LCFF Budget Overview for Parents

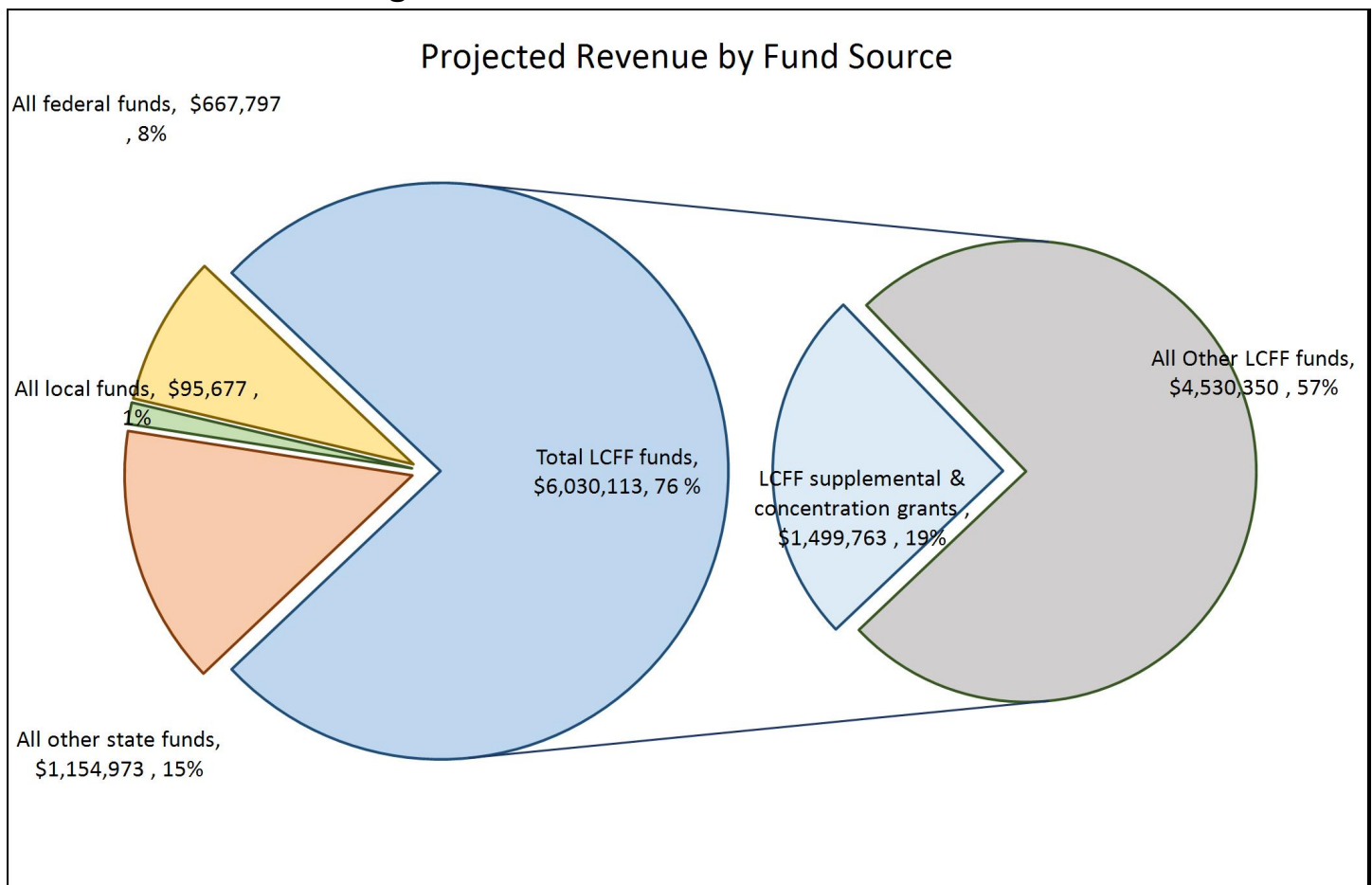Local Educational Agency (LEA) Name: KIPP Empower Academy

CDS Code: 19-64733-0121699

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

LEA contact information: Chinedu Udeh, School Leader

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, $667,797, 8%

All local funds, $95,677, 1%

All other state funds, $1,154,973, 15%

Total LCFF funds, $6,030,113, 76%

LCFF supplemental & concentration grants, $1,499,763, 19%

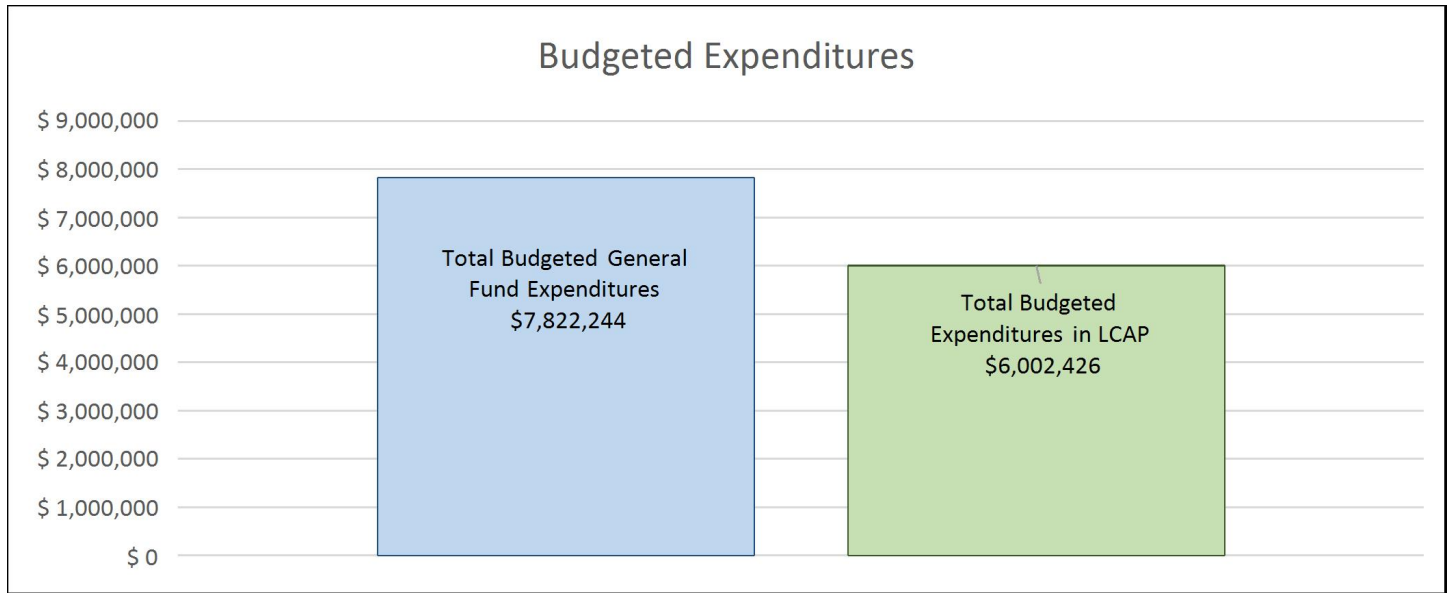All Other LCFF funds, $4,530,350, 57%

This chart shows the total general purpose revenue KIPP Empower Academy expects to receive in the coming year from all sources.

