

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>KIPP San Francisco Bay Academy operates under the premise that the teachers, parents, and students must work together as a partner to create the potential for a quality education. Parents are a vital part of this partnership and are key stakeholders in the school. Every KIPP parent and student completes a Commitment to Excellence Form that outlines the ways in which parents support the educational mission of the school.</p> <p>Staff members who choose to work at KIPP commit to doing whatever it takes to ensure that 100% of students succeed in middle school, high school, and college. By making the choice and commitment to be part of the school community; students, parents, and staff at KIPP play an integral role in the school’s success.</p> <p>The KIPP San Francisco Bay Academy Parent Association (KPA) has active families that participate in monthly meetings to plan and implement special events for students and families. Parents are the primary drivers of the KPA. KPA parents also volunteer at the school in various capacities. The Principal meets regularly with the KPA leadership team to assist with any projects and to ensure alignment between the school and projects.</p> <p>In order to engage the stakeholders listed above several different measures were taken. A parent survey was created in English and Spanish. This survey was sent home to families with a reminder in the weekly newsletter. Families were also invited to an LCAP presentation lead by a staff member from the Regional Support Office (RSO) at KIPP Bay Area Schools. A translated version of the presentation was available</p>	<p>The results of the surveys were reviewed and analyzed to identify specific trends. For parents, the results indicated the need for increased access to technology. This feedback helped form our goals for student achievement and student engagement. It is important to KIPP that students leave our school with a high level of technology literacy. KIPP believes that integrating the use of computers and programs into the classroom will better serve our students and prepare them for the future.</p> <p>Parents also noted the importance of developing students socially and providing opportunities for students to interact positively with each other. This feedback helped form our goals for student engagement. KIPP encourages character development by integrating certain character traits into the classroom and enforcing them schoolwide. There are also opportunities for students and teachers to celebrate accomplishments and discuss upcoming events in Team and Family meetings and homeroom.</p> <p>The staff surveys showed that teachers believe student achievement is one of the best indicators of a successful school and feel that maintaining a highly qualified staff is critical. Hiring and maintaining excellent staff has always been a priority at KIPP and will continue to be in future years. Each year the Talent Team at the RSO and the Principal at each school devote time, energy, and resources to recruit quality teachers. This feedback helped confirm our goals for student achievement and basic services.</p> <p>KIPP staff also highlighted personalized learning and professional</p>

Involvement Process	Impact on LCAP
<p>for Spanish speaking families. The presentation outlined the purpose of the LCAP, the state priorities, and the specific goals for KIPP San Francisco Bay Academy. The Principal was available to answer any school specific questions and provide further context.</p> <p>An online staff survey was created and shared through two weekly newsletters (School-wide and Region-wide). The newsletters and survey provided context about the LCAP and an email address for follow up questions. The survey was kept anonymous to encourage candid responses and a comment box was provided for additional questions or feedback.</p> <p>The LCAP was posted on the school's website for review before the public board meeting. An email address was provided for questions and feedback.</p>	<p>development as two important services to improve student achievement for EL students and students with special needs. This information was used to refine our goals for student achievement and student engagement.</p> <p>Ultimately, the results of the surveys and the conversations during the meeting indicated that KIPP San Francisco Bay Academy's mission is in line with the goals of the school community.</p>

