LCFF Budget Overview for Parents

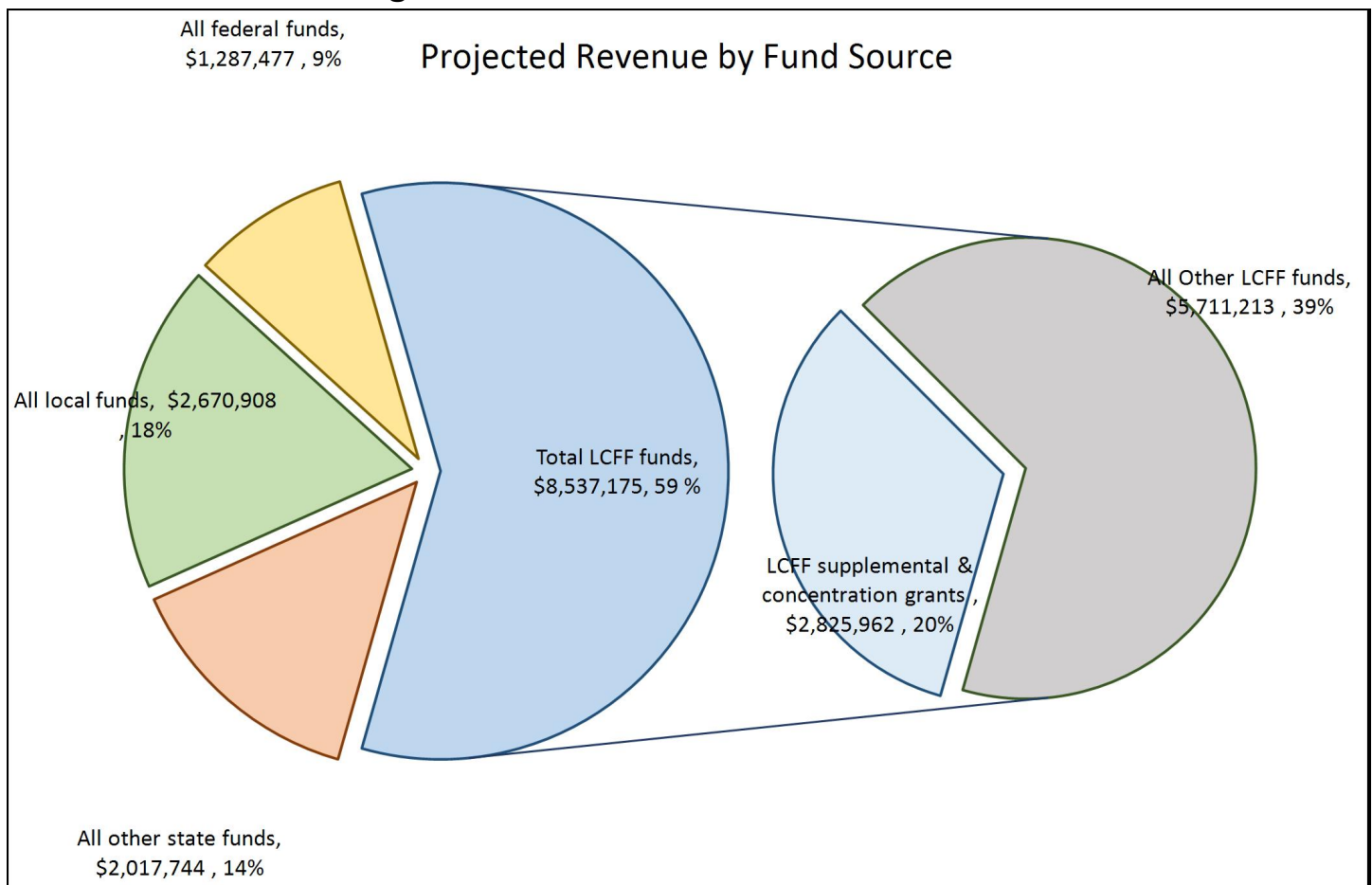Local Educational Agency (LEA) Name: KIPP Comienza Community Prep

CDS Code: 19 64733 0121707

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Hadley Huberman & Melissa Helguera, Co-School Leaders

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $1,287,477 , 9%

All local funds, $2,670,908 , 18%

All other state funds, $2,017,744 , 14%

Total LCFF funds, $8,537,175, 59 %

All Other LCFF funds, $5,711,213 , 39%

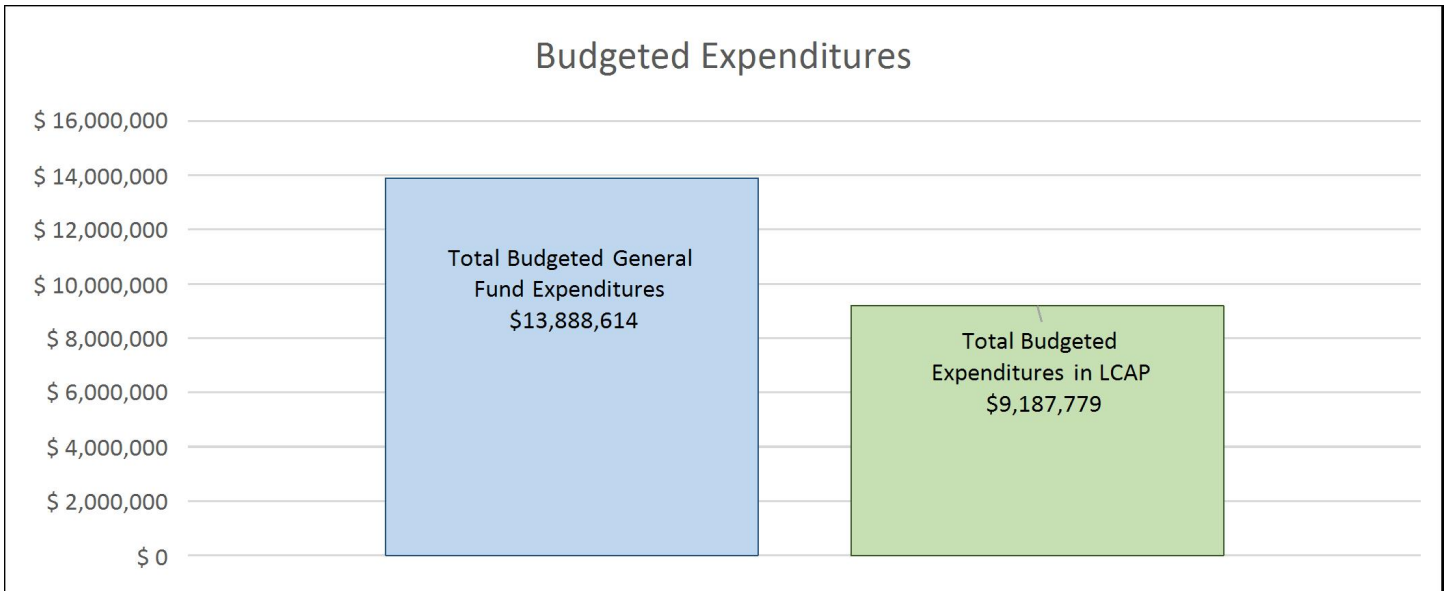LCFF supplemental & concentration grants , $2,825,962 , 20%

This chart shows the total general purpose revenue KIPP Comienza Community Prep expects to receive in the coming year from all sources.

The total revenue projected for KIPP Comienza Community Prep is $14,513,304, of which $8,537,175 is Local Control Funding Formula (LCFF), $2,017,744 is other state funds, $2,670,908 is local funds, and $1,287,477 is federal funds. Of the $8,537,175 in LCFF Funds, $2,825,962 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Bar chart showing two bars: "Total Budgeted General Fund Expenditures $13,888,614" (blue, approximately $14,000,000) and "Total Budgeted Expenditures in LCAP $9,187,779" (green, approximately $9,000,000). Y-axis ranges from $0 to $16,000,000.

This chart provides a quick summary of how much KIPP Comienza Community Prep plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

KIPP Comienza Community Prep plans to spend $13,888,614 for the 2019-20 school year. Of that amount, $9,187,779 is tied to actions/services in the LCAP and $4,700,835 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facility costs, Student Meals, Supplies, Materials and Other Operating Services and Fees that are funded with Base and Other funds.
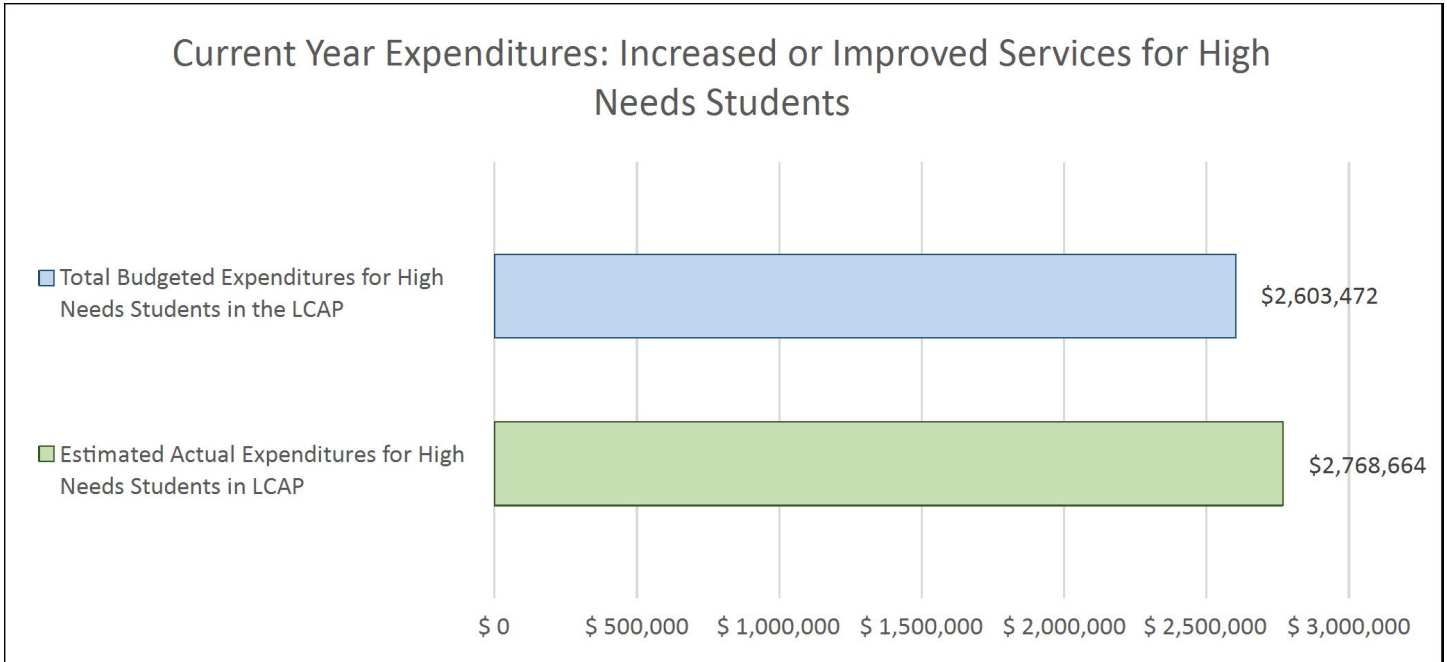
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, KIPP Comienza Community Prep is projecting it will receive $2,825,962 based on the enrollment of foster youth, English learner, and low-income students. KIPP Comienza Community Prep must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, KIPP Comienza Community Prep plans to spend $3,110,149 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $2,603,472

Estimated Actual Expenditures for High Needs Students in LCAP — $2,768,664

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

This chart compares what KIPP Comienza Community Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Comienza Community Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, KIPP Comienza Community Prep's LCAP budgeted $2,603,472 for planned actions to increase or improve services for high needs students. KIPP Comienza Community Prep estimates that it will actually spend $2,768,664 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
KIPP Comienza Community Prep	Hadley Huberman & Melissa Helguera Co-School Leaders	hhuberman@kippla.org, mhelguera@kippla.org (323) 589-1450

2017-20 Plan Summary
The Story

Describe the students and community and how the LEA serves them.