The total revenue projected for KIPP Empower Academy is $7,948,560, of which $6,030,113 is Local Control Funding Formula (LCFF), $1,154,973 is other state funds, $95,677 is local funds, and $667,797 is federal funds. Of the $6,030,113 in LCFF Funds, $1,499,763 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

Total Budgeted General Fund Expenditures
$7,822,244

Total Budgeted Expenditures in LCAP
$6,002,426

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

KIPP Empower Academy plans to spend $7,822,244 for the 2019-20 school year. Of that amount, $6,002,426 is tied to actions/services in the LCAP and $1,819,818 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.
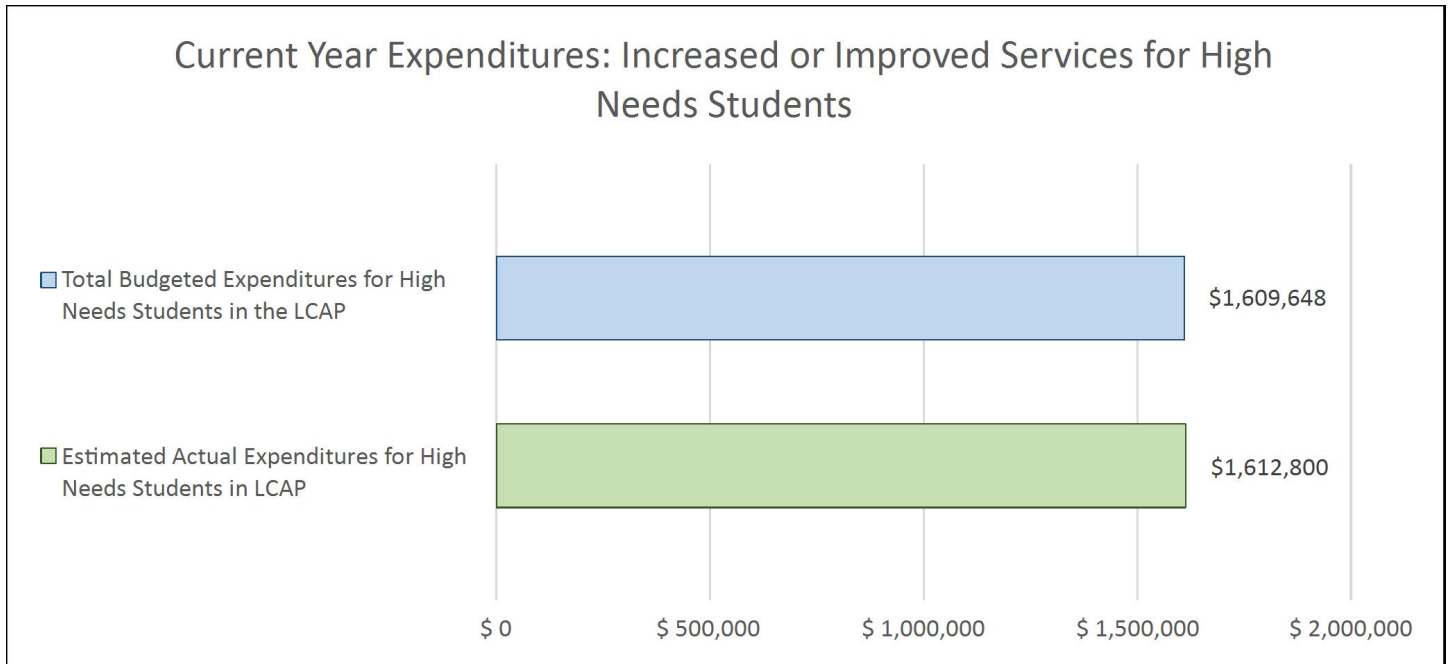
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

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

In 2019-20, KIPP Empower Academy is projecting it will receive $1,499,763 based on the enrollment of foster youth, English learner, and low-income students. KIPP Empower Academy 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 Empower Academy plans to spend $1,562,593 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

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,609,648
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$1,612,800

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

This chart compares what KIPP Empower Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Empower Academy 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 Empower Academy's LCAP budgeted $1,609,648 for planned actions to increase or improve services for high needs students. KIPP Empower Academy estimates that it will actually spend $1,612,800 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 Empower Academy	Chinedu Udeh School Leader	cudeh@kippla.org 323-516-2065

2017-20 Plan Summary
The Story

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

KIPP Empower Academy is a tuition-free college-preparatory public charter elementary school that opened in the summer of 2010 in South Central Los Angeles. KIPP Empower is a part of the national KIPP network of 224 schools across the United States; it currently serves 585 students in transitional kindergarten through fourth grade. Further demographics are included at the bottom of this section.

KIPP Empower Academy is built on the belief that great schools and strong relationships transform communities. The mission of KIPP Empower is to empower scholars to be strong in mind, body and spirit so that they can thrive in middle school, high school, college and the competitive world. Our goal is to teach the whole child. Our school has a very enriching program that includes, Yoga, Dance, Art, Music/Spanish, two full time counselors, and intervention teachers to help us fulfill this mission.

Norm day 2018 - 2019 demographics:
Low Income: 88%
English Learner: 18.8%
Latino: 41%
Black/African American: 57%
Students With Disabilities: 8.9%

LCAP Highlights

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

From the beginning, we at KEA work to ensure our school is distinct and vibrant with a focus on mind, body and spirit for low income scholars in South Central. We are working on fulfilling this mission with an emphasis on mind. This includes an emphasis on professional development for teachers related to our focus on literacy, math, data driven instruction, English Learners (see Goal 1, All Students Will Achieve) and positive behavior interventions (see Goal 2, Support Student, Family, and School Engagement). We have our families engage in strong in mind through our SSC & ELAC Meetings. We place an emphasis on being strong in body with the inclusion of enrichments such as Dance (see Goal 3, Create Spaces and Opportunities for Student Achievement). We also commit to being strong in body with how we engage parents through Yoga Nights and Parent Workshops. Lastly, we focus on strong in spirit with an emphasis on character education and mindfulness practices such as Calm Classroom. We plan on continuing our focus on Literacy instruction and English Learners.


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

At KIPP Empower Academy we are most proud of our progress in student achievement. In MAP in both reading and math overall and in all our subgroups we have improved scores and have meet our exceeded our goals. We are leveraging this growth to push our professional development around balanced literacy for the whole school. We were able to focus on Readers Workshop this year and will continue to focus on Balanced Literacy next year. Additionally, we have increased our work with families by providing more parent workshops and family nights. We are building a more positive culture with an emphasis on positive interventions. In 2018 - 2019 we were also able to add another enrichment class, an intervention teacher and a teacher apprentice.