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and

specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: KIPP hires and maintains a highly qualified faculty. Metric: KIPP will track teacher assignments and credentials	KIPP teachers will be appropriately assigned and fully credentialed.	All students	LEA-wide		100%	100%	100%	Basic Services
Need: KIPP obtains the most up to date standards aligned instructional materials to prepare students for high school and college. Metric: KIPP distributes an annual survey to the faculty.	KIPP teachers will agree or strongly agree, on an annual survey, that they have the most up to date standards aligned instructional materials.	All students	LEA-wide		80%	82%	84%	Basic Services
Need: KIPP facilities are maintained and in good condition. Metric: KIPP distributes an annual survey to the faculty, parents, and students. SARC report	KIPP staff, parents and students will agree or strongly agree, on an annual survey, that the school facility is kept in good condition.	All students	LEA-wide		80%	82%	84%	Basic Services
Need: KIPP teachers and staff will successfully implement the Common Core State	KIPP students' performance on the CAASPP will exceed the average	All students EL students Reclassified English	LEA-wide		Establish baseline performance on CAASPP	KIPP students will exceed the average performance of other students in	KIPP students will exceed the average performance of other students in	Implementation of CCSS Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Standards into the classroom.</p> <p>KIPP teachers and staff monitor student progress throughout the year to differentiate appropriately.</p> <p>KIPP provides a rigorous academic course load, strengthens character traits shown to improve academic growth, and holds students to high expectations consistently.</p> <p>Metric: CAASPP</p> <p>California Modified Assessment (as appropriate)</p> <p>Internal benchmarks; NWEA MAP</p>	performance of students in schools with similar demographics within the district.	<p>proficient students</p> <p>Low income students</p> <p>Foster youth</p> <p>Students w/disabilities</p> <p>Latino students</p> <p>African American students</p>			schools with similar demographics by at least 2%	schools with similar demographics by at least 4%	Other student outcomes	
Need: KIPP EL students are identified early and correctly.	KIPP EL students will achieve proficiency in the	EL students	LEA-wide		Establish a baseline for the school's EL	EL reclassification rate will increase by 2%	EL reclassification rate will increase by 2%	Implementation of CCSS – EL student achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)	
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17		
<p>KIPP teachers use techniques that maximize comprehensible input for EL students and reclassified English proficient students.</p> <p>Metric: CELDT</p> <p>Internal benchmarks; NWEA MAP</p> <p>CAASPP</p>	English language as quickly as possible through the school's services and teaching methods.				reclassification rate.	Establish baseline performance for EL students on CAASPP	EL students' performance on CAASPP will increase by 2%	EL students' performance on CAASPP will increase by 2%	<p>Student Achievement</p> <p>Other student outcomes</p>
<p>Need: Parents of students at KIPP believe in the mission of the school and are dedicated to help achieve our goals.</p> <p>Metric: Commitment to Excellence form</p> <p>KIPP Parent Association (KPA)</p> <p>Parent participation in parent-teacher conferences as well as school activities.</p>	KIPP parents or guardians will participate in a parent-teacher conference and/or a school activity during each school year.	All students	LEA-wide		80% participation	80% participation	80% participation	Parental Involvement	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: KIPP maintains low truancy and drop-out rates by incorporating personalized learning into lessons and highlighting character traits that support strong work ethic into daily lessons.</p> <p>Metric: Attendance records</p> <p>Drop-out rates</p>	KIPP's attendance rates will remain at or above 95% while truancy and drop-out rates will be below the district norm for schools with similar demographics.	All students EL students Reclassified English proficient students Low income students Foster youth Students w/disabilities Latino students African American students	LEA-wide		The average daily attendance will be at or above 95% Truancy and drop-out rates will be below the district norm for schools with similar demographics	The average daily attendance will be at or above 95% Truancy and drop-out rates will be below the district norm for schools with similar demographics	The average daily attendance will be at or above 95% Truancy and drop-out rates will be below the district norm for schools with similar demographics	Student Engagement
<p>Need: KIPP integrates character lessons into classroom teaching to promote behavior conducive to learning and holds students accountable with "paycheck systems" and parental involvement to maintain low suspension and expulsion rates.</p>	KIPP's suspension rates and expulsion rates will be below the District norm for schools with similar demographics.	All students EL students Reclassified English proficient students Low income students Foster youth Students	LEA-wide		Suspension and expulsion rates below the District norm for schools with similar demographics	Suspension and expulsion rates below the District norm for schools with similar demographics	Suspension and expulsion rates below the District norm for schools with similar demographics	School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Suspension and expulsion data will be monitored in PowerSchool		w/disabilities Latino students African American students						
Need: KIPP's faculty, students, and parents endorse the school's safety procedures and overall climate. Metric: Annual survey to parents, students, and staff.	KIPP staff, parents and students will agree or strongly agree, on an annual survey, that the school is safe and that the climate is positive.	All students	LEA-wide		80%	80%	80%	School Climate
Need: All KIPP students are enrolled in a broad course of study that encompasses core classes and enrichment courses. Metric: Enrollment records Benchmark assessments Other teacher created assessments	KIPP will provide a rigorous core curriculum as well as offer enrichment courses during and after school.	All students	LEA-wide		100% of students enrolled in a rigorous schedule	100% of students enrolled in a rigorous schedule	100% of students enrolled in a rigorous schedule	Course Access Other Student Outcomes