KIPP Comienza Community Prep is a tuition-free college-preparatory public charter elementary school that opened in the summer of 2010 in Southeast Los Angeles. KIPP Comienza is a part of the national KIPP network of 224 schools across the United States; it currently serves 939 students in transitional kindergarten through seventh grade and will expand to serve eighth grade in the 2019-20 school year. Further demographics are included at the bottom of this section.

KIPP Comienza Community Prep is built on the belief that great schools and strong relationships transform communities. The mission of KIPP Comienza is to teach the academic skills, cultivate the character traits, provide the learning experiences, and forge the community relationships needed for our elementary students to thrive in middle school, high school, college, and life.

In the 2017-18 school year, 69% of students at KIPP Comienza Community Prep have met or exceeded standards on the Smarter Balanced Assessment Consortium in ELA. In Math, 68% of students exceeded standards. In our lower grades (3rd and 4th grade), over 80% of students have met or exceeded standards in both ELA and Math for the past 3 years. These results make KIPP Comienza the highest performing school in Huntington Park, and one of the highest performing schools serving low in come students in California. In September of 2017, the school became a National Blue Ribbon School. In 2018, we became a California Distinguished School.

Norm day 2018-19 demographics:

Low Income: 93.3%
English Learner: 26.2%
Latino: 97%
African American: 1%
Special Education: 9.4%

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year, KIPP Comienza will continue to prioritize strong academic achievement as measured by the SBAC and MAP. We will do this in a couple of ways. First of all, since we have adopted new instructional curriculum across all grade levels over the past two years, we will continue to focus on developing teacher content knowledge through studying and internalizing curriculum in order to ensure that lesson execution is rigorous. We will couple this with a continued focus on strong data analysis to ensure that our students continue to achieve at high levels and we are being responsive to all student group needs (example: ELs, SWD).

Additionally, after having spent the past few years focused on Reading and Math Curriculum, we will shift our focus to Writing, especially in the lower grades. This will ensure that students are set up for success when they get to upper school, high school, college, and life when it comes to putting their ideas and thoughts on paper in a clear and articulate way. Evidence of the above priorities will be found in Goal number 1 of our LCAP, All Students Will Achieve.

Finally, we will continue to strengthen school culture across the school. We will focus on ensuring that our students have a true and genuine love for learning, and are critical thinkers and problem solvers who want to make their world a better place. This looks like including Professional Development on culturally responsive teaching and teaching with a lens of social justice. We also hope to add a Spanish program next year, which we believe will celebrate our students' culture and identity. Evidence of these priorities will be found in Goal number 2 (Support Student, Family, and School Engagement) and 3 (Create Spaces and Opportunities for Student Achievement) of our LCAP.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

We are most proud of our continued success when it comes to the academic achievement of students in our lower grade levels. We believe that this sets our students up with a strong foundation for the rest of their school career and is evidence that we are realizing our mission of ensuring our students get to and through college regardless of their race or socioeconomic background. We've been able to achieve this success even with changes to our curriculum and instructional approach, due to strong practices for internalization and data analysis across the school. This has allowed us to know what each student needs and target those needs through differentiation.

We are also proud of our reclassification rates over the past couple of years. Last year, our reclassification rate was 28.4%, due to ensuring that our English Language Learners were receiving targeted support through the ELD curriculum.

Finally, we are proud of our lead teacher retention rates. Last year, we have retained over 80% of our teachers, which ensures that our strongest teachers are staying year after year for stability for the school and students.

Next year, we plan to sustain or improve our results in the lower grades and improve our results in the upper grades leveraging the best practices we've used in the lower grades. We will also continue to prioritize reclassification and teacher retention.

Suspension Rate

Green
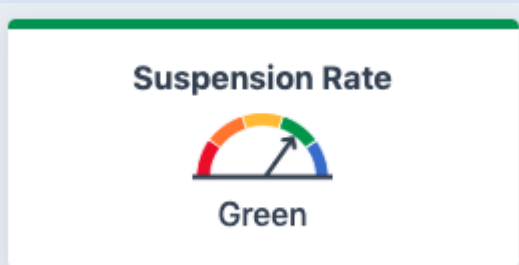
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

We are proud that we did not have any red or orange state performance indicators and met all of our local performance indicators on the 2018 California Dashboard.

Our greatest need as a school lies in aligning best practices across our school. We have many strengths that have been developed over time in the lower grades that can be leveraged to increase student outcomes in the upper grades to ensure that our upper grade performance is as strong as our lower grade performance. In order to address this gap, we have focused heavily on curriculum adoption and internalization. This has ensured that teachers are not spending all their time planning lessons when they are not experts in the content. Rather, they can spend their time learning from experts while internalizing the curriculum. This has resulted in increased conceptual knowledge for students, as they are doing more hands on learning and discovery than in the past. This will continue to be a focus in the coming years.

The second way we are addressing this gap is by ensuring strong systems and structures for data analysis. This allows us to get weekly updates on student performance that help us to drive instruction through re-teach and review for students who have not yet mastered standards.

Finally, we are working to ensure that our instructional coaching of teachers is strong and consistent, so that we are building newer teachers' capacity to become independent in their lesson internalization, execution, and data analysis.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

On the 2018 California Dashboard, our suspension performance color for students with disabilities was two performance levels below "all student" performance. Last year, we suspended one student. This student was a student with disabilities. We are working on improving suspension outcomes for our students with disabilities and all students, in the following ways:
- Implementing school-wide PBIS, whole staff training in PBIS in summer workshop.
- Counselor provided informal & formal counseling
- Social-skills groups (lunch bunch) for specific students
- Informal & Formal Behavior Support Plans for specific students
- Structured break plans for specific students
- Interim Behavior Response Plans
- All staff trained in summer PD on Responding to Challenging Behaviors (HELP, PROMPT, WAIT)
- Frequent home-school-communication with families
- IEP meetings after suspensions in accordance with LAUSD guidelines
- Behavior team meetings

We have also implemented alternatives to suspension as necessary such as:
- In school suspension
- Reflection meetings
- Parent Contracts

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of students meeting or exceeding state-established proficiency levels for English Language Arts **18-19** All students: 60% Low-income: 60% Eng. Lners: 42% Afr. – Amer.: - not enough students Latino: 60% Stud w/Disab.: 32% Foster Youth: not enough data **Baseline** 2015-16: 83%	17-18 All students: 69% Low-income: 69% Eng. Lners: 29% Afr. – Amer.: not enough studends Latino: 70% Stud w/Disab.:19% Foster Youth: not enough students
Metric/Indicator Rate of students meeting state-established proficiency levels for Math **18-19** All students: 55%	17-18 All students: 68% Low-income: 68% Eng. Lners: 49% Afr. – Amer.: not enough students

Expected	Actual
Low-income: 55% Eng. Lners: 45% Afr. – Amer.: - not enough students Latino: 50% Stud w/Disab.: 25% Foster Youth: not enough data **Baseline** 2015-16: 85%	Latino: 69% Stud w/Disab.: 28% Foster Youth: not enough students
Metric/Indicator Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test from CELDT to ELPAC) **18-19** Reclassification Eng. Lners: >25% **Baseline** 2016-17: 76.8%	17-18 29%
Metric/Indicator Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test (K-2) **18-19** All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: - not enough students Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data **Baseline** 2016-17: Math: 64% ELA: 62%	17-18 - Math All students: 72% Low-income: 71% Eng. Lners: 69 % Afr. – Amer.: not enough students Latino: 71% Stud w/Disab.: 69% Foster Youth: not enough students 17-18 - Reading All students: 67% Low-income: 66% Eng. Lners: 63% Afr. – Amer.: not enough students Latino: 66% Stud w/Disab.: 47% Foster Youth: not enough students
Metric/Indicator Rate of students making progress on ELPAC **18-19** Baseline **Baseline**	18-19 outcomes will be baseline.

Expected	Actual
n/a	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a: Number of students who are proficient for English Language Arts and Math Teachers will use data such as interim assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning. In addition, we will purchase researched based curriculum with embedded assessments that are aligned to the Common Core Standards. Curriculum used will be: Bridges Math, Reader's Workshop Units of Study, Writers Workshop Units of Study, and Core Knowledge for phonics and word study. The blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs may include:	1a: Number of students who are proficient for English Language Arts and Math We have fully implemented data analysis at our school. A variety of assessments are created, from mid and end of quarter interim assessments, to unit assessments, to weekly check points and exit tickets. These assessments are created using the standards, item banks on Illuminate, books we have purchased, and are provided by our curriculum. We continue to conduct extensive data analysis by pulling reports on Illuminate and Kastle. Yearly, teachers use middle of year MAP and SBAC Interim data to create reteach and review plans to ensure that students meet standards by the end of the year. We also continue to use STEP and F&P assessments to drive small group reading instruction across the school, which improves our reading outcomes. We intend to continue this into the 2019-20	1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 814,490.85 Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 65,000 Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 60,000 Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 35,000	1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 1,066,256 Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 23,965 Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 15,813 Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Base 37,250

Achieve 3000, Lexia, Renaissance Learning, ST Math and Zeal Math.

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

In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle. For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student. They will also us reading data such as STEP and F&P to create plans for students.

