy) will have bi-weekly planning meetings to drive parent-lead school initiatives.	Office Software 4405 4000-4999: Books And Supplies Base 950.00 Postage & Shipping 4352 4000-4999: Books And Supplies Base 267.85 4314 Special Events 4000-4999: Books And Supplies Base 669.36

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have shifted focus to provide a wider variety of parent engagement opportunitiesIncrease and improve services in parent engagement by additional parent engagement events, increased school staffing.

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

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

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

Expected Annual Measurable Outcomes:	4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress 4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT 4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified	Actual Annual Measurable Outcomes:	4a: Last year 40 % of students scored a 3 or 4 on the Math SBAC and 64% scored a 3 or 4 on ELA SBAC. Based on school based interim assessment data we are on track to meeting and/or exceeding our goal of 1% increase. 4d: Last year we had 28 EL students, 53% of students advanced one level and 42% of students remained at a passing score. For 15-16, we had 54 EL students, 40% advanced at least one level, and 38% remained at a passing score. 4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school ELLs will receive group instructional support to support their language	Classroom Technology 4401 4000-4999: Books And Supplies General Purpose State Aid $ 58,799 Other Professional Development 5825 1000-1999: Certificated Personnel Salaries Supplemental & Concentration $ 15,000 instructional supplies 4312 1000-1999: Certificated Personnel Salaries Supplemental & Concentration $ 31,038	Services for all students: Blended learning model that ensures daily intervention and acceleration available; For the 2015-16 year we purchased: • Aleks Quick Table for 5th grade math, • Cafe Conferencing and Class Dojo for classroom management • Renaissance Learning for ELA • Raz-Kids (Learning A-Z)	4401 Classroom Technology 4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 106,681 1901, 1903 Dean, Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 40000 1101-Intervention Teacher 1000-1999: Certificated Personnel Salaries

development We will have teachers trained in SBAC assessment Teachers to provide additional resources as needed We will have teachers trained in ELD strategies Teachers to provide group instruction will be added as we gain more students	2000-2999: Classified Personnel Salaries	• ST Math • Think Through Math • ThinkCerca PD and on-going coaching for teachers using KFET and common core training. Our newest Dean spent a summer training to improve her coaching skills to be able to drive student results through high impact coaching of teachers. Student services include tutoring after school during study hall and Saturday school; We also hired 2 full-time intervention teachers (one for math and one for ELA) EL students receive group instructional support to support their language development using SDAIE methods Provided computers and technological support for each student to increase services for unduplicated students from which all students benefited. All of our teachers are trained in SBAC assessment protocol Teachers are provided additional resources as needed	Supplemental & Concentration 50000
Scope of Service _____ _ All - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service _____ _ All - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Investment in academic programs. Continues scheduling of instructional hours in English language development through one and one intervention based on specific needs of students.		

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

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

Original GOAL 5 from prior year LCAP:	KSOL will support student attendance and engagement	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	5a: Sol will sustain an average daily attendance rate of 95% 5b: 75% or more of SOL students will not miss more than 10% of school	Actual Annual Measurable Outcomes:	5a: As of 4/18/16 KIPP Sol's ADA is 97.3% 5b: As of 4/18/16 KIPP Sol's chronic absentee rate 0%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Daily attendance updates by home room; weekly incentives for student attendance (free dress, recess, etc.), home room attendance tracked weekly in parent bulletin; end-of-year field trips with attendance minimum requirements Both parents and students will be held accountable for attendance goals. Incentivize perfect attendance through awards and assemblies	Field Lessons & Incentives 5835 to 5836 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $2,000 End of Year Field Lesson 5841 to 5842 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $3,000 Illuminate data management software 4402 4000-4999: Books And Supplies General Purpose State Aid $2,300	Services for all students: Daily attendance updates by home room; home room attendance tracked weekly in parent bulletin; end-of-year field trips with attendance minimum requirements Both parents and students will be held accountable for attendance goals through the SART/SARB process. Incentivize perfect attendance through awards and assemblies.	Field Lessons & Incentives 5835 to 5836 5000-5999: Services And Other Operating Expenditures Base 3,841 5839 Student Incentives 5841 End of Year Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 6,712 Illuminate data management software 4402 4000-4999: Books And Supplies Base 3,343.56
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?	Increase and improved services in monitoring student attendance by additional early intervention systems to target students exhibiting signs of chronic absenteeism within first 30 days of ADA.		

