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)

<u>LCFF Evaluation Rubrics</u>: 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

KIPP Academy of Innovation

Alice Lai Founding School Leader Email and Phone

alai@kippla.org 323-793-5157

2017-20 Plan Summary The Story

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

KIPP Academy of Innovation is a high performing, tuition-free, public charter school. We are a STEAM (Science, Technology, Engineering, Arts, Mathematics) school that seeks to provide all students with access and exposure to authentic STEAM related experiences and opportunities. KIPP Academy of Innovation is part of the national network of KIPP schools and serves East Los Angeles, a traditionally underserved community in Los Angeles. According to research, only 4% of East Los Angeles residents 25 and older have a four year degree. Many area residents do not have a high school diploma. KIPP Academy of Innovation is part of a network of schools changing the face of education with 75% of alumni persisting in college. The KIPP Academy of Innovation vision stems from one belief and one guestion. We believe that all children have an unalienable right to determine their own destiny. At the center of this fundamental belief is the idea that all children deserve a high guality education that provides them with the freedom, knowledge, and courage to choose their path in college and beyond. At KIPP Academy of Innovation, our students are 21st century leaders who confidently think outside the box, bravely remain ahead of the curve, and solve the problems of the world that don't yet exist. As of norm day 2017-18, KAI serves 474 students, 98% percent of students are Latino, 90.5% of students gualify for Free and Reduced Lunch, 13.7% of students receive special education services, and 13.9% are English Language learners.

LCAP Highlights

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

KIPP Academy of Innovation continues to outperform neighborhood and LAUSD schools on the end of the year Smarter Balanced Assessment Consortium in Math and English Language Arts. Our focus on educating the whole child is a critical foundation of our success. As a Restorative Justice school, we are focused on building strong relationships to create the strong bonds within a tight knit school community. Next year we will continue to broaden our enrichment programs to include art, STEAM, music, and Engineering. We are also continuing our work in technological literacy in 5th through 8th grade.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

KIPP Academy of Innovation is most proud of our continued academic growth throughout the past four years. Our students continue to show growth yearly from 5th to 8th grade. We strongly believe that we are providing all Innovators with an educational experience that will prepare our students for any high school and college they choose to attend. Another highlight of 2017-18 is the Restorative Justice implementation plan that is culturally responsive to our students and community. The Restorative Justice model has created a healthy school climate and culture for our students where they feel safe, listened to and accountable. Moving forward in 2018-19 we will continue to focus on our Restorative Justice practices and the next year implementations.

Referring to the LCFF Evaluation Rubrics, 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 greatest area of need is increasing academic outcomes for English Language Learners. As a school we are continuing to work on providing quality literacy instruction in all classrooms, early reading intervention for 5th grade students, and school-wide guided reading for all students reading 1.5 years or more below grade level. We are also working on providing differentiated professional development for all teachers to grow as literacy teachers.

Referring to the LCFF Evaluation Rubrics, 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

Our greatest area of need is increasing academic outcomes for English Language Learners. As a school we are continuing to work on providing quality literacy instruction in all classrooms, early reading intervention for 5th grade students, and school-wide guided reading for all students reading 1.5 years or more below grade level. We will also do this by providing targeted reading intervention in ELA to our ELL population starting in 5th grade. We are also working on providing targeted professional development on ELL strategies for all teachers to grow as literacy teachers.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

KIPP LA Schools as a network is working to increase or improve services for low-income, English Language Learners, and foster youth by 1) increasing teacher pay to retain and recruit top talent, 2) provide a longer school day with longer hours to maximize student learning, 3) provide math and english intervention for students performing below grade level, 4) provide access to technology such as Chromebooks for every student, and 5) provide enrichment opportunities such as yearbook, drill team, sports and more!

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

Total General Fund Budget Expenditures For LCAP Year

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

AMOUNT

\$ 6,601,330

\$1,548,861.80

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures that are not included are expenditures that are considered basic services and/or are not included in LCAP Goals and Actions. Such basic services are salaries and benefits for Teacher, School Administrators and Classified employees