All teachers will receive regular PD and on-going coaching by our instructional coach and direct managers.

1d: Number of students meeting MAP growth goals & SBAC Goals

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

Students will know their own MAP growth targets and teachers will track growth and grade level proficiency from fall to winter to spring for grades K-2.

school year and increase teacher knowledge around data analysis, especially in the upper grades.

We have also fully implemented adoption of rigorous, common core aligned curriculum such as Bridges, Reader's Workshop, Core Knowledge, and Writer's Workshop in the lower grades. In the upper grades we have implemented use of Amplify for Science, Illustrated Math, and EL Education for English Language Arts. The impact of adopting this curriculum is that our teachers can focus on internalization, which ensures they become content experts in what they are teaching. We intend to continue with these curricula into the 2019-20 school year and beyond, with the hopes that our teachers will become even more comfortable with and proficient in the content the longer they use it.

In the lower grades, we have fully implemented the blended learning model. Teachers are able to teach in small groups consistently throughout the day while students engage in independent work and online programs such as: Lexia, Accelerated Reader, RAZ Kids, and ST Math. We intend to continue with our blended learning model in the years to come, and have begun to think about how it can be leveraged more in the upper grades so that teachers can provide intervention to students

Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 10,000

Assessment Materials 4304 4000-4999: Books And Supplies Base 11,000

Staff/Office Software 4405 4000-4999: Books And Supplies Base 24,791

Assessment Materials 4304 4000-4999: Books And Supplies Base 16,962

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  Low Income
 	
Scope of Services
  Schoolwide
 	
Locations
	who are not yet meeting standards.
	
	We have fully implemented our coaching approach. All teachers receive regular Professional Development on Mondays and throughout the first two weeks before students begin with us in the summer. Additionally, they receive on going observations and coaching by their instructional coach or direct manager. We intend to continue our coaching approach in the 2019-20 school year as we feel that it has a large impact on our student performance and success.
	
	1d: Number of students meeting MAP & SBAC Goals
	
	We continue to ensure high quality instruction and targeted support. Teacher continue to use previous MAP and SBAC scores to create targeted instruction and reteach/review plans for each student. Additionally, we have added re-teach blocks to each grade level for at least 20 minutes daily, which allows teachers to intervene early and often.
	
	Students no longer know their MAP growth targets, as we focus on overall proficiency now. They do, however, know what they are working towards in ELA and Math and can track their reading progress through STEP and F&P.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1b: ELPAC Scores All ELPAC data is shared with parent and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulatives, visuals, realia, or excursions as well as technology needs such a projectors, iPads, and a document camera. Yearly training on Thinking Maps, which includes trainer and professional development materials as well as training on the ELA/ ELD framework, and the usage of robust sentence frames. 1c: Percentage of EL students who EL reclassify as RFEP Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. During this time, teachers identify what their EL students specifically need, and create reteach plans for them. EL students will receive small group instructional support to support their language development.	1b: ELPAC Scores We have implemented our plan for improving proficiency on ELPAC. ELPAC data is shared with parents and teachers, which ensures that teachers and parents know what students are working towards. EL students receive small group support using the ELD curriculum: Dataworks, to support their language development. We continue to provide thinking maps training for our new staff, and this year, we are having a PD series on student accountable talk where we are training teacher on use of sentence frames to push student discussion and support ELs. 1c: Percentage of EL students who EL classify as RFEP We have fully implemented the use of assessments to tailor and guide instruction so that teachers can create intervention and differentiation plans. During our leadership team data meetings two times a quarter, we review EL progress against whole school progress to identify trends and gaps. Then, we create a plan to support our EL student progress.	1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 62,444	1901 Dean Intervention- ELL Intervention Time-Non Title III 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 44,733 1901 Dean Intervention- Title III Time Allocation 1000-1999: Certificated Personnel Salaries Title III 6,052

Small group instruction- In phonics, guided reading, Math, and Reader's Workshop, students are taught in small groups or pulled in small groups after the direct instruction portion of the lesson. This enables teachers to work with students at their individual level and to scaffold for their needs.

Thinking maps and sentence frames- Teachers are trained on how to use thinking maps and sentence frames at the beginning of each year. This helps to support English Language Learners in their language development and speaking.

Explicit vocabulary instruction- All lessons include a section where teachers should introduce academic vocabulary to students so that they are able to access the material and are not held back from achievement.

Concrete- visual- abstract progression- In Math, teachers go from the concrete, to visual, to abstract when presenting concepts so that English Language Learners and students with disabilities can build their conceptual understanding before going to the abstract.

Interventionist-in fifth and sixth grade, an intervention teacher is on staff to push into classrooms and to pull out small groups of students for assessment and

We have fully implemented small group instruction in phonics, guided reading, math, and reader's workshop. Students continue to be taught largely in small groups (especially in the lower grades). Additionally, we use the gradual release strategy of keeping students who need more support with the teacher once the majority of students have been sent to work independently. Our data analysis procedures in conjunction with our small group instruction supports our EL students because they receive small group instruction and differentiated support on the specific skills they are working towards. Additionally, it allows the teacher to work more closely with each student on their language development. We intend to continue to focus on data analysis and small group instruction in the coming years.

This year, we did professional development on accountable talk sentence frames, which has pushed student discussion across the school and supported our ELs with sentence starters during discussion. We will continue with this priority as we transition into a writing focus, as speaking is a precursor to writing.

We have fully implemented explicit vocabulary instruction. All lessons include sections with relevant vocabulary and teachers hold students accountable to use of

targeted instruction for our students with disabilities and English Language Learners. This includes, but is not limited to, conferring with students during the ELA block, pulling students for extended time with testing, and assessing students using Fountas and Pinnell in order to create specific guided reading lessons for small group instruction.

In 2018-19 for our lower school levels, K - 4 we will be piloting, Launch-to-Literacy, a beginning literacy curriculum for English Language Development (ELD). Our EL students will receive designated ELD instruction 3-4 times a week. This designated ELD curriculum will cover five components: phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. This service, in addition to the integrated ELD program, will elevate our EL student achievement.

For the 2018-19 for our upper school grades, 5 - 7, we will be piloting, Link-to -Literacy, an intermediate English Language Development (ELD) curriculum for our Long Term EL (ETEL) students. Our LTEL students will receive designated ELD instruction from a regionally based teacher who will travel to different sites to provide this service. We understand that our LTEL students

academic vocabulary in their responses and during discussion.

We have partially implemented the concrete-visual-abstract progression in math. Previously, when we wrote our own lesson plans, this was a requirement for the planners. However, since we have adopted curriculum, this is no longer included 100% of the time. That being said, we believe the curriculum we have adopted is very hands on and provides many visual and linguistic supports for students to support their conceptual development.

We continue to have an interventionist in the upper grades for ELA. This interventionist pushes into classrooms and pulls out small groups of students for assessment and targeted instruction for our students with disabilities and ELs. They may confer with students during the ELPA block, pull them for testing, and assess them using F&P to create specific guided reading lessons for intervention.

We have implemented Launch-to-Literacy this year in K-2, and Link to Literacy in grades 3-7. This is a beginning literacy curriculum for English Language Development (ELD). Our EL students receive designated ELD instruction in small groups. The curriculum covers 5 components: phonemic awareness, phonics, fluency,

have additional needs and this curriculum focuses on building vocabulary, improve the use of language conventions and increase comprehension in an ELD content. This service, in addition to the integrated ELD program, will elevate our LTEL student achievement.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
   English Learners

Scope of Services
   Schoolwide

Locations

vocabulary development, and reading comprehension.

Our Long Term EL (LTEL) students have benefited from the program because it focuses on building vocabulary, improving the use of language conventions and increasing comprehension in ELD content.

This new curriculum has been beneficial in supporting our EL students as it presents material in a clear and visual way to students so that they can access the material and be successful. We plan to continue implementation of the curriculum and hope to strengthen the program as we build our familiarity with it.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, KCCP implemented all of the actions and services described above in an effort to achieve goal #1: all students will achieve. Small changes were made in implementation, especially as we adopted curriculum, to ensure that our actions still resulted in maintaining or increasing student outcomes overall. We are hoping to continue to strengthen our data analysis and remediation planning for all student groups in the coming years.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions and services put in place at KCCP to support student achievement across the school were effective. 69.4% of students met or exceeded standards on the SBAC in ELA, and 67.8% met or exceeded standards on the SBAC in Math. In MAP, 71.7% of students were in quartiles 3 or 4 in Math and 67.1% were at quartiles 3 or 4 in ELA. Our latino and low income students

performed at or above the school's average in both ELA and math. Our reclassification rate was 28.4%. Our performance indicators in ELA and Math on the 2018 CA Dashboard were both green.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is in salaries due to investment in highly qualified teachers.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on our current and historical performance, we are not making significant changes to this goal at this point. Because this is the final year of this LCAP, we are focusing on collecting more data on implementation and impact for all actions and services related to this goal. The only changes that were made to this goal, expected outcomes, metrics, or actions and services was the adoption of curriculum across our school.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator KCCP will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement, parent leadership opportunities **18-19** 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement, parent leadership opportunities **Baseline** 2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement, parent leadership opportunities	18-19 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement, parent leadership opportunities
Metric/Indicator Suspension rate **18-19** All students: <2% Low-income: <2%	18-19 All students: 0.1% Low-income: 0.1% Eng. Lners: 0.4% Afr. - Amer.: not enough students Latino: 0.1%

Expected	Actual
Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data **Baseline** 2016-17: 0%	Stud w/Disab.: 0% Foster Youth: not enough students
Metric/Indicator Expulsion rate **18-19** All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: - not enough data **Baseline** 2016-17:	18-19 All students: 0% Low-income: 0% Eng. Lners: 0% Afr. - Amer.: not enough students Latino: 0% Stud w/Disab.: 0% Foster Youth: not enough students
Metric/Indicator Students will feel satisfied with their experience at KCCP as measured by internally provided surveys. **18-19** All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: - not enough data **Baseline** 2016-17: 84%	18-19 All students: 82%
Metric/Indicator Average Daily Attendance **18-19** All students: 95%	18-19 All students: 96% Low-income: 96% Eng. Lners: 96%

Expected	Actual
Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: - not enough data **Baseline** 2016-17: 96.5%	Afr. - Amer.: not enough students Latino: 96% Stud w/Disab.: 95% Foster Youth: not enough students
Metric/Indicator Chronic Absenteeism Rate **18-19** All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <10% Latino: <10% Stud w/Disab.: <10% Foster Youth: -not enough data **Baseline** 2016-17: 7%	18-19 All students: 8% Low-income: 9% Eng. Lners: 8% Afr. - Amer.: not enough students Latino: 8% Stud w/Disab.: 9% Foster Youth: not enough students

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a: 2a: Parent Engagement We will hold 4 family nights a year revolving around things like college, math, reading, culture, and more. We will send a parent survey to ask families what kinds of	2a: Parent Engagement We have implemented our planned actions and services for parent engagement. In the Spring of last year, we sent a survey asking families about their preferences for time of workshop as well as	Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 53,000	Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 46,000
		Office Manager 2401 2000-2999: Classified Personnel Salaries Base 97,663	Office Manager 2401 2000-2999: Classified Personnel Salaries Base 89,665

content they'd like to learn more about, in hopes that this will increase attendance at family nights. In addition, we'll survey families on what days/times are convenient for them to come in. We will track parent attendance at parent meetings by using Sign –in sheets, other engagement indicators. Families will be given our calendar of events (in color) at the beginning of the school year.

Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance. We will also do daily reminders the week of the event using School Messenger, flyers, posters, and phone trees, etc.

We will also have incentives for students/parents to attend, such as a "no homework pass", healthy snack party for the class with the highest attendance, etc.

Families will have several opportunities to be involved on campus. Every morning, families will be invited onto campus for Family Literacy in classrooms. During this time, they will support their student and other students with reading sight words, doing math facts, and morning work. Parents will also pick up students from their classroom, giving them an opportunity to touch base with

content to figure out what would be most relevant for them. Based on that, we created a structure for family workshops that included a Fall Family Workshop and a Winter Family Workshop with multiple presentations included such as; Math Strategies, Literacy Strategies, Child Development, Student Health, and College workshops. Additionally, we held a winter music performance for our students and families, and we will also hold a spring performance. Finally, we'll also have a Science Fair and an Art Show this Spring to showcase student work.

In order to increase attendance at these workshops, we ensured that the dates of the workshop were provided at the beginning of the year to all families. We also tried to come up with additional incentives, such as providing additional tickets to winter and spring performances if families attended the Workshops. This helped to increase our attendance this year, though we still can do more.

In addition to the family nights, we continue to give families opportunities to get involved on campus. For Family Literacy, families can enter the building with their child to spend time reading with them. This has been most successful in kindergarten where we have highest levels of parent participation. Parents can also read to their child's class in

Postage & Shipping 4352 4000-4999: Books And Supplies Base 4,000	Postage & Shipping 4352 4000-4999: Books And Supplies Base 4,000
Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 11,000	Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 11,000
5839 Student Incentives 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 13,000	5839 Student Incentives 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 17,000
Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 8,097	Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 5,747
5803 KIPP LA Fees-ACE 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 49,083	5803 KIPP LA Fees-ACE 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 30,639.74
	2205, 2403- Operations Aide, Ops Support/Receptionist - 25% 2000-2999: Classified Personnel Salaries Supplemental & Concentration 72,009

the teacher about how their child is progressing.

In addition, we will hold mandatory parent conferences twice a year in which teachers will report back on student progress and work with families to come up with a plan to ensure that they meet their goals for the year.

Other opportunities for involvement include volunteering, serving on school based committees such as our Family Leadership Council (FLC), leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. Families had the opportunity to attend a KIPP LA Family Engagement meeting this April.

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.

We will have an initiative to increase parent engagement

Spanish once a month through our Los Dichos program, which has been a staple in our lower grades since founding. Most families also pick students up from their classroom, giving them the chance to touch base with teachers at that time. We also have high levels of parent volunteers and engagement on our campus.

We hold mandatory parent conferences twice a year and each year we have gotten 100% parent attendance at conferences. This gives teachers and families a chance to touch base on student progress and make a plan to ensure students are on track to reach their goals by the end of the year.

Families can also get involved through Family Leadership Council (FLC), where families can help plan school wide events and fundraisers. We also have at least 2 parents participate in KIPP LA's regional Family Ambassadors Program which provides leadership training and development so that families can be advocates for themselves and their community.

KIPP LA has continued to hire staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. This is the group of people who run the

through whole school events such as a Movie Night or field day.

Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop nights. Schools will also have consistent meetings to keep parents abreast of the students' progress.

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

We will continue the implementation of our Character program to equip our students with coping strategies. To do this successfully, we will continue doing book clubs on best practices, creating materials for our lessons, and bringing in speakers to speak to our students. In addition, we will implement restorative practices where possible, such as during our daily morning meeting time.

We will use a tiered behavior system to ensure school safety. Our behavior system is created yearly and laminated to ensure its longevity. We provide a budget to reinforce incentives within the school, such as bubble or pizza parties.

We will add personnel to support the increase of students. We are adding more aides to our roster to

Ambassador's program and provide development for our parents.

We have continued to work closely with our office staff to ensure that we are creating a welcoming environment for our students and families, and we have also worked to increase school spirit and fun events for students and families. This year, we have hosted two Movie Nights, and we are looking forward to hosting a work out event for families, as well as Career day and a school carnival.

Families of English Language Learners are always invited to our ELAC meetings, in which they can receive special training and advice on how to support their children in their English language development.

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

We have implemented our actions and services for suspension and expulsion K-4th grade with some minor changes. We have made updates to our behavior system for this year to ensure it is truly PBIS aligned, and we also added school wide expectations- be safe, be respectful, and be responsible, to our 4 values and character strengths. This has resulted in a decrease of tier 1 behaviors across the school and has supported our

help support structured play within the school day.

2b/c: 5th Grade-7th grade: Suspension and Expulsion rate (unduplicated pupils)

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

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

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

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

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

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

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency. We continue to

tier 2 and tier 3 students in ensuring they always have a safe and predictable school environment.

Students who exhibit Tier 3 behaviors have individualized behavior plans to support them, and all staff who work with those students know their plans in detail and follow them. These students may have differentiated incentive and consequence systems as well.

On Mondays, our students have a character block that reinforces strong values and character, and provides a dedicated time for students to discuss how they will leverage the character strengths and our values in certain life situations. Students who need extra support with our values, character traits, or with social-emotional skills, have a chance to meet with our school counselor for sessions on coping skills.

We have also implemented Calm Classroom school wide, which ensures students have breathing techniques to calm down, and also that they become more aware and present. We also have calm corners in each classroom, where students are able to go when they need to calm down and reset.

We use restorative practices when appropriate. If a student makes a bad choice, they are first asked to reflect on their choice and think

maintain the maintenance of our front door security systems!

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

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

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

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

about what they can do next time to make a better choice. Additionally, they think about what next steps can restore the community (apology letter, talking it out, consequence, etc). We bring families into this process so they are aware of their child's behavior and can reinforce appropriate behavior at home.

We have added more Ops Aides to support with lunch and recess, in order to ensure there are less behaviors and injuries during these times. We have also implemented structured play so that students have plenty to do during recess and are entertained.

2b/c: 5th Grade-7th grade: Suspension and Expulsion rate (unduplicated pupils)

We work to cultivate a positive school culture through a school-wide progressive management system and ensure that all school personnel are trained on the system and that students understand it. We have a paycheck system that outlines merits and deductions for simple behavior, and a teacher flow chart of what interventions they need to utilize if students are exhibiting off vision behaviors. We have a referral process for students who exhibit Tier 2 and 3 behaviors where we follow up with students and parents using logical

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 School Registrar 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. When students become chronically absent, we will hold conferences with them on how to improve their attendance.

Parents will join in to celebrate students who have perfect attendance. Perfect attendance will be celebrated once a month. Students receive a certificate and a personal incentive. Classes will receive a perfect attendance trophy for having the best weekly attendance on their grade level. Per feedback from this year, we will hold a perfect attendance breakfast for students

Calm Classroom/Trauma Informed Schools: For our upper school grades, 5 - 7 we are implementing

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

We add supports, differentiated interventions, positive incentives, and when possible, 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

We have implemented our actions and services for school safety. We invested in walkie talkies for better communication in case of an emergency, and our lower school moved to a brand new building with updated security systems. All front entry doors have cameras and buzzed entry.

Each year at the beginning of the year we hold professional development on creating warm and safe classroom environments. Introducing calm classroom and calm corner was part of our efforts towards this.

At the beginning of the year, we also emphasized the importance of safety and our school wide PBIS at weekly assemblies. Students who consistently make good choices at school are awarded a Rising Leader Award, in which they get to

Calm Classroom. In our effort to reduce the inequities between student group performances and increase achievement for all students, we are implementing Calm Classroom and becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that our students bring with them their past experiences and aids in the healing process for those that have. One component of this approach is to provide a Social-Emotional Learning intervention course called Calm Classroom. Calm Classroom is a mindfulness-based school-wide social and emotional learning program which is composed of three-minute scripted mindful breathing, stretching, focusing and relaxation techniques presented to students by the entire school staff throughout the school day. Calm Classroom is a sustainable program based on the simplicity of implementation, quality training, long-term support, and ongoing evidence of positive outcomes. Calm Classroom has a proven track record of empowering students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance. We are in the beginning phases of transitioning to Trauma Informed Schools and we believe this will have a positive impact on our students.

participate in extra play time and having a treat with the School Leader. This encourages students to be role models and make safe choices, even when nobody is watching.

We continue to hire lunch duty Operation Aides, noon aides, and Yard/Cafe to aid in the proper supervision of students at lunch/play time.

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

When our lower school moved into our new facility, we made sure to update emergency procedures and provide Professional Development for teachers about safety in our new building.

2e School attendance

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**	We have implemented the actions and services listed for school attendance. We continue to hold students, families, and staff accountable to attendance goals. Our School Registrars pull daily attendance reports and report attendance to the administration team. They also make daily phone calls to students who are absent. On rainy days we use our School Messenger system to call our parents to encourage them plan ahead and attend school. When students become chronically absent, we will hold conferences with them on how to improve their attendance. This year, in efforts to solve increases in our chronic absentee rate, we involved teachers by holding professional development for them on what chronic absenteeism means, and how to help support chronically absent students. Teachers have made phone calls when students are absent, as well as talked to families about chronic absenteeism when it is affecting overall academic performance. This has led us to see increases over time. Perfect attendance is celebrated once a month. Students receive a certificate and a free dress day, along with a sticker that says "perfect attendance" to wear with their free dress. Classes receive a

perfect attendance trophy for having the best weekly attendance on their grade level. We did not hold a perfect attendance breakfast as stated, because this was difficult to coordinate in our new building. However, it's something we're considering for next year.