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
KIPP teachers will be appropriately assigned and fully credentialed.	Basic services Student Achievement	Hiring process: KIPP implements a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks.	LEA-wide		Public funding: Talent Recruitment \$39,544 HR/Certification Support \$37,400 Hiring Process/On-boarding \$76,944	Public funding: Talent Recruitment \$34,016 HR/Certification Support \$31,104 Hiring Process/On-boarding \$65,120	Public funding: Talent Recruitment \$26,290 HR/Certification Support \$25,074 Hiring Process/On-boarding \$51,364
KIPP teachers will agree or strongly agree, on an annual survey, that they have the most up to date standards aligned instructional materials.	Basic services Student Achievement	Resources: KIPP prioritizes the need for excellent resources and provides teachers with the supplies they need to successfully teach their curriculums.	LEA-wide		Public funding: Instructional Materials and Supplies/Equipment \$133,514	Public funding: Instructional Materials and Supplies/Equipment \$154,042	Public funding: Instructional Materials and Supplies/Equipment \$158,201

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
KIPP staff, parents, and students will agree or strongly agree, on an annual survey, that the school facility is kept in good condition.	Basic Services	Custodial and facility staff: KIPP will prioritize creating a safe and clean learning environment by maintaining the school facility in good condition. Regular reviews of the school facility will be conducted and documented. Any issues will be addressed in partnership with the district.	LEA-wide		Public funding: Custodial Facility Staff \$108,983	Public funding: Custodial Facility Staff \$111,599	Public funding: Custodial Facility Staff \$114,612
KIPP students' performance on the CAASPP will exceed the average performance of students in schools with similar demographics within the district.	Implementation of CCSS Student Achievement	Professional development (curriculum): KIPP provides approximately two weeks of targeted professional development per year for faculty, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers and staff will monitor student progress throughout the year to differentiate appropriately. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth.	LEA-wide		Public funding: Professional Development \$61,082 Special Education \$197,690	Public funding: Professional Development \$53,004 Special Education \$198, 123	Public funding: Professional Development \$37,886 Special Education \$199, 496

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Special Education: KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA. Our special education department offers interventions to students with IEPs.					
KIPP EL students will achieve proficiency in the English language as quickly as possible through the school's services and teaching methods.	Implementation of CCSS – EL student achievement	Professional Development (Intervention): A KIPP administrator will be trained to administer the CELDT to EL students. KIPP teachers will receive professional development on communicating with students designated as EL and reclassified English proficient. KIPP teachers will use techniques that maximize learning for these students and share best practices at School PD and Regional PD opportunities.	LEA-wide		See expenditures above for professional development.	See expenditures above for professional development.	See expenditures above for professional development.
KIPP parents or guardians will participate in a parent-teacher conference and/or a school activity during each school year.	Parental Involvement	Parental involvement: KIPP will encourage parents to be active members of the school by providing opportunities for involvement (KIPP Parent Association, LCAP meetings, student productions to showcase talent, etc.) KIPP will provide financial literacy	LEA-wide		Public funding: Communications \$9,614 Marketing and Outreach \$8,118	Public funding: Communications \$9,550 Marketing and Outreach \$8,313	Public funding: Communications \$9,808 Marketing and Outreach \$8,537