Suspension Rate

Green
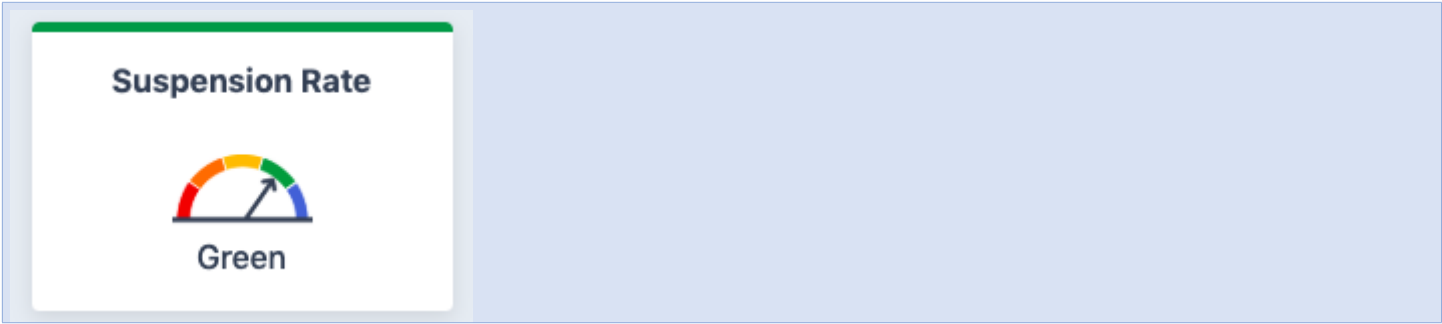
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that 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

Our school was red in chronic absenteeism on the 2018 Dashboard. In the 2018 - 2019 school year, we implemented a number of measures to improve in this area. Specifically we have targeted students for specific intervention such as attendance groups, check-in calls from school leadership and teachers, monthly attendance incentives, attendance meetings to provide specialized support, connection with resources such as bus fare cards, and the creation of tracking systems. Our aim is to have Chronic Absenteeism rates for Black/African American Students and Students with Disabilities drop by at least 3% by end of year. We were also in orange for for our ELA achievement. In order to improve in this area, we launched 3 year focus on Balanced Literacy K-4. This focus has lead to an emphasis on professional development around reading instruction.

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

No student group was two colors lower than our whole school outcomes for any indicator. We are dedicated to ensuring all students succeed. We continuously collect and analyze student group data to monitor for performance gaps and promote equitable achievement.

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 state-established proficiency levels for English Language Arts **18-19** All students: 47% Low-income: 47% Eng. Lners: 42% Afr. – Amer.: 45% Latino: 56% Stud w/Disab.: 11% Foster Youth: not enough data **Baseline** 2015-16: 62%	17-18 All students: 42% Low-income: 38% Eng. Lners: 39% Afr. – Amer.: 36% Latino: 51% Stud w/Disab.: 9% Foster Youth: not enough students
Metric/Indicator Rate of students meeting state-established proficiency levels for Math **18-19** All students: 58%	17-18 All students: 43% Low-income: 42% Eng. Lners: 39% Afr. – Amer.: 36%

Expected	Actual
Low-income: 58% Eng. Lners: 45% Afr. – Amer.: 54% Latino: 68% Stud w/Disab.: 25% Foster Youth: not enough data **Baseline** 2015-16: 49%	Latino: 57% Stud w/Disab.: 5% 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** Eng. Lners: >25% **Baseline** 2016-17: 70%	17-18 18%
Metric/Indicator Rate of students who are progressing on ELPAC **18-19** Baseline **Baseline** n/a	18-19 outcomes will be baseline.
Metric/Indicator Rate of students meeting or exceeding the 50th percentile set by the national norm on the NWEA test on the Fall to Spring MAP test. **18-19** All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 25% Foster Youth: not enough data **Baseline** 2016-17% 42.9%	17-18 - Math All students: 59% Low-income: did not collect this data Eng. Lners: 66% Afr. – Amer.: 54% Latino: 68% Stud w/Disab.: 19% Foster Youth: not enough students 17-18 - Reading All students: 59% Low-income: did not collect this data Eng. Lners: 65% Afr. – Amer.: 54% Latino: 69% Stud w/Disab.: 27% Foster Youth: not enough students

	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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a: Number of students who are proficient for English Language Arts and Math We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. We incorporate Readers Workshop, Writer's Workshop and conceptual instructional in math to improve of the rigor and differentiation for our students. Technology programs may include: Lexia and ST Math I which help provide individual differentiated instruction. We incorporate standards-aligned curriculum to support rigorous academic support. For example, we are adopting a new math curriculum named Bridges to address gaps in math achievement. Teachers provide small group instruction based on student need	1a: Number of students who are proficient for English Language Arts and Math KEA provides daily intervention in two main forms, small group instruction in the classroom. This form of intervention is fluid based on data that the teacher collects. We also have daily intervention in the form of pull out provided by our intervention teacher to non SpED scholars scoring the lowest in the grade level in reading as shown on STEP. We are in year 1 of a 3 year focus on Balanced Literacy. This year we focused on Readers Workshop and Guided Reading through our professional development. KEA also continues to use technology specifically Lexia and ST Math to help provide individual differentiated instruction.	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 493,650.34 Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 20000 Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 30000 Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 13000	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 662,267 Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 19,515 Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 7,061 Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 3,000

and will use data such as interim assessments to tailor and guide instruction.

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

1d: Number students meeting K-2 MAP growth goals

We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student. We will be providing professional development for teachers so that they can progress monitor student growth and mastery over the course of the year. We will use Illuminate to analyze data for reading and math.

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

KEA continues to use data analysis by pulling reports on Excel, Illuminate and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student and identify trends and specific skills to address.

1d: Number students meeting K-2 MAP growth goals
KEA is in year 1 of our 3 year focus on Balanced Literacy. This year we focused on Readers Workshop and Guided Reading as a way to improve student learning.

Teachers did a data analysis in the winter to help monitor student progress from Fall to Winter and accelerate student growth for the Spring by providing insight on academic areas that should be targeted.

Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 5000

Assessment Materials 4304 4000-4999: Books And Supplies Base 6000

Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 4,250

Assessment Materials 4304 4000-4999: Books And Supplies Base 6000

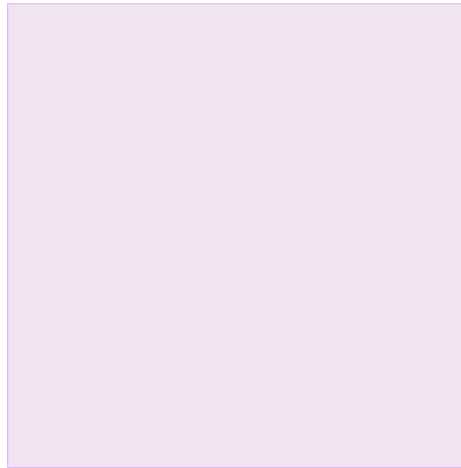| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served Low Income	
Scope of Services Schoolwide	
Locations	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1b: Progress in English language Proficiency All CELDT/ELPAC data is shared with parents 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 manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera. Teachers will use data such as interim assessments to tailor and guide instruction. English Language students can receive small group instructional support to support their language development.	1b: Progress in English language Proficiency KEA has consistently hosted ELAC meeting with families to share information, data and best practices with parents to improve support of our English Language Learners. KEA also now as an ASL dedicated to EL reclassification, language development, PD and communication to parents. KEA continues to sue small group instruction, manipulative, visuals, and programs like Lexia to help increase English acquisition. 1c: Percentage of EL students who reclassify as RFEP This year KEA implemented Launch-to-Literacy, a beginning	1901, 1302 Instructional Admin 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 54230 1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Title III 6342	1901 Dean 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 26,985 1901 Dean 1000-1999: Certificated Personnel Salaries Title III 6,746

CELDT data will be accurate and shared with teachers and families. We will use Guided Reading, Readers Workshop, Writer's Workshop, and Shared Reading to differentiate our ELA program to meet the needs of our EL students.