Calm Classroom/Trauma Informed Schools: All grade levels have implemented Calm Classroom. In our effort to reduce the inequities between student group performances and increase achievement for all students, we are implementing Calm Classroom and becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that our students bring with them their past experiences and aids in the healing process for those that have. One component of this approach is to provide a Social-Emotional Learning intervention course called Calm Classroom. Calm Classroom is a mindfulness-based school-wide social and emotional learning program which is composed of three-minute scripted mindful breathing, stretching, focusing and relaxation techniques presented to students by the entire school staff throughout the school day. Calm Classroom is a sustainable program based on the simplicity of implementation, quality training, long-term support, and ongoing

evidence of positive outcomes. Calm Classroom has a proven track record of empowering students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance. We are in the beginning phases of transitioning to Trauma Informed Schools and we believe this will have a positive impact on our students.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, KCCP implemented all of the actions and services described above in an effort to achieve goal #2: Support Student, Family, and School Engagement. Small changes were made in implementation as we responded to the data that we were receiving on attendance, chronic absenteeism, and family attendance at workshops. We are excited to continue our efforts towards lessening chronic absenteeism from the beginning of next year, as well as to take parent suggestions and feedback from our workshops this year into account as we create and adjust programming for next year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We believe that the actions and services that we implemented were effective in increasing student, family, and school engagement. Our overall school attendance is currently at 96%, and we are trending upwards of that, meaning that we are projected to meet our overall goal this year. Since we implemented our Chronic Absenteeism PD, our rate has gone down by 1%. If we continue to decrease, we will meet our chronic absentee goal as well. Our attendance at parent workshops was higher this year than past years, and we are continuing to work increase attendance for upcoming workshops. Overall, we have worked to improve student culture through implementing PBIS, which has improved engagement of students and families. On the CA Dashboard, we received a green performance level for suspension, and met local indicators for parent engagement and local climate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is due spending in Operations staff to improve services for parents and students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on our current and historical performance, we are not making significant changes to this goal at this point. Because this is the final year of this LCAP, we are focusing on collecting more data on implementation and impact for all actions and services related to this goal. We made slight changes this year to our school wide behavior management system, mainly that we made it more aligned to the PBIS approach. This was because we realized that our system was not as clear or straightforward for students. Additionally, we changed our approach to chronic absenteeism when we realized that we needed more teacher support to drive this effort forward. These changes can be found in the LCAP under the goal area.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 2: State Standards (Conditions of Learning)
                        Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of teachers who are compliant for the subject they are teaching **18-19** All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100% **Baseline** 2016-17: 100%	18-19 All students: 100% of teachers Low-income: 100% of teachers Eng. Lners: 100% of teachers Afr. – Amer.: 100% of teachers Latino: 100% of teachers Stud w/Disab.: 100% of teachers Foster Youth: 100% of teachers
Metric/Indicator Rate of students will have access to educational supplies and materials that are common core aligned **18-19**	18-19 All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100%

Expected	Actual
All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100% **Baseline** 2016-17: 100%	Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
Metric/Indicator Rate of teachers who attend training on common core and ELD strategies to support EL students **18-19** All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100% **Baseline** 2016-17: 100%	18-19 All students: 100% of teachers Low-income: 100% of teachers Eng. Lners: 100% of teachers Afr. – Amer.: 100% of teachers Latino: 100% of teachers Stud w/Disab.: 100% of teachers Foster Youth: 100% of teachers
Metric/Indicator Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE **18-19** All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100% **Baseline** 2016-17: 100%	18-19 All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%

Expected	Actual
Metric/Indicator Ensure that our facility is at "good repair" or better as measured by SARC **18-19** Good Repair **Baseline** 2016-17: Good Repair	18-19 (17-18 SARC) Good Repair

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3a: Number of teachers who are compliant Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. Annual Teacher recruitment and comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via Lever, and an initial phone interview completed with our regional team. And to get the best teachers in front of our students, we arrange travel accommodations for potential candidates. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining,	3a: Number of teachers who are compliant We have implemented actions and services outlined in this goal. We continue to hire experienced, credentialed teachers and ensure proper placement. Our regional team works to ensure that teachers are properly credentialed as well. The regional team gives us updates on who needs what in terms of credential compliance so that we can stay on top of this. We continue to partner with outside organizations in order to supplement our own efforts in ensuring teachers are taking the correct exam, and we help with fees when needed. Our specialists also support out of state hires with taking the proper exams and completing necessary work to be compliant in the state of California.	5803- KIPP LA Fees -Ops and Talent 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 195,295	5803- KIPP LA Fees -Ops, RE and Talent 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 200,390
		Art 4320 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 18,000	4319 Music Art 4320 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 20,000
		2403 Office Associate 4000-4999: Books And Supplies Supplemental & Concentration 113,595	2403 Office Associate 4000-4999: Books And Supplies Base 90,705
		KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures	KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures

transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees.

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

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

3b: Curriculum Materials and Supplies

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

Part of our efforts towards ensuring that our teachers are strong, effective, and compliant, is our rigorous hiring and recruitment process. This starts with candidates submitting application paperwork, followed by phone screenings by our recruitment leads at our regional offices. School Leaders are able to view candidates on an online platform called Lever, and can view results of the phone screenings. As mentioned in previous years, we continue to fly out candidates who come from out of state if the need arises.

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.

3b: Curriculum Materials and Supplies

We have implemented actions and services listed in this area. We have a 1:1 student to chromebook ratio in second through seventh grade. In kindergarten and first grade, classrooms have at least 10-15 computers to support blended learning. We continue to

Supplemental & Concentration 31,750	Supplemental & Concentration 20,500
Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 53,000	Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 53,000
Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 579,905	Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 579,905
Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 45,000	Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 45,000
Class sets/library books 4201 4000-4999: Books And Supplies Base 35,000	Class sets/library books 4201 4000-4999: Books And Supplies Base 35,000
Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 60,000	Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 50,994
Rent 5601 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 378,909	Rent 5601 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 510,407

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

Our instructional resources and curriculum are also common core aligned and NGSS aligned, such as Eureka Math, Bridges to Mathematics, Open Up Math, Units of Study for Reading and Writing, Core Knowledge, Amplify, etc.

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

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

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

Teacher Professional Development

Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics

use iPads, primarily in electives classes, to apply learning.

We continue to adopt common core aligned software. We use Lexia, ST Math, Accelerated Reader, and RAZ kids. Students also frequently use Newsela. They also have google accounts and google classroom is a platform many of our teachers leverage.

We continue to use instructional resources and curriculum that are common core aligned. We use Bridges Math, Open Up Math, The Units of Study for Reading and Writing, Core Knowledge, and Amplify for Science. We additionally purchase other supplemental supplies and resources that are common core aligned. This year, we purchased Data works to support our English Language Learners. All instruction is common core aligned and backwards planned with common core standards at the forefront.

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

We have implemented the actions and services aligned to this goal, primarily through the professional development that we provide for our teachers.

From the beginning of the year, we create a scope and sequence that outlines Professional Development

will include strategies for EL students in gaining content knowledge and English language proficiency, unpacking standards, creating comprehensive scope and sequences, internalizing lessons, etc. Teachers also have the option of attending 3rd party professional development, such as Teachers College or courses at UCLA.

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

Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.

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

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

for the entire year. PD happens weekly on Mondays, as well as during the two weeks before the school year and during other PD days throughout.

Topics for PD related to the common core standards have included implementation of the Reader's Workshop Curriculum, including how to support ELLs in Reader's Workshop, Unpacking Standards, Lesson and unit internalization, Rigor & Student Discussion, Data Driven Instruction best practices, and more. Teachers also have the option of attending 3rd party professional development, such as Teachers College or courses at UCLA. Last year, we sent 5 teachers to Teacher's College and 5 Teachers to PD at the UCLA lab school.

All teachers at KIPP LA participate in on boarding at the beginning of the school year to ensure they are properly prepared to teach and be successful at KIPP LA schools.

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

We have implemented the actions and services aligned to this goal. We always ensure our schedule has enough time to allow for all students to engage in the courses we offer.

We also hire credentialed teachers to teach specials and enrichment,

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

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

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

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

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.

and our specials classes have their own budget to support the ordering of special supplies needed. We also ensure that there are field trips tied to specials and enrichment classes so that students are able to get hands on learning experiences. This supports access for ALL students.

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

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

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

We have implemented all actions and services tied to this goal. We continue to make sure that all metrics of the SARC about facility quality are met by monitoring our facilities internally or through regional oversight visits. Our Business Operations Managers do frequent building and classroom walk throughs to ensure everything is in good repair, safe, and

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.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
  All

Location(s)

meeting high standards of excellence. We provide feedback to teachers and custodial staff when standards are not met.

KIPP LA also continues to contract 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.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented all actions and services to achieve goal 3: create spaces and opportunities for student achievement. We believe we have continued to grow stronger in this area as we implement more common core aligned curriculum that strengthens our teachers' practice over time.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services were effective. 100% of teachers are compliant. There is sufficient training on common core standards as evidenced by our strong achievement in math and ELA school wide. Our facilities continue to receive high marks for being in good repair as measured by the regional walk throughs that happen. On the 2018 CA Dashboard, the following local performance indicators were met: Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Access to a Broad Course of Study.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is due to move to new and improved building

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on our current and historical performance, we are not making changes to this goal at this point. Because this is the final year of this LCAP, we are focusing on collecting more data on implementation and impact for all actions and services related to this goal. There were no changes made to this goal besides that we updated some of our curriculum to ensure that students were receiving rigorous, common core aligned instruction. These changes can be found in all goals of the LCAP.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected   Actual

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

A planning meeting was held with teachers and administration prior to the larger meeting with all stakeholders. We assessed the goals we set for ourselves and pull the data to track our progress. We then held the LCAP meeting on March 27th, 2019 with parents and teachers. Parents were notified of the meeting in the weekly newsletter (for over a month) and were verbally encouraged to participate by their teachers. We also have posters around the school encouraging parents to attend our meeting and posted on class dojo. During this meeting, parents were presented with a PowerPoint presentation outlining what the LCAP is, our goals, and progress towards our goals. We also spoke about what we did in order to work to meet our goals. At the end of the meeting, for the goals that were not been met or were at risk of not meeting, we opened the discussion to our parents to provide us with ideas that can help us impact and influence other stakeholders.

Parents then gave written feedback on the goals, which was incorporated by KIPP Comienza Community Prep into the final goals.

The first part of the presentation focused on giving a broad overview of what the LCAP is and what the goal categories are.

The second part of the meeting focused on presenting KCCP's 2018-19 goals and providing indicators to our progress for each one of our goals. During this time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. Simultaneously, stakeholders were following along using an interactive feedback form where they could indicate the level of which they agreed with our goal and/or progress. Stakeholders were informed that we would use these feedback forms, and additional input to revise goals for 2019-20 as needed.