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

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

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

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

Expected Annual Measurable Outcomes:	6a: Decrease the number of suspensions for all students 6d: SOL's expulsion rate will not exceed 1% 6c: Parents grade will indicate that they feel their students' school is safe. 6d: Students will indicate that they feel school is safe	Actual Annual Measurable Outcomes:	6a: Sol currently has a 1.5% suspensions rate. This is lower than 2014-15 rate of 1.56% 6b: KSOL's expulsion rate has not exceeded 1% 6c: On a 5 point scale, parents indicate that they feel their students' school is safe at a 4.5 average. 6d: On a 5 point scale, students rated they feel school is safe at a 4.2 average.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: SPA committee helping to support administration in building strong school-home relationships; increase opportunities for parents to volunteer and be present on campus; continue forums (coffee chats, SPA, etc,) anonymous comment boxes, open-door policy Tried behavioral policy to prevent suspensions and expulsions Add personnel to support the increase	Field Lessons 5841 and 5842 5000-5999: Services And Other Operating Expenditures General Purpose State Aid $1,500 Special Events 4314 4000-4999: Books And Supplies General Purpose State Aid $10,210	Services for all students: Values and character lessons weekly; Advocates of the week recognition; Training for teachers on restorative practices and modeling the use of the practices with students to increase problem-solving and coping strategies On-site school counseling and social work Home visits	5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 18,094 2205 Noon/Yard/Café Monitor 2000-2999: Classified Personnel Salaries Supplemental & Concentration 12,616

of students		SPA committee helping to support administration in building strong school-home relationships; increase opportunities for parents to volunteer and be present on campus; continue forums (coffee chats, SPA, etc,) anonymous comment boxes, open-door policy Tiered behavioral policy to prevent suspensions and expulsions Add personnel and technology to support the increase of student supervision	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	School will continue invest in security expenses. KIPP will invest region wide safety improvements by continued investment in emergency preparedness and facility safety.		

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

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

Original GOAL 7 from prior year LCAP:	Students will have access to a broad course of study that may include courses such as: 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 X 8 _ COE only: 9 _ 10 _ Local : Specify

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

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

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: School will create budget that supports the hiring of needed teachers to offer courses to all students Hire people with skills and credentials to staff desired enrichment positions; maintain budget to continue to staff these positions Programmatic planning and scheduling	Elective Teachers 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration $ 181,274	Services for all students: School will create budget that supports the hiring of needed teachers to offer courses to all students Hire people with skills and credentials to staff desired enrichment positions; maintain budget to continue to staff these positions Programmatic planning and scheduling Sol purchases all necessary equipment for elective courses and PE	Elective Teachers 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 10000
Scope of Service _ All		Scope of Service _ All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		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?	Increased and improved services in providing elective courses and corresponding supplies and materials.		

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

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

Original GOAL 8 from prior year LCAP:	Sol Students will exceed national growth norm expectation in all quartiles for ELA and math.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	KIPP Sol
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.	Actual Annual Measurable Outcomes:	Students will meet or exceed district and state performance levels according to CAASPP measures.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Services for all students: Ensuring high-quality instruction and targeted support. Build and implement school-wide support systems to prepare for MAP testing, including but not limited to tier 2 and 3 vocabulary, test-taking strategies, etc. Teachers will use previous MAP scores to create targeted instruction for each student	Elective Teachers 1105 4000-4999: Books And Supplies Supplemental & Concentration $ 181,274	Services for all students: Ensuring high-quality instruction and targeted support with regular and intervention/special education teachers. Build and implement school-wide support systems to prepare for CAASPP testing, including but not limited to tier 2 and 3 vocabulary, test-taking strategies, close reading, writing, etc. Creation and use of common module assessments aligned from SBAC. Use of daily and weekly formative assessment and tracking of student progress Teachers will use previous SBAC and	4304 Assessment Materials 4000-4999: Books And Supplies Base 4,371

		tri-weekly assessment data and daily exit ticket scores to create targeted instruction for each student We also purchased the NWEA MAP exam to administer to our students and ensure that we have chromebooks for testing.	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ 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?	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:	$ 419,142