1c: Percentage of EL students who reclassify as RFEP

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

KEA is dedicated to improving the academic achievement outcomes for all students and subgroups, including our English Learners. To that end, we have intentionally expanded the regional and school based supports for English Learner students.

Regional EL Coordinator: In July 2016, KIPP LA Schools hired a Regional EL Coordinator to help with EL support, monitor student level data, and reclassification. The Regional EL Coordinator facilitates whole group professional development sessions bi-annually and individual monthly meetings with on site EL Coordinators. Support and training includes the following:

literacy curriculum for English Language Development (ELD). Our EL students receive designated ELD instruction 4 times a week. The designated ELD curriculum will cover five components: phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. Instruction occurs in smaller groups.

CELDT/ELPAC Test and administration
KIPP LA Reclassification Policy
Home Language Surveys
Engaging parents of EL students
Monitoring student level data
CALPADS and Illuminate Education
EL Student required information
On Site EL Coordinator: This year we changed the on site role and duties from a CELDT Coordinator whose primary responsibility was to monitor test administration and data to a comprehensive EL Coordinator. The additional duties expand the scope of responsibility to include intensely monitoring student level data, engaging in more intentional ways with parents of EL students, and driving student achievement outcomes for EL students through supporting teachers with best practices for language development.

New EL Action

For the 2018-19 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 Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
   English Learners

Scope of Services
   Schoolwide

Locations

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, KEA has implemented all of the actions and services described above.

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

Overall, the strategies put in place at KEA show progress in the goal of all students will achieve. In terms of proficiency on state scores we are waiting to see how we perform in the May state test.

In terms of performance in MAP K-2 we see promising data from our recent Winter 2019 MAP scores:

- Our Kindergarten class showed impressive gains from fall to winter, with 54% of them reaching

Q3 or Q4 in math, and 43% of them reaching Q3 or Q4 in reading.

- Every grade from K-2 held steady or showed higher percentages of students in Q3 or Q4 from

fall to winter.

- An increasing percentage of African American and Hispanic K-2nd graders reached Q3 or Q4 on

their winter assessments in reading and math.

- 42% of English Learners (ELs) in K-2nd grade placed in Q3 or Q4 on their winter math

assessment, up from 32% in fall.
- K-2nd grade SpEd students grew from 10% to 18% placing in Q3 or Q4 in math.
- 13% of SpEd K-2nd graders reached Q3 or Q4 on their winter reading assessment, up from 6%

placing in Q3 or Q4 in the fall.

In terms of EL reclassification our numbers of steadily increased from a reclassification rate of 6% in Oct. 2015 - Oct. 2016 to a reclassification rate of 17% from Oct 2017. - Oct 2018. We anticipate this number to be higher in Oct. 2018 - Oct. 2019.

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 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.

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 KEA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement and parent leadership opportunities. **18-19** 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement and parent leadership opportunities **Baseline** 2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement and parent leadership opportunities	KEA hosted 2 Back 3 Back to School Nights; 1 for our Kinder families, 1 for 1-2nd grade and one for 3-4th grade. this was an effort to meet the needs of families who have scholars in multiple grade levels. We have two week long parent teacher conferences , one in the first quarter and 1 in the Spring quarter. With the support of our counseling department KEA has hosted over 10 Parent Workshops focused on Parent Leadership, Nutrition, Child Development Financial Literacy and more. KEA has hosted over 3 family events including our annual Black History Month and Hispanic Heritage Month Programs. Lastly our families have an opportunity to attend over 12 Parent leadership meetings through our SSC, ELAC and Parent Leadership Council.
Metric/Indicator Suspension rate **18-19**	We continue to met our goals for suspension. All students: 1% ELs: 0% SpEd: 5.7%

Expected	Actual
All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data **Baseline** 2016-17: 0.5%	Latino: 0% Black: 1.7% Low Income: 1.1%
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.: 0% Latino: 0% Stud w/Disab.: 0% Foster Youth: not enough students
Metric/Indicator Scholars will feel satisfied with their experience at KEA 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: 71% report feeling safe at school	18-19 All students: 66% Low-income: did not collect this data Eng. Lners: did not collect this data Afr. - Amer.: 63% Latino: 80% Stud w/ Disab.: did not collect this data Foster Youth: not enough students
Metric/Indicator Average Daily Attendance	18-19 All students: 94%

Expected	Actual
18-19 All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: - not enough data **Baseline** 2016-17: 94.8%	Low-income: 94% Eng. Lners: 96% Afr. – Amer.: 93% Latino: 96% Stud w/Disab.: 94% Foster Youth: not enough students
Metric/Indicator Chronic Absenteeism Rate **18-19** All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <15% Latino: <10% Stud w/Disab.: <18% Foster Youth: -not enough data **Baseline** 2016-17: 15.7%	18-19 All students: 16% Low-income: 17% Eng. Lners: 7% Afr. – Amer.: 20% Latino: 8% Stud w/Disab.: 21% 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: Parent Engagement Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally,parents	2a: Parent Engagement KEA has fully implemented its plan for parent engagement. All families received a calendar of the school year in English and Spanish.	Social Worker/Counselor 1201 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 43321	Social Worker/Counselor 1201 1000-1999: Certificated Personnel Salaries Other 128,547

will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents.

A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger.

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

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

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

Additionally, the parents of English Learners will receive specialized

Reminders were sent through our weekly newsletter in English and Spanish and via text message through a service called Remind.

Families were able to participate in school through 4 formal groups: Family Ambassador, SSC, ELAC and Parent Leadership Council. Families are also able to engage in informal processes such as volunteering

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

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

Through ELAC the parents of English Learners receive specialized training in how to support the development of their child's language proficiency at home at parent workshop nights. ELAC meets monthly.