Lastly, we chose two parts of our goals to dive deep into with our stakeholders after all goals were reviewed. At KCCP we had an academics break out group (tied to goal number 1) and a school culture breakout group (tied to goal number 2). Stakeholders at the meeting were able to decide which focus group they wanted to participate in. Each group was grounded with the questions: what do you think would help us achieve this goal and what would you do?

We also consulted with students as part of the planning process for our LCAP and Annual Review. We utilized our internal student survey to gather information on students' opinions of basic services (goal 3), family engagement and culture (goal 2), and academics (goal 1). A bright spot was that over 94% of students reported that "My school wants me to do well." In addition, Over 92% of students agreed with the statement "A family member knows my teacher."

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Much of what ended up being discussed by parents was what we can do to ensure a smoother transition to middle school when it comes to both academics and culture, and utilizing some of the best practices from our lower school to support our upper school as it continues to found and grow each year. Below are the recommendations that our families made:

Academics:
- more support for ELs and workshops for their families
- more math nights so we can know about what's happening at the school
- more support for students with homework
- more tutoring opportunities available to support struggling students

Culture:
- look for ways to keep parents involved in the school even in middle school
- parents need to be more educated on social changes w middle school students
- I think we have done a good job of starting to incentivize parent attendance to workshops, but there's still room to grow
- In middle school, let parents into the school, let parents volunteer
- more family workshops on how to help your students
- be consistent w rules about volunteering
- more information about counseling

For next year, we will be ensuring that our family workshops (discussed in Goal 2: Support Student, Family and School Engagement) provide even more choice for families when it comes to session options and we will include math and literacy nights as well as workshops about how families can support their EL students. Additionally, we will ensure we are clear about the difference in the volunteer policy from lower school to upper school so that families understand why ti is in place, as well as thinking about other ways to continue to involve families in more structured ways. Finally, when we are not able to provide additional intervention during morning hours, we will offer homework help during the After School Program and help families secure other resources for tutoring.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To increase the number of students who meet or exceed state standards in English Language Arts on the SBAC assessment
To increase the number of students who meet or exceed state standards in Math the SBAC assessment
To increase the number of students making annual progress in Learning English
To increase the number of English Learners who achieve full English language proficiency
To increase the number of students who meet or exceed their individual growth targets in English Language Arts on the MAP
To increase the number of students who meet or exceed their individual growth targets in Math on the MAP

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of students meeting or exceeding state-established proficiency levels for English Language Arts	2015-16: 83%	55%	All students: 60% Low-income: 60% Eng. Lners: 42% Afr. – Amer.: - not enough students Latino: 60% Stud w/Disab.: 32%	All students: 60% Low-income: 60% Eng. Lners: 45% Afr. – Amer.: - not enough students Latino: 60% Stud w/Disab.: 35%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Foster Youth: not enough data	Foster Youth: not enough data
Rate of students meeting state-established proficiency levels for Math	2015-16: 85%	55%	All students: 55% Low-income: 55% Eng. Lners: 45% Afr. – Amer.: - not enough students Latino: 50% Stud w/Disab.: 25% Foster Youth: not enough data	All students: 55% Low-income: 55% Eng. Lners: 48% Afr. – Amer.: - not enough students Latino: 50% Stud w/Disab.: 28% Foster Youth: not enough data
Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test from CELDT to ELPAC)	2016-17: 76.8%	79.8%	Reclassification Eng. Lners: >25%	Reclassification Eng. Lners: >25%
Rate of students meeting or exceeding their individualized growth goals set by the national norm on the NWEA test (K-2)	2016-17: Math: 64% ELA: 62%	Math & ELA: 50%	All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: - not enough students Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data	All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: - not enough students Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data
Rate of students making progress on ELPAC	n/a	n/a	Baseline	Baseline + state defined growth

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| Low Income | Schoolwide | |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1a: Number of students who are proficient for English Language Arts and Math Teachers will use data such as interim assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning. Our teachers create common core aligned resources and make copies for all of our	1a: Number of students who are proficient for English Language Arts and Math Teachers will use data such as interim assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning. In addition, we will purchase researched based curriculum with embedded assessments that are aligned to the	1a: Number of students who are proficient for English Language Arts and Math Teachers will use data from mid and end of quarter assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning. In addition, we will purchase researched based curriculum with embedded assessments that are aligned to the

students (paper and copier expenses) on a weekly basis. If teachers need additional support, Common Core aligned curriculum will be provided so that teachers can focus on lesson internalization and execution.

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

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

In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle. For example, teachers will use previous SBAC & MAP scores to create targeted instructional goals and plans for our students.

PD and on-going coaching for teachers by our instructional coach and direct managers to increase content knowledge and instructional effectiveness.

1d: Number of students meeting MAP growth goals & SBAC Goals

We will ensure high-quality instruction and targeted support. Teachers will use

Common Core Standards. Curriculum used will be: Bridges Math, Reader's Workshop Units of Study, Writers Workshop Units of Study, and Core Knowledge for phonics and word study.

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

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

In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle. For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student. They will also us reading data such as STEP and F&P to create plans for students.

All teachers will receive regular PD and on-going coaching by our instructional coach and direct managers.

1d: Number of students meeting MAP growth goals & SBAC Goals

We will ensure high-quality instruction and targeted support. Teachers will use

Common Core Standards. Curriculum used will be: Bridges Math, Reader's Workshop Units of Study, Writers Workshop Units of Study, and Core Knowledge for phonics and word study.

The blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs may include: Achieve 3000, Lexia, Raz Kids, ST Math and Zeal Math.

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

In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle. For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student. They will also us reading data such as STEP and F&P to create plans for students.

All teachers will receive regular PD and on-going coaching by our instructional coach and direct managers.

1d: Number of students meeting MAP growth goals & SBAC 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 for grades K-2.	previous MAP and SBAC scores to create targeted instruction for each student. Students will know their own MAP growth targets and teachers will track growth and grade level proficiency from fall to winter to spring for grades K-2.	previous MAP and SBAC scores to create targeted instruction for each student. Students will know their own MAP growth targets and teachers will track growth and grade level proficiency from fall to winter to spring for grades K-2.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,100,659	814,490.85	1,204,399
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends
Amount	68492	65,000	72,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Classroom Technology 4401	4000-4999: Books And Supplies Classroom Technology 4401	4000-4999: Books And Supplies Classroom Technology 4401

Amount	56970	60,000	17,250
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Classroom Software 4402	4000-4999: Books And Supplies Classroom Software 4402	4000-4999: Books And Supplies Classroom Software 4402
Amount	38958	35,000	20,000
Source	Supplemental & Concentration	Supplemental & Concentration	Other
Budget Reference	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404
Amount	7140	10,000	30,000
Source	Supplemental & Concentration	Supplemental & Concentration	Other
Budget Reference	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405
Amount	13000	11,000	12,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Assessment Materials 4304	4000-4999: Books And Supplies Assessment Materials 4304	4000-4999: Books And Supplies Assessment Materials 4304

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1b: CELDT Scores All CELDT data is shared with parent and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulatives, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera. Yearly training on Thinking Maps, which includes trainer and professional development materials. As well as training on the ELA/ ELD framework, and the usage of robust sentence frames. Students also have access to Wordly Wise to continue developing their vocabulary. 1c: Percentage of EL students who EL reclassify as RFEP Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL students will receive small group	1b: ELPAC Scores All ELPAC data is shared with parent and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulatives, visuals, realia, or excursions as well as technology needs such a projectors, iPads, and a document camera. Yearly training on Thinking Maps, which includes trainer and professional development materials as well as training on the ELA/ ELD framework, and the usage of robust sentence frames. 1c: Percentage of EL students who EL reclassify as RFEP Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. During this time, teachers identify what their EL students specifically need, and create reteach plans for them. EL students will receive small group instructional	1b: ELPAC Scores All ELPAC data is shared with parent and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development using the data works curriculum. Plans may include additional needs for manipulatives, visuals, realia, or excursions as well as technology needs such a projectors, iPads, and a document camera. Yearly training on Thinking Maps, which includes trainer and professional development materials as well as training on the ELA/ ELD framework, and the usage of robust sentence frames. 1c: Percentage of EL students who EL reclassify as RFEP Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. During this time, teachers identify what their EL students specifically need, and create reteach plans for them or leverage

instructional support to support their language development.

Small group instruction- In phonics, guided reading, Math, and Reader's Workshop, students are taught in small groups or pulled in small groups after the direct instruction portion of the lesson. This enables teachers to work with students at their individual level and to scaffold for their needs.

Concrete- visual- abstract progression- In Math, teachers go from the concrete, to visual, to abstract when presenting concepts so that English Language Learners and students with disabilities can build their conceptual understanding before going to the abstract.

support to support their language development.

Small group instruction- In phonics, guided reading, Math, and Reader's Workshop, students are taught in small groups or pulled in small groups after the direct instruction portion of the lesson. This enables teachers to work with students at their individual level and to scaffold for their needs.

Thinking maps and sentence frames- Teachers are trained on how to use thinking maps and sentence frames at the beginning of each year. This helps to support English Language Learners in their language development and speaking.

Explicit vocabulary instruction- All lessons include a section where teachers should introduce academic vocabulary to students so that they are able to access the material and are not held back from achievement.

Concrete- visual- abstract progression- In Math, teachers go from the concrete, to visual, to abstract when presenting concepts so that English Language Learners and students with disabilities can build their conceptual understanding before going to the abstract.

Interventionist-in fifth and sixth grade, an intervention teacher is on staff to push into classrooms and to pull out small groups of students for assessment and targeted

existing dataworks curriculum. EL students will receive small group instructional support to support their language development.

Small group instruction- In phonics, guided reading, Math, and Reader's Workshop, students are taught in small groups or pulled in small groups after the direct instruction portion of the lesson. This enables teachers to work with students at their individual level and to scaffold for their needs.

Thinking maps and sentence frames- Teachers are trained on how to use thinking maps and sentence frames at the beginning of each year. This helps to support English Language Learners in their language development and speaking.

Explicit vocabulary instruction- All lessons include a section where teachers should introduce academic vocabulary to students so that they are able to access the material and are not held back from achievement.

Concrete- visual- abstract progression- In Math, teachers go from the concrete, to visual, to abstract when presenting concepts so that English Language Learners and students with disabilities can build their conceptual understanding before going to the abstract.

Interventionist-in fifth- seventh grade, an intervention teacher is on staff to push into

instruction for our students with disabilities and English Language Learners. This includes, but is not limited to, conferring with students during the ELA block, pulling students for extended time with testing, and assessing students using Fountas and Pinnell in order to create specific guided reading lessons for small group instruction.