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>trainings to students and parents through the KIPP Through College Program.</p> <p>Communication between teachers/administrators and students/families will be encouraged by issuing work cell phones to KIPP staff.</p>					
KIPP's attendance rates will remain at or above 95% while truancy and drop-out rates will be below the district norm for schools with similar demographics.	Student Engagement	Innovation and personal learning: KIPP values innovation in the classroom and strives to find new ways to better teach our students. Through personalized learning and assessments like the NWEA MAP we can track our student's progress and set realistic high expectations. By keeping students engaged in the classroom we can improve attendance rates.	LEA-wide		Public funding and grants: Innovation and Personalized Learning \$200,298	Public funding and grants: Innovation and Personalized Learning \$190,627	Public funding and grants: Innovation and Personalized Learning \$185,525
KIPP's suspension rates and expulsion rates will be below the District norm for schools with similar demographics.	School Climate	Professional Development (character): KIPP teachers will receive professional development and support to integrate character lessons into the classroom. This will promote behavior conducive to learning and hold students accountable with "paycheck systems" and parental involvement to decrease suspension and expulsion rates.	LEA-wide		See expenditures above for professional development.	See expenditures above for professional development.	See expenditures above for professional development.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
KIPP staff, parents and students will agree or strongly agree, on an annual survey, that the school is safe and that the climate is positive.	School Climate Basic Services	Facilities and procedures: KIPP will take the necessary steps to make sure the school facility is safe and secure. This requires regular maintenance on our facility, gates, and locks. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff.	LEA-wide		Public funding: Facilities and Operations \$85,000	Public funding: Facilities and Operations \$87,040	Public funding: Facilities and Operations \$89,390
KIPP will provide a rigorous core curriculum as well as offer enrichment courses during and after school.	Course Access Other Student Outcomes	Teacher Salaries After School Education & Safety Program	LEA-wide		ASES grant \$150,000 Public funding: Teacher Salaries \$1,362,990	ASES grant \$150,000 Public funding: Teacher Salaries \$1,414,217	ASES grant \$150,000 Public funding: Teacher Salaries \$1,471,611