2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils)

KEA has a tiered behavior system. We updated our KEA behavior system this year and trained staff. We run SSPT meetings with

Office Manager 2401 2000-2999: Classified Personnel Salaries Base 51719	Office Manager 2401 2000-2999: Classified Personnel Salaries Base 53,829
Postage & Shipping 4352 4000-4999: Books And Supplies Base 2000	Postage & Shipping 4352 4000-4999: Books And Supplies Base 903
Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 10000	Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 9,928
	2205; 2403 Operations Aide, Ops Support/Receptionist 2000-2999: Classified Personnel Salaries Supplemental & Concentration 31,242
Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 50000	Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 50000
Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 25000	Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 20,000
KIPP LA Fees 5803 Advocacy 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 30,262.45	KIPP LA Fees 5803- Advocacy 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 18,970.39
	Student Incentives-5839- 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 16,000

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: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils)

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

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

We will add personnel to support the increase of students as needed as well as increase supervision for student safety.

KIPP LA has hired general education counselors in order to ensure to meet all students social and emotional needs. We also will partner with outside community organizations to provide wrap-around services so that our highest need students receive more intensive support. Another way to ensure students needs are met are through the hiring of Intervention Teachers.

teachers and parents to implement Behavior Plans for scholars who need intensive support. We hired an additional Behavior Aide, have 2 full time counselors, Operation Aides who provide supervision support and a registrar to support attendance. We hired two intervention teachers to provide more intensive targeted support in math and reading.

2d: "I feel safe at school" as measured by internal surveys

We have two full time counselor and 1 partnership to provide students with socio-emotional support and mental health services. We have purchased and trained our staff on Calm Classroom a trauma informed that allows us to implement 1-3 min meditation 3x a day. We have also hired 8 Operations Aides for lunch and recess support

KIPP LA contracted an outside Emergency Preparedness specialist to train and support KIPP LA schools with Emergency planning, training as well as completing drills, such as Active Shooter. KEA has 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

2d: "I feel safe at school" as measured by internal surveys

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

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

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

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

2e School attendance

Both parents and students will be held accountable for attendance

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

KEA has a full time registrar that monitors and provides intervention in attendance. This has allowed us to consistently have monthly celebrations for perfect attendance and improved attendance, meetings with parents to improve chronic absenteeism, and training for teachers to help support attendance intervention efforts.

KEA has fully implemented Clam Classroom.

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

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

Calm Classroom/Trauma Informed Schools: 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.

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

Students to be Served
  All

Location(s)
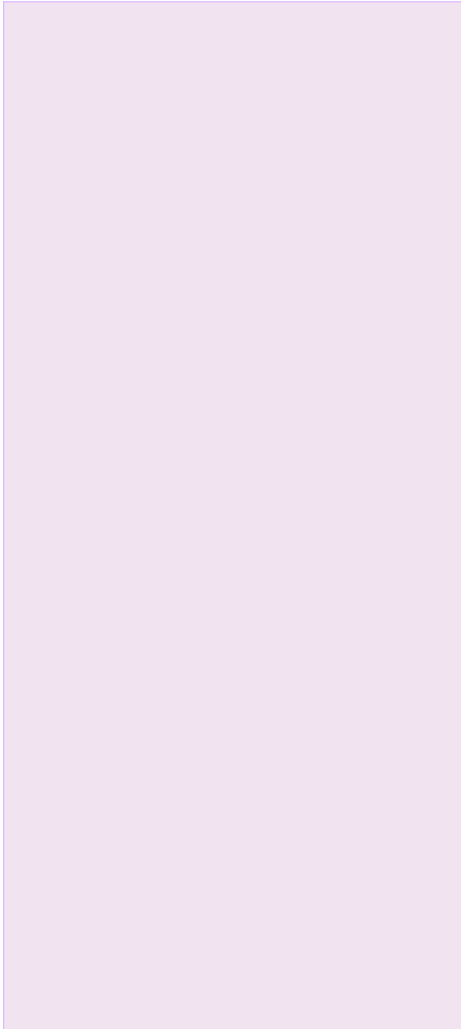
Analysis

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 KEA implemented all the actions and services for goal 2. There were only minor changes through an increase in the number of parent and family engagement opportunities we would provide. We are still working on improving our supports in attendance and behavior particularly for our SpEd population.

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

Overall the measures we have put in place are proving effective. In the area of parent engagement, parents had an even greater number of ways to engage with the school than in the previous year through our parent workshops. We have consistently met the local performance indicator for Parent Engagement on the CA Dashboard. In attendance we are on track to show improvement in the California Dashboard, particularly in chronic absenteeism, where we previously received a performance color of red. We are closely monitoring our SpEd population when it comes to suspensions and working to provide more supports. We are also continuing our work in making sure school is fun, developmentally appropriate and safe for all kids. In this vein, we met the local performance indicator Local Climate Survey on the 2018 CA Dashboard and anticipate continuing to meet this metric. We also received a performance level of green for suspensions on the 2018 CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased expenses in Social Worker/Counselor due to increased amount of services in mental health services.

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.

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% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
Metric/Indicator Rate of students will have access to educational supplies and materials that are common core aligned - 100% **18-19**	18-19 All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100%

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% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
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%
Metric/Indicator	18-19 (17-18 SARC)

	Expected	Actual
	Ensure that our facility is at "good repair" or better as measured by SARC **18-19** Good Repair **Baseline** 2016-17: Good Repair	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 In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following: Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of	3a: Number of teachers who are compliant We followed through on our commitment to strong recruitment and strong teacher retention and support. In the area of recruitment we worked closely with the KIPP LA Talent Team to ensure that we have a comprehensive search process that allows for a diverse, specialized staff. We also work closely with the KIPP Credentialing Team to ensure that teachers we hire have support (including financially) in transferring, clearing and renewing their credential throughout their tenure at KIPP LA. This year teachers were able to take advantage of our partnership with the LA County of Riverside and the University to help teachers	Rent 5601 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 198548	Rent 5601 Janitorial Services & Supplies 5503 Repairs & Maintenance (Non-Cap)-5602 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 273,779
		Art 4320 Music 4319 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 8000	Art 4320 Music 4319 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 8000
		Staff Recruitment and Credentialing 5822, 5827 KIPP School Leadership Program 5824 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 39000	Staff Recruitment and Credentialing 5822, 5827, KIPP School Leadership Program 5824 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 23541

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

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

3b: Curriculum Materials and Supplies

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

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

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

in their efforts to clear their credential.
In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:

In the area of teacher retention and support KEA has committed in providing consistent professional development and coaching for teacher so they feel progression in their teaching craft.

3b: Curriculum Materials and Supplies

All students, including English Language learners have curriculum, lessons, assessments and online adaptive programs that are common core aligned. We purchased new material for our Math Bridges program, Lucy Calkins teacher resources to provide support in Literacy instruction, and online programs such as Lexia, ST Math, Moby Max to help provide scholars with differentiated support. Additionally KEA purchased a English Learner Curriculum from Data Works to provide more targeted instruction to our EL students.