In 2018-19 for our lower school levels, K - 4 we will be piloting, Launch-to-Literacy, a beginning literacy curriculum for English Language Development (ELD). Our EL students will receive designated ELD instruction 3-4 times a week. This designated ELD curriculum will cover five components: phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. This service, in addition to the integrated ELD program, will elevate our EL student achievement.

For the 2018-19 for our upper school grades, 5 - 7, we will be piloting, Link-to - Literacy, an intermediate English Language Development (ELD) curriculum for our Long Term EL (ETEL) students. Our LTEL students will receive designated ELD instruction from a regionally based teacher who will travel to different sites to provide this service. We understand that our LTEL students have additional needs and this curriculum focuses on building vocabulary, improve the use of language conventions and increase comprehension in an ELD content. This service, in addition

classrooms and to pull out small groups of students for assessment and targeted instruction for our students with disabilities and English Language Learners. This includes, but is not limited to, conferring with students during the ELA block, pulling students for extended time with testing, and assessing students using Fountas and Pinnell in order to create specific guided reading lessons for small group instruction.

	to the integrated ELD program, will elevate our LTEL student achievement.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	355737	62,444	61,433
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1901- Dean- Intervention - non Title III ELL support
Amount			15,358
Source			Title III
Budget Reference			1000-1999: Certificated Personnel Salaries 1901- Dean- Intervention Title III 1101 Certificated Teachers - Intervention-Title III

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

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
To increase student satisfaction with KIPP Comienza Community Preparatory as measured by surveys
To achieve or maintain school attendance rates and decrease chronic absenteeism

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
KCCP will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement,	2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement,	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement, parent leadership opportunities	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement, parent leadership opportunities	1 back to school night, 2 week long parent-teacher conference opportunities, at least 4 family engagement, parent leadership opportunities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parent leadership opportunities	parent leadership opportunities			
Suspension rate	2016-17: 0%	<2%	All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data	All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data
Expulsion rate	2016-17:	<1%	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: - not enough data	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: - not enough data
Students will feel satisfied with their experience at KCCP as measured by internally provided surveys.	2016-17: 84%	75%+ of students will feel satisfied with their experience at KCCP as measured by internally provided surveys.	All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: - not enough data	All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: - not enough data
Average Daily Attendance	2016-17: 96.5%	95%	All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95%	All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Latino: 95% Stud w/Disab.: 95% Foster Youth: - not enough data	Latino: 95% Stud w/Disab.: 95% Foster Youth: - not enough data
Chronic Absenteeism Rate	2016-17: 7%	<10%	All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <10% Latino: <10% Stud w/Disab.: <10% Foster Youth: -not enough data	All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <10% Latino: <10% Stud w/Disab.: <10% Foster Youth: -not enough data

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2a: 2a: Parent Engagement We will hold monthly family nights revolving around things like college, math, reading, culture, and more. We will track parent attendance at parent meetings by using Sign –in sheets, other engagement indicators. Families will be given our calendar of events (in color) at the beginning of the school year. Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance. We will also do daily reminders the week of the event using School Messenger, flyers, posters, and phone trees, etc. We will also have incentives for students/parents to attend, such as a "no homework pass", healthy snack party for the class with the highest attendance, etc. Families will have several opportunities to be involved on campus. Every morning, families will be invited onto campus for Family Literacy in classrooms. During this time, they will support their student and other students with reading sight words,	**2a: 2a: Parent Engagement** We will hold 4 family nights a year revolving around things like college, math, reading, culture, and more. We will send a parent survey to ask families what kinds of content they'd like to learn more about, in hopes that this will increase attendance at family nights. In addition, we'll survey families on what days/times are convenient for them to come in. We will track parent attendance at parent meetings by using Sign –in sheets, other engagement indicators. Families will be given our calendar of events (in color) at the beginning of the school year. Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance. We will also do daily reminders the week of the event using School Messenger, flyers, posters, and phone trees, etc. We will also have incentives for students/parents to attend, such as a "no homework pass", healthy snack party for the class with the highest attendance, etc.	**2a: 2a: Parent Engagement** We will hold 5 family events a year revolving around things like college, math, reading, culture, inclusion & diversity, wellness, and more. We will send a parent survey to ask families what kinds of content they'd like to learn more about, in hopes that this will increase attendance at family nights. In addition, we'll survey families on what days/times are convenient for them to come in. We will track parent attendance at parent meetings by using Sign –in sheets, other engagement indicators. Families will be given our calendar of events (in color) at the beginning of the school year. Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance. We will also do daily reminders the week of the event using School Messenger, flyers, posters, and phone trees, etc. We will also have incentives for students/parents to attend, such as a "no homework pass", healthy snack party for the class with the highest attendance, etc.

doing math facts, and morning work. Parents will also pick up students from their classroom, giving them an opportunity to touch base with the teacher about how their child is progressing.

In addition, we will hold mandatory parent conferences twice a year in which teachers will report back on student progress and work with families to come up with a plan to ensure that they meet their goals for the year.

Other opportunities for involvement include volunteering, serving on school based committees such as our Family Leadership Council (FLC), leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. Families had the opportunity to attend a KIPP LA Family Engagement meeting this April.

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.

Families will have several opportunities to be involved on campus. Every morning, families will be invited onto campus for Family Literacy in classrooms. During this time, they will support their student and other students with reading sight words, doing math facts, and morning work. Parents will also pick up students from their classroom, giving them an opportunity to touch base with the teacher about how their child is progressing.

In addition, we will hold mandatory parent conferences twice a year in which teachers will report back on student progress and work with families to come up with a plan to ensure that they meet their goals for the year.

Other opportunities for involvement include volunteering, serving on school based committees such as our Family Leadership Council (FLC), 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.

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In addition, we will hold mandatory parent conferences twice a year in which teachers will report back on student progress and work with families to come up with a plan to ensure that they meet their goals for the year.

Other opportunities for involvement include volunteering, serving on school based committees such as our Family Leadership Council (FLC), leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. Families had the opportunity to attend a KIPP LA Family Engagement meeting this April.

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

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

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

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

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

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

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

We 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.

We will have an initiative to increase parent engagement through whole school events such as a Movie Night or field day.

Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop nights. Schools will also have consistent meetings to keep parents abreast of the students' progress.

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

We will continue the implementation of our Character program to equip our students with coping strategies. To do this successfully, we will continue doing book clubs on best practices, creating materials for our lessons, and bringing in speakers to speak to our students. In addition, we will implement restorative practices where possible, such as during our daily morning meeting time.

We will use a tiered behavior system to ensure school safety. Our behavior system is created yearly and laminated to ensure its longevity. We provide a budget to reinforce incentives within the school, such as bubble or pizza parties.

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.

We will have an initiative to increase parent engagement through whole school events such as a Movie Night, school carnival, or a school fun run.

Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop nights. Schools will also have consistent meetings to keep parents abreast of the students' progress.

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

We will continue the implementation of our Character program to equip our students with coping strategies. To do this successfully, we will continue doing book clubs on best practices, creating materials for our lessons, and bringing in speakers to speak to our students. In addition, we will implement restorative practices where possible, such as during our daily morning meeting time.

We will use a tiered behavior system to ensure school safety. Our behavior system is created yearly and laminated to ensure its longevity. We provide a budget to

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

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

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

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

To ensure students safety throughout the day, KIPP LA has hired lunch duty Operation Aides, noon aides, and

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

2b/c: 5th Grade-7th grade: Suspension and Expulsion rate (unduplicated pupils)

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

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

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

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

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

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

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency.

reinforce incentives within the school, such as bubble or pizza parties.

We will have individualized behavior plans for students who need more support, and all people who work with the student will have access to these plans. We will use restorative practices after incidents occur so that students have the opportunity to reflect on what they could do next time in a similar situation.

2b/c: 5th Grade-8th grade: Suspension and Expulsion rate (unduplicated pupils)

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

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

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

Tier 3 student support will be one of our biggest priorities. We will ensure staff is trained on how to support students who exhibit challenging behaviors, and we will be working with the Discipline Revolution Project to analyze where our school is at in terms of culture and behavior, and what we can do better.

Yard/Cafe to aid in the proper supervision of students at lunch/play time.

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

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

2e School attendance

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

Parents will join in to celebrate students who have perfect attendance. Perfect

We continue to maintain the maintenance of our front door security systems!

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

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

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

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

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

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

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

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

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

KIPP LA has contracted an outside Emergency Preparedness specialist to train and support KIPP LA schools with Emergency planning, training as well as completing drills. KIPP LA has also ensured that all schools have emergency kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other

attendance will be celebrated once a month. Students receive a certificate and a personal incentive. Per parent feedback from last year's meeting, classes will receive a perfect attendance trophy for having the best weekly attendance on their grade level.

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 School Registrar 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. When students become chronically absent, we will hold conferences with them on how to improve their attendance.

Parents will join in to celebrate students who have perfect attendance. Perfect attendance will be celebrated once a month. Students receive a certificate and a personal incentive. Classes will receive a perfect attendance trophy for having the best weekly attendance on their grade level. Per feedback from this year, we will hold a perfect attendance breakfast for students

Calm Classroom/Trauma Informed Schools: For our upper school grades, 5 - 7 we are implementing Calm Classroom. In our effort to reduce the inequities between student group performances and increase achievement for all students, we are implementing Calm Classroom and

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 School Registrar 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. When students become chronically absent, we will hold conferences with them on how to improve their attendance.