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>KIPP students’ performance on the CAASPP will exceed the average of students in schools with similar demographics within the district.</p> <p>KIPP parents or guardians will participate in a parent-teacher conference and/or a school activity during each school year.</p> <p>KIPP’s attendance rates will remain at or above 95% while truancy and drop-out rates</p>	<p>Implementation of CCSS Student Achievement Student Engagement Other Student Outcomes Parental Involvement Course Access School Climate</p>	<p>For low income pupils: Increase support is provided to students through optional tutorials and after school programming. KIPP teachers are provided professional development to implement differentiation strategies into the classroom to reach every student. KIPP teachers build relationships with families to engage the student, increase student outcomes, and increase parental involvement.</p>	<p>LEA-wide</p>		<p>See expenditures listed above. Public funds are allocated schoolwide due to the high percentage of unduplicated pupils at the school. Further explanation below in section 3C and D.</p>		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>will be below the district norm for schools with similar demographics.</p> <p>KIPP's suspension rates and expulsion rates will be below the district norm for schools with similar demographics.</p> <p>KIPP staff, parents and students will agree or strongly agree, on an annual survey, that the school is safe and that the climate is positive.</p> <p>KIPP will provide a rigorous core curriculum as well as offer enrichment courses during and after school.</p>							
KIPP students' performance on the CAASPP will	Implementation of CCSS Student Achievement	For English learners: KIPP teachers receive professional	LEA-wide		See expenditures listed above. Public funds are allocated		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>exceed the average of students in schools with similar demographics within the district.</p> <p>KIPP EL students will achieve proficiency in the English Language as quickly as possible through the school's services and teaching methods.</p> <p>KIPP parents or guardians will participate in a parent-teacher conference and/or a school activity during each school year.</p> <p>KIPP's attendance rates will remain at or above 95% while truancy and drop-out rates will be below the district norm for schools with</p>	<p>Student Engagement Other Student Outcomes Parental Involvement Course Access School Climate</p>	<p>development on communicating with students and families of EL students and reclassified English proficient students. We strive to build lasting relationships with all of our EL families by providing translated material, opportunities to get involved with school activities, and staff home visits. By creating an environment where everyone feels welcome we can reach all of our goals for the school and with specific subgroups.</p>			<p>schoolwide due to the high percentage of unduplicated pupils at the school. Further explanation below in section 3C and D.</p>		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>similar demographics.</p> <p>KIPP's suspension rates and expulsion rates will be below the district norm for schools with similar demographics.</p> <p>KIPP staff, parents and students will agree or strongly agree, on an annual survey, that the school is safe and that the climate is positive.</p> <p>KIPP will provide a rigorous core curriculum as well as offer enrichment courses during and after school.</p>							
<p>KIPP students' performance on the CAASPP will exceed the average of</p>	<p>Implementation of CCSS Student Achievement Student Engagement Other Student</p>	<p>For foster youth: KIPP prioritizes the student's needs and aims to support children from a holistic</p>	<p>LEA-wide</p>		<p>See expenditures listed above. Public funds are allocated schoolwide due to the high percentage</p>		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>students in schools with similar demographics within the district.</p> <p>KIPP parents or guardians will participate in a parent-teacher conference and/or a school activity during each school year.</p> <p>KIPP's attendance rates will remain at or above 95% while truancy and drop-out rates will be below the district norm for schools with similar demographics.</p> <p>KIPP's suspension rates and expulsion rates will be below the district norm for schools with similar demographics.</p> <p>KIPP staff,</p>	<p>Outcomes Parental Involvement Course Access School Climate</p>	<p>approach. Not only does KIPP strive to provide a well-rounded academic education but we also look to build the student's character and support them emotionally as needed. KIPP counselors are available to provide additional support.</p>			<p>of unduplicated pupils at the school. Further explanation below in section 3C and D.</p>		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>parents and students will agree or strongly agree, on an annual survey, that the school is safe and that the climate is positive.</p> <p>KIPP will provide a rigorous core curriculum as well as offer enrichment courses during and after school.</p>							
See English Learners	See English Learners	<p>For redesignated fluent English proficient pupils: Actions and services are located in the English Learner section above. Our services provide a multi-level system of support to make sure all English learners are making the appropriate growth.</p>	LEA-wide		See expenditures listed above. Public funds are allocated schoolwide due to the high percentage of unduplicated pupils at the school. Further explanation below in section 3C and D.		

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

KIPP San Francisco Bay Academy will receive an estimated 6.3% increase in funding generated by the school's unduplicated pupils. The percentage of unduplicated pupils is estimated to be well above 40% for the 2014-15 school year as the percentage in the 2013-14 school year was roughly 82%. Due to the high percentage of unduplicated pupils KIPP San Francisco Bay Academy has decided to allocate these funds schoolwide on the services listed in Section 3A and B. These funds will directly support our English learners, reclassified English proficient students, low income students, and foster youth by improving the school as a whole.

- D. 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). 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). 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.

The services provided to English learners, low income students, and foster youth will increase proportionally due to the 6.3% increase in funding. Since the school's primary mission is to improve the educational opportunities for students in low income areas and minority subgroups the allocation of this funding schoolwide will directly impact the services offered to these students. KIPP San Francisco Bay Academy holds an extended day and year which these funds will help make possible. Due to an extended day and year the expenditures for daily services and teacher salaries increases. These additional funds will help make this model more financially stable and allow KIPP San Francisco Bay Academy to continue to offer increased services to unduplicated pupils.

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