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

KEA provided professional development in three phases. One

5803 - KIPP LA fees - Ops & Talent 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 120,410	5803 - KIPP LA fees - Ops, RE & Talent 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 124,070.20
Other Professional Development 5825 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 30000	5204, 5824, 5825 -KSLP, Start Strong, Other PD 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 54,616
Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 332884	Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 302,829
Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 30000	Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 22,500
Class sets/library books 4201 4000-4999: Books And Supplies Base 10000	Class sets/library books 4201 4000-4999: Books And Supplies Base 10000
Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 150000	Janitorial Services & Supplies 5503 Repairs & Maintenance (Non-Cap)-5602 5000-5999: Services And Other Operating Expenditures Other 208,598
Classroom Furniture 4403 4000-4999: Books And Supplies Base 10000	Classroom Furniture 4403 4000-4999: Books And Supplies Base 9,000

Teacher Professional Development

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

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

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

Administration and coaching Professional Development

KIPP LA provides monetary support in the form of fees and travel for teacher leaders and

was through before school professional development in the the three weeks before school began. This is a mix of KIPP LA PD and school based PD. Teachers were able to dive into robust day long PD that allowed for more depth. The second strand is ongoing through PDs on Mondays, when we have teacher early release. These PDs are focused on Literacy, EL strategies, and Data Driven Instruction. Lastly, their is individual coaching that happens throughout the year to help teachers improve their instructional practice.

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

All scholars had access to five Enrichment courses which is an increase from previous years; Art, Music/Spanish, Dance, Yoga, and PE. We provided curriculum, supplies, materials and space to implement these programs.

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

This year KEA's Business Operations Manager worked closely with the region to streamline and increase the effectiveness of ensuring that our building is in good repair. Our Business Operations Manager

principals to attend KSLP for professional development training.

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

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

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

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

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

attended monthly training and conducts biweekly walkthrough to ensure consistency in our landscaping, janitorial, daily maintenance and pest control services.

KEA also had regional oversight visits to ensure metrics of SARC are met.

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)
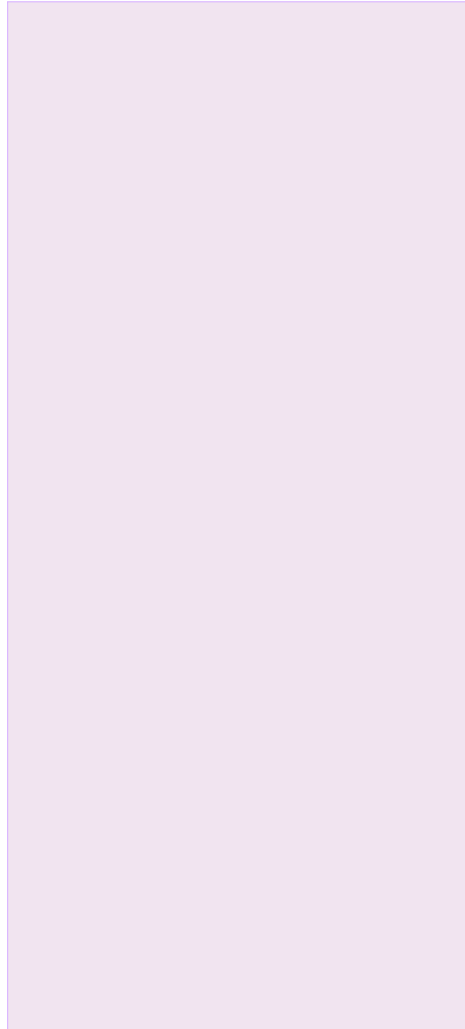
Analysis

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.

KEA implemented all of the actions and services outlined for Goal #3. No changes were made in implementation. Focus was placed on ensuring strong development for the Business Operations Manager, so that operations would run smoothly.

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

Overall the strategies implemented for goal #3 are effective. Students have access to an increased number of Enrichment classes, including supplies and materials to make them robust. Additionally our building continues to be in good repair through consistent monitoring and development in operations. On the 2018 CA Dashboard, we met several local performance indicators related to this goal, Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; and Access to a Broad Course of Study.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is due to increased and improved facilities costs such as repair and maintenance.

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.

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?

Stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising. During our annual LCAP meeting on March 21, 2019, we invited all families to come to a meeting to learn about LCFF and give their feedback on our goals for the eight state priorities. The first part, educating, focused on providing background and current information that supports stakeholders engagement and understanding of the LCAP. Topics covered a general explanation of the the 8 state priorities and what it means for students, parents, teachers, and our promise of supporting students to and through college. Attendees learned how the schools are going to be held accountable for the LCFF funds through the LCAP and the eight state priorities. The second part, learning and engaging, focused on presenting 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. Each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress. Simultaneously, stakeholders were following along using an interactive feedback form where they could indicate how satisfied or dissatisfied they were with our goal and/or progress. Stakeholders were informed that we would use these feedback forms and additional input to revise goals for 2019-20 as needed. Lastly, revising focused on pulling all data sources, feedback forms, input from stakeholders, progress and our overall educational program to revise goals for 2019-20.

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 94% of students reported that "My school wants me to do well." In addition, 88% 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?

Parents and other attendees responded well to the LCAP meeting and they provided verbal feedback on our 8 priority areas. As each goal was presented parents provided real time feedback to the school leader. Focusing on educating our stakeholders allows them to

understand the LCFF/LCAP requirements and how they fit with our mission and vision, this sets a solid foundation for meaningful feedback. As described, each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress.

Stakeholder feedback highlighted existing LCAP goals, actions, and services, and will impact our implementation in 2019-20 and beyond. Based on parent feedback, we will hone in on having attendance and attrition meetings much earlier in the school year in order to meet our LCAP metrics related to Goal 2, Support Student, Family, and School Engagement. Feedback from stakeholders also focused on the following question: How can we support Black students who are currently underperforming on state assessments and are not doing well in other areas such as attendance? Based on parent feedback we will be looking at our professional development scope and sequence (see Goal 1: All Students Will Achieve) and thinking critically about what development teachers need to better meet the needs of African American students.

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 state-established proficiency levels for English Language Arts	2015-16: 62%	62%	All students: 47% Low-income: 47% Eng. Lners: 42% Afr. – Amer.: 45% Latino: 56% Stud w/Disab.: 11%	All students: 50% Low-income: 50% Eng. Lners: 45% Afr. – Amer.: 48% Latino: 59% Stud w/Disab.: 14%

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: 49%	49%	All students: 58% Low-income: 58% Eng. Lners: 45% Afr. – Amer.: 54% Latino: 68% Stud w/Disab.: 25% Foster Youth: not enough data	All students: 61% Low-income: 61% Eng. Lners: 48% Afr. – Amer.: 57% Latino: 71% 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: 70%	73%	Eng. Lners: >25%	Eng. Lners: >25%
Rate of students who are progressing on ELPAC	n/a	n/a	Baseline	Baseline + State defined growth
Rate of students meeting or exceeding the 50th percentile set by the national norm on the NWEA test on the Fall to Spring MAP test.	2016-17% 42.9%	50%	All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 25% Foster Youth: not enough data	All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 25% 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)

[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)

Low Income

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
1a: Number of students who are proficient for English Language Arts and Math We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. We incorporate Readers Workshop, Writer's Workshop and conceptual instructional in math to improve of the rigor and differentiation for our students. Technology programs may include: Lexia, ST Math, Keyboarding without Tears, and Zeal which help provide individual differentiated instruction.	1a: Number of students who are proficient for English Language Arts and Math We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. We incorporate Readers Workshop, Writer's Workshop and conceptual instructional in math to improve of the rigor and differentiation for our students. Technology programs may include: Lexia and ST Math I which help provide individual differentiated instruction.	1a: Number of students who are proficient for English Language Arts and Math We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. We incorporate Readers Workshop, Writer's Workshop and conceptual instructional in math to improve of the rigor and differentiation for our students. Technology programs may include: Lexia and ST Math I which help provide individual differentiated instruction.