Teachers allocate time during class hours for intervention to meet established goals for each student. This is made possible via blended learning. Increased staffing in intervention and on-going coaching for improved and increased services for unduplicated students, from which all students benefited. Teachers participated in PD throughout the year as a region and at the school level. Increased staffing in electives for purposes of increased services in elective courses.
Our SARC is not reflective of our brand new facility, so we are monitoring facility health and compliance internally using operational and custodial staff, and through regional oversight visits. Services in these area increased to serve unduplicated students which also benefited all students.
Provided computers and technological support for each student to increase services for unduplicated students from which all students benefited.

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.

14.34	%

Teachers allocate time during class hours for intervention to meet established goals for each student. This is made possible via blended learning. Increased staffing in intervention and on-going coaching for improved and increased services for unduplicated students, from which all students benefited. Teachers participated in PD throughout the year as a region and at the school level. Increased staffing in electives for purposes of increased services in elective courses.
Our SARC is not reflective of our brand new facility, so we are monitoring facility health and compliance internally using operational and custodial staff, and through regional oversight visits. Services in these area increased to serve unduplicated students which also benefited all students.
Provided computers and technological support for each student to increase services for unduplicated students from which all students benefited.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Funding Sources	717,239.00	550,250.77	890,141.00	907,511.00	863,548.00	2,661,200.00
Base	0.00	101,895.77	377,101.00	311,157.00	319,933.00	1,008,191.00
Charter school program grant	0.00	0.00	0.00	0.00	0.00	0.00
Common Core Grant	0.00	0.00	0.00	0.00	0.00	0.00
General Purpose State Aid	308,653.00	0.00	0.00	0.00	0.00	0.00
Supplemental & Concentration	408,586.00	448,355.00	513,040.00	596,354.00	543,615.00	1,653,009.00
Title I grant	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Expenditure Types	717,239.00	550,250.77	890,141.00	907,511.00	863,548.00	2,661,200.00
1000-1999: Certificated Personnel Salaries	227,312.00	100,000.00	204,000.00	463,014.00	406,851.00	1,073,865.00
2000-2999: Classified Personnel Salaries	0.00	12,616.00	302,378.00	48,307.00	49,756.00	400,441.00
4000-4999: Books And Supplies	302,927.00	193,533.77	131,063.00	121,187.00	124,512.00	376,762.00
5000-5999: Services And Other Operating Expenditures	182,000.00	244,101.00	204,500.00	225,588.00	231,720.00	661,808.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	0.00	48,200.00	49,415.00	50,709.00	148,324.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
All Expenditure Types	All Funding Sources	717,239.00	550,250.77	890,141.00	907,511.00	863,548.00	2,661,200.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	227,312.00	100,000.00	204,000.00	463,014.00	406,851.00	1,073,865.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	46,900.00	48,307.00	49,756.00	144,963.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	0.00	12,616.00	255,478.00	0.00	0.00	255,478.00
4000-4999: Books And Supplies	Base	0.00	74,968.77	120,701.00	48,721.00	50,216.00	219,638.00
4000-4999: Books And Supplies	General Purpose State Aid	121,653.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental & Concentration	181,274.00	118,565.00	10,362.00	72,466.00	74,296.00	157,124.00

Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17-2018-19 Total
Total Expenditures by Object Type and Funding Source							
5000-5999: Services And Other Operating Expenditures	Base	0.00	26,927.00	204,500.00	209,003.00	214,701.00	628,204.00
5000-5999: Services And Other Operating Expenditures	General Purpose State Aid	182,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	0.00	217,174.00	0.00	16,585.00	17,019.00	33,604.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	5,000.00	5,126.00	5,260.00	15,386.00
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	0.00	0.00	43,200.00	44,289.00	45,449.00	132,938.00

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).

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