Parents will join in to celebrate students who have perfect attendance. Perfect attendance will be celebrated once a month. Students receive a certificate and a personal incentive. Classes will receive a perfect attendance trophy for having the best weekly attendance on their grade level. Per feedback from this year, we will hold a perfect attendance breakfast for students

becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that our students bring with them their past experiences and aids in the healing process for those that have. One component of this approach is to provide a Social-Emotional Learning intervention course called Calm Classroom. Calm Classroom is a mindfulness-based school-wide social and emotional learning program which is composed of three-minute scripted mindful breathing, stretching, focusing and relaxation techniques presented to students by the entire school staff throughout the school day. Calm Classroom is a sustainable program based on the simplicity of implementation, quality training, long-term support, and ongoing evidence of positive outcomes. Calm Classroom has a proven track record of empowering students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance. We are in the beginning phases of transitioning to Trauma Informed Schools and we believe this will have a positive impact on our students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	47000	53,000	48,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trips 5831	5000-5999: Services And Other Operating Expenditures Field Trips 5831	5000-5999: Services And Other Operating Expenditures Field Trips 5831
Amount	132090	97,663	92,865
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Office Manager 2401	2000-2999: Classified Personnel Salaries Office Manager 2401	2000-2999: Classified Personnel Salaries Office Manager 2401
Amount	2864	4,000	5,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Postage & Shipping 4352	4000-4999: Books And Supplies Postage & Shipping 4352	4000-4999: Books And Supplies Postage & Shipping 4352
Amount	14000	11,000	12,000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Special Events 4314	4000-4999: Books And Supplies Special Events 4314	4000-4999: Books And Supplies Special Events 4314
Amount	7140	13,000	18,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Staff/Office Software 4405	5800: Professional/Consulting Services And Operating Expenditures 5839 Student Incentives	5000-5999: Services And Other Operating Expenditures 5839 Student Incentives

Amount	11000	8,097	7,159
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Fire/Security 5504	5000-5999: Services And Other Operating Expenditures Fire/Security 5504	5000-5999: Services And Other Operating Expenditures Fire/Security 5504
Amount		49,083	34,567.07
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5803 KIPP LA Fees-ACE	5000-5999: Services And Other Operating Expenditures 5803 KIPP LA Fees-ACE
Amount			59,575
Source			Supplemental & Concentration
Budget Reference			2000-2999: Classified Personnel Salaries 2205, 2403 -Operations Aide, Ops Support/Receptionist -25%

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 2: State Standards (Conditions of Learning)
                        Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of teachers who are compliant for the subject they are teaching	2016-17: 100%	100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Stud w/Disab.: 100% Foster Youth: 100%	Stud w/Disab.: 100% Foster Youth: 100%
Rate of students will have access to educational supplies and materials that are common core aligned	2016-17: 100%	100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
Rate of teachers who attend training on common core and ELD strategies to support EL students	2016-17: 100%	100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE	2016-17: 100%	100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
Ensure that our facility is at "good repair" or better as measured by SARC	2016-17: Good Repair	Good Repair	Good Repair	Good Repair

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3a: Number of teachers who are compliant Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. Annual Teacher recruitment and comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via QuickBase, and an initial interview completed in HireVue. And to get the best teachers in front of our students, we arrange travel accommodations for potential candidates. At times, this means,	3a: Number of teachers who are compliant Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. Annual Teacher recruitment and comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via Lever, and an initial phone interview completed with our regional team. And to get the best teachers in front of our students, we arrange travel accommodations for potential candidates. At times, this means,	3a: Number of teachers who are compliant Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. Annual Teacher recruitment and comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via Lever, and an initial phone interview completed with our regional team. And to get the best teachers in front of our students, we arrange travel accommodations for potential candidates. At times, this means,

that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees.

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

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

3b: Curriculum Materials and Supplies

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

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

Our instructional resources and curriculum are also common core aligned and NGSS aligned, such as Eureka Math, Bridges to Mathematics, Open Up Math, Units of Study for Reading and Writing, Core Knowledge, Amplify, etc.

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

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

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

Teacher Professional Development

Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for EL students in gaining content knowledge and English language proficiency, unpacking

have access to iPads with common core application.

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

Our instructional resources and curriculum are also common core aligned and NGSS aligned, such as Eureka Math, Bridges to Mathematics, Open Up Math, Units of Study for Reading and Writing, Core Knowledge, Amplify, etc.

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

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

Teacher Professional Development

Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for EL

standards, creating comprehensive scope and sequences, internalizing lessons, etc. Teachers also have the option of attending 3rd party professional development, such as Teachers College or courses at UCLA.

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

Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.

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

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

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

In addition, each enrichment will have their own budget to ensure students are

students in gaining content knowledge and English language proficiency, unpacking standards, creating comprehensive scope and sequences, internalizing lessons, etc. Teachers also have the option of attending 3rd party professional development, such as Teachers College or courses at UCLA.

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receiving rich, hands-on units, in addition to field trips that connect to their learning.

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

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

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

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

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Within KIPP LA there are regional cohorts for departments such as Business

require separate supplies, materials, and meeting areas that focus on running operations at the different school sites.	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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6000	195,295	226,075.65
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Bonus Pool Teachers 1199	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees -Ops and Talent	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees -Ops and Talent
Amount	7000	18,000	18,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Art 4320	4000-4999: Books And Supplies Art 4320 Athletics 4321	4000-4999: Books And Supplies Music 4319 Art 4320 Athletics 4321
Amount	3000	113,595	96,268
Source	Supplemental & Concentration	Supplemental & Concentration	Base
Budget Reference	4000-4999: Books And Supplies Athletics 4321	4000-4999: Books And Supplies 2403 Office Associate	4000-4999: Books And Supplies 2403 Ops Support/Receptionist

Amount	9250	31,750	33,500
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824
Amount	70000	53,000	53,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Other Professional Development 5825	5800: Professional/Consulting Services And Operating Expenditures Other Professional Development 5825	5800: Professional/Consulting Services And Operating Expenditures Other Professional Development 5825
Amount	406996	579,905	652,332
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105
Amount	45000	45,000	33,750
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Curriculum Materials and Books 4101	4000-4999: Books And Supplies Curriculum Materials and Books 4101	4000-4999: Books And Supplies Curriculum Materials and Books 4101
Amount	15000	35,000	30,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Class sets/library books 4201	4000-4999: Books And Supplies Class sets/library books 4201	4000-4999: Books And Supplies Class sets/library books 4201

Amount	110000		60,000		584,659
Source	Base		Supplemental & Concentration		Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503		5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503		5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503 Rent 5601
Amount	744571		378,909		5,750,588
Source	Base		Supplemental & Concentration		LCFF Base & Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs & Maintenance (Non-Cap) 5602 Rent 5601		5000-5999: Services And Other Operating Expenditures Rent 5601		1000-3999: Salaries and Benefits 1000-3999: Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$2,825,962	36%%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

School provides increased and improved services on a schoolwide basis as the schools has high unduplicated count (over 90%). Services are principally directed to and effective in meeting LCAP goals for unduplicated students. In KIPP's model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close school wide achievement gap . Services are increased in the area of intervention by adding additional intervention staff to increase charter-wide services primerly for unduplicated students but from which other students benefit as well. Services are improved by continues and numerous Professional Development Services that KIPP designs internally in addition to hiring consultants. Services were also increased in areas of End of the year Field Lesson to improve attendance and academic achievement. Operations, Talent, Advocacy, and Real Estate services increased by additional staff in regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased School Leaders and Teachers focus on academics. School invests in technology to increase support for students, teachers and admin which improves overall services for all students and primerly for unduplicated students. Janitorial services improved by providing more services for schools. Lower school moved to new and significantly improved facilities.

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LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$2,431,211	36%%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,020,469	32.01%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

School provide increased and improved services on a schoolwide basis as the schools has high unduplicated count (over 90%). Services are principally directed to and effective in meeting LCAP goals for unduplicated students. In KIPP's model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close school wide achievement gap . Services are increased in the area of intervention by adding additional intervention staff to increase charter-wide services primerly for unduplicated students but from which other students benefit as well. Services are improved by continues and numerous Professional Development Services that KIPP designs internally in addition to hiring consultants. Services were also increased in areas of End of the year Field Lesson to improve attendance and academic achievement. Management and Admin services increased by additional staff in regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased School Leaders and Teachers focus on academics. School invests in

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Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

>> **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

>> **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

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

(b) "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).

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

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

    (i) a regular high school diploma

    (ii) a High School Equivalency Certificate

    (iii) an adult education diploma

    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

    (C) Divide (1) by (2).

(d) "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).

(e) "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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 EC 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 school sites 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
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?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,804,231.85	3,117,783.74	3,271,867.00	2,804,231.85	9,187,778.72	15,263,877.57
Base	200,760.00	349,120.00	1,087,525.00	200,760.00	277,042.00	1,565,327.00
LCFF Base & Other	0.00	0.00	0.00	0.00	5,750,588.00	5,750,588.00
Other	0.00	0.00	0.00	0.00	50,000.00	50,000.00
Supplemental & Concentration	2,603,471.85	2,762,611.74	2,184,342.00	2,603,471.85	3,094,790.72	7,882,604.57
Title III	0.00	6,052.00	0.00	0.00	15,358.00	15,358.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,804,231.85	3,117,783.74	3,271,867.00	2,804,231.85	9,187,778.72	15,263,877.57
1000-1999: Certificated Personnel Salaries	1,456,839.85	1,696,946.00	1,869,392.00	1,456,839.85	1,933,522.00	5,259,753.85
1000-3999: Salaries and Benefits	0.00	0.00	0.00	0.00	5,750,588.00	5,750,588.00
2000-2999: Classified Personnel Salaries	97,663.00	161,674.00	132,090.00	97,663.00	152,440.00	382,193.00
4000-4999: Books And Supplies	407,595.00	324,486.00	278,564.00	407,595.00	346,268.00	1,032,427.00
5000-5999: Services And Other Operating Expenditures	500,006.00	613,148.00	912,571.00	500,006.00	692,385.07	2,104,962.07
5800: Professional/Consulting Services And Operating Expenditures	342,128.00	321,529.74	79,250.00	342,128.00	312,575.65	733,953.65

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,804,231.85	3,117,783.74	3,271,867.00	2,804,231.85	9,187,778.72	15,263,877.57
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	1,456,839.85	1,690,894.00	1,869,392.00	1,456,839.85	1,918,164.00	5,244,395.85
1000-1999: Certificated Personnel Salaries	Title III	0.00	6,052.00	0.00	0.00	15,358.00	15,358.00
1000-3999: Salaries and Benefits	LCFF Base & Other	0.00	0.00	0.00	0.00	5,750,588.00	5,750,588.00
2000-2999: Classified Personnel Salaries	Base	97,663.00	89,665.00	132,090.00	97,663.00	92,865.00	322,618.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	0.00	72,009.00	0.00	0.00	59,575.00	59,575.00
4000-4999: Books And Supplies	Base	95,000.00	253,708.00	89,864.00	95,000.00	177,018.00	361,882.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	50,000.00	50,000.00
4000-4999: Books And Supplies	Supplemental & Concentration	312,595.00	70,778.00	188,700.00	312,595.00	119,250.00	620,545.00
5000-5999: Services And Other Operating Expenditures	Base	8,097.00	5,747.00	865,571.00	8,097.00	7,159.00	880,827.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	491,909.00	607,401.00	47,000.00	491,909.00	685,226.07	1,224,135.07
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	342,128.00	321,529.74	79,250.00	342,128.00	312,575.65	733,953.65

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,057,934.85	1,235,822.00	1,640,956.00	1,057,934.85	1,432,440.00	4,131,330.85
Goal 2	235,843.00	276,060.74	214,094.00	235,843.00	277,166.07	727,103.07
Goal 3	1,510,454.00	1,605,901.00	1,416,817.00	1,510,454.00	7,478,172.65	10,405,443.65
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

	Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					