We incorporate standards-aligned curriculum to support rigorous academic support. For example, we are adopting a new math curriculum named Bridges to address gaps in math achievement.

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

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

1d: Number students meeting K-2 MAP quartile goals

We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student. We will be providing professional development for teachers so that they can progress monitor student growth and mastery over the course of the year. We will use Illuminate to analyze data for reading and math.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1020299	493,650.34	612,654
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 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	38780	20000	18,000
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	35971	30000	10,000
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	31909	13000	10,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
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	3632	5000	15,000
Source	Supplemental & Concentration	Supplemental & Concentration	Base
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	8500	6000	6,000
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	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1b: Progress in English language Proficiency All CELDT data is shared with parents and teachers. This helps teachers create	1b: Progress in English language Proficiency All CELDT/ELPAC data is shared with parents and teachers. This helps teachers	1b: Progress in English language Proficiency All CELDT/ELPAC data is shared with parents and teachers. This helps teachers

intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

Teachers will use data such as interim assessments to tailor and guide instruction.
English Language students can receive small group instructional support to support their language development. CELDT data will be accurate and shared with teachers and families.
We will use Guided Reading, Readers Workshop, Writer's Workshop, and Shared Reading to differentiate our ELA program to meet the needs of our EL students.
1c: Percentage of EL students who reclassify as RFEP

Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development.
KEA is dedicated to improving the academic achievement outcomes for all students and subgroups, including our English Learners. To that end, we have intentionally expanded the regional and school based supports for English Learner students.

create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

Teachers will use data such as interim assessments to tailor and guide instruction.
English Language students can receive small group instructional support to support their language development. CELDT data will be accurate and shared with teachers and families.
We will use Guided Reading, Readers Workshop, Writer's Workshop, and Shared Reading to differentiate our ELA program to meet the needs of our EL students.

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create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

Teachers will use data such as interim assessments to tailor and guide instruction.
English Language students can receive small group instructional support to support their language development. ELPAC data will be accurate and shared with teachers and families.
We will use Guided Reading, Readers Workshop, Writer's Workshop, and Shared Reading to differentiate our ELA program to meet the needs of our EL students.

1c: Percentage of EL students who reclassify as RFEP

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

KEA is dedicated to improving the academic achievement outcomes for all students and subgroups, including our English Learners. To that end, we have intentionally expanded the regional and

Regional EL Coordinator: In July 2016, KIPP LA Schools hired a Regional EL Coordinator to help with EL support, monitor student level data, and reclassification. The Regional EL Coordinator facilitates whole group professional development sessions bi-annually and individual monthly meetings with on site EL Coordinators.
Support and training includes the following:
CELDT Test and administration
KIPP LA Reclassification Policy
Home Language Surveys
Engaging parents of EL students
Monitoring student level data
CALPADS and Illuminate Education
EL Student required information
On Site EL Coordinator: This year we changed the on site role and duties from a CELDT Coordinator whose primary responsibility was to monitor test administration and data to a comprehensive EL Coordinator. The additional duties expand the scope of responsibility to include intensely monitoring student level data, engaging in more intentional ways with parents of EL students, and driving student achievement outcomes for EL students through supporting teachers with best practices for language development.

school based supports for English Learner students.

Regional EL Coordinator: In July 2016, KIPP LA Schools hired a Regional EL Coordinator to help with EL support, monitor student level data, and reclassification. The Regional EL Coordinator facilitates whole group professional development sessions bi-annually and individual monthly meetings with on site EL Coordinators.
Support and training includes the following:
CELDT/ELPAC Test and administration
KIPP LA Reclassification Policy
Home Language Surveys
Engaging parents of EL students
Monitoring student level data
CALPADS and Illuminate Education
EL Student required information
On Site EL Coordinator: This year we changed the on site role and duties from a CELDT Coordinator whose primary responsibility was to monitor test administration and data to a comprehensive EL Coordinator. The additional duties expand the scope of responsibility to include intensely monitoring student level data, engaging in more intentional ways with parents of EL students, and driving student achievement outcomes for EL students through supporting teachers with best practices for language development.

New EL Action

school based supports for English Learner students.

Regional EL Coordinator: In July 2016, KIPP LA Schools hired a Regional EL Coordinator to help with EL support, monitor student level data, and reclassification. The Regional EL Coordinator facilitates whole group professional development sessions bi-annually and individual monthly meetings with on site EL Coordinators.
Support and training includes the following:
CELDT/ELPAC Test and administration
KIPP LA Reclassification Policy
Home Language Surveys
Engaging parents of EL students
Monitoring student level data
CALPADS and Illuminate Education
EL Student required information
On Site EL Coordinator: This year we changed the on site role and duties from a CELDT Coordinator whose primary responsibility was to monitor test administration and data to a comprehensive EL Coordinator. The additional duties expand the scope of responsibility to include intensely monitoring student level data, engaging in more intentional ways with parents of EL students, and driving student achievement outcomes for EL students through supporting teachers with best practices for language development.

For the 2018-19 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	98561	54230	47,341
Source	Supplemental & Concentration	Supplemental & Concentration	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1901, 1302 Instructional Admin	1000-1999: Certificated Personnel Salaries 1901 Dean
Amount		6342	11,835
Source		Title III	Title III
Budget Reference		1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1901 Dean

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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 Empower Academy 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
KEA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement and	2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement and	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement and parent leadership opportunities	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement and parent leadership opportunities	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement and parent leadership opportunities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parent leadership opportunities.	parent leadership opportunities			
Suspension rate	2016-17: 0.5%	<1.5%	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
Scholars will feel satisfied with their experience at KEA as measured by internally provided surveys.	2016-17: 71% report feeling safe at school	70%+ of scholars will feel satisfied with their experience at KEA 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: 94.8%	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: 15.7%	<10%	All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <15% Latino: <10% Stud w/Disab.: <18% Foster Youth: -not enough data	All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <15% Latino: <10% Stud w/Disab.: <15% 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: Parent Engagement Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally,parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters, social media and posters) will be used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities. KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as	**2a: Parent Engagement** Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally,parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities. KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as	**2a: Parent Engagement** Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally,parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities. KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as

well as the community. This includes advocacy efforts.

We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families. We will clarify expectations of the frequency of communication with our families and create systems to track parent involvement percentages so that we can share and celebrate with our school community.

2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils)

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

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

We will add personnel to support the increase of students as needed as well as increase supervision for student safety.

KIPP LA has hired general education counselors in order to ensure to meet all students social and emotional needs. We also will partner with outside community

organizations to provide wrap-around services so that our highest need students receive more intensive support. Another way to ensure students needs are met are through the hiring of Intervention Teachers.

2d: "I feel safe at school" as measured by internal surveys

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

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

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

also will partner with outside community organizations to provide wrap-around services so that our highest need students receive more intensive support. Another way to ensure students needs are met are through the hiring of Intervention Teachers.

2d: "I feel safe at school" as measured by internal surveys

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

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

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

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

2e School attendance

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

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

Calm Classroom/Trauma Informed Schools: 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	125339	43321	142,656
Source	Supplemental & Concentration	Supplemental & Concentration	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Social Worker/Counselor 1201	1000-1999: Certificated Personnel Salaries Social Worker/Counselor 1201	1000-1999: Certificated Personnel Salaries Social Worker/Counselor 1201
Amount	28000	51719	53351
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	1500	2000	2,000
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	5000	10000	10,000
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	3632		33,656
Source	Supplemental & Concentration		Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Staff/Office Software 4405		2000-2999: Classified Personnel Salaries 2205; 2403 -Operations Aide, Ops Support/Receptionist
Amount	30000	50000	45,000
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	15000	25000	25,000
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		30,262.45	18,931.49
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures KIPP LA Fees 5803 Advocacy	5000-5999: Services And Other Operating Expenditures KIPP LA Fees 5803 -Advocacy

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 - 100%	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

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

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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3a: Number of teachers who are compliant

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

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

We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also | 3a: Number of teachers who are compliant

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

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

3b: Curriculum Materials and Supplies

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

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

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

Teacher Professional Development

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

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

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

Administration and coaching Professional Development

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

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

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

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

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

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

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

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

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	679585	198548	204,473
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Rent 5601	5000-5999: Services And Other Operating Expenditures Rent 5601	5000-5999: Services And Other Operating Expenditures Rent 5601
Amount	1000	8000	7,500
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Art 4320	4000-4999: Books And Supplies Art 4320 Music 4319 Athletics 4321	4000-4999: Books And Supplies Art 4320 Music 4319 Athletics 4321
Amount	2000	39000	30000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Athletics 4321	5000-5999: Services And Other Operating Expenditures Staff Recruitment and Credentialing 5822, 5827 KIPP School Leadership Program 5824	5000-5999: Services And Other Operating Expenditures Staff Recruitment and Credentialing 5822, 5827

Amount	18500	120,410	123,816
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 5803 - KIPP LA fees - Ops & Talent	5800: Professional/Consulting Services And Operating Expenditures 5803 - KIPP LA fees - Ops, RE & Talent
Amount	25000	30000	77,250
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	5000-5999: Services And Other Operating Expenditures 5824, 5825 -KSLP, Start Strong
Amount	260053	332884	341,978
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	55000	30000	15,000
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	5000	10000	20,000
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 Classroom Furniture 4403

Amount	120000	150000	27,500
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
Amount	5000	10000	3,245,344
Source	Base	Base	LCFF Base & Other
Budget Reference	4000-4999: Books And Supplies Classroom Furniture 4403	4000-4999: Books And Supplies Classroom Furniture 4403	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
$$1,499,763	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 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. Operations, HR, Talent, and Recruitment services increased by additional staff in regional office for increased and improved operational support. This also increased School Leaders and Teachers focus on academics as it decreased their time spent on admin tasks. School invests in technology to increase support for students, teachers and admin which improves overall services for all students and primerly for unduplicated students. Improved and new building, increased and improved facility maintenance and janitorial services helped to improve and increase services for students.

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LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,460,664	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

$$1,371,187

Percentage to Increase or Improve Services

31.37%%

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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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	1,769,366.79	2,102,176.59	2,617,261.00	1,769,366.79	5,154,285.49	9,540,913.28
Base	159,719.00	152,232.00	258,000.00	159,719.00	299,007.00	716,726.00
LCFF Base & Other	0.00	0.00	0.00	0.00	3,245,344.00	3,245,344.00
Other	0.00	337,145.00	0.00	0.00	47,341.00	47,341.00
Supplemental & Concentration	1,603,305.79	1,606,053.59	2,359,261.00	1,603,305.79	1,550,758.49	5,513,325.28
Title III	6,342.00	6,746.00	0.00	6,342.00	11,835.00	18,177.00

* 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	1,769,366.79	2,102,176.59	2,617,261.00	1,769,366.79	5,154,285.49	9,540,913.28
1000-1999: Certificated Personnel Salaries	930,427.34	1,127,374.00	483,953.00	930,427.34	1,156,464.00	2,570,844.34
1000-3999: Salaries and Benefits	0.00	0.00	0.00	0.00	3,245,344.00	3,245,344.00
2000-2999: Classified Personnel Salaries	51,719.00	85,071.00	28,000.00	51,719.00	87,007.00	166,726.00
4000-4999: Books And Supplies	144,000.00	100,157.00	1,217,223.00	144,000.00	113,500.00	1,474,723.00
5000-5999: Services And Other Operating Expenditures	492,810.45	591,918.00	844,585.00	492,810.45	428,154.49	1,765,549.94
5800: Professional/Consulting Services And Operating Expenditures	150,410.00	197,656.59	43,500.00	150,410.00	123,816.00	317,726.00

* 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	1,769,366.79	2,102,176.59	2,617,261.00	1,769,366.79	5,154,285.49	9,540,913.28
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	0.00	142,656.00	142,656.00
1000-1999: Certificated Personnel Salaries	Other	0.00	128,547.00	0.00	0.00	47,341.00	47,341.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	924,085.34	992,081.00	483,953.00	924,085.34	954,632.00	2,362,670.34
1000-1999: Certificated Personnel Salaries	Title III	6,342.00	6,746.00	0.00	6,342.00	11,835.00	18,177.00
1000-3999: Salaries and Benefits	LCFF Base & Other	0.00	0.00	0.00	0.00	3,245,344.00	3,245,344.00
2000-2999: Classified Personnel Salaries	Base	51,719.00	53,829.00	28,000.00	51,719.00	53,351.00	133,070.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	0.00	31,242.00	0.00	0.00	33,656.00	33,656.00
4000-4999: Books And Supplies	Base	58,000.00	48,403.00	80,000.00	58,000.00	58,000.00	196,000.00
4000-4999: Books And Supplies	Supplemental & Concentration	86,000.00	51,754.00	1,137,223.00	86,000.00	55,500.00	1,278,723.00
5000-5999: Services And Other Operating Expenditures	Base	50,000.00	50,000.00	150,000.00	50,000.00	45,000.00	245,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	208,598.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	442,810.45	333,320.00	694,585.00	442,810.45	383,154.49	1,520,549.94
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	150,410.00	197,656.59	43,500.00	150,410.00	123,816.00	317,726.00

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

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	628,222.34	735,824.00	1,237,652.00	628,222.34	730,830.00	2,596,704.34
Goal 2	212,302.45	329,419.39	208,471.00	212,302.45	330,594.49	751,367.94
Goal 3	928,842.00	1,036,933.20	1,171,138.00	928,842.00	4,092,861.00	6,192,841.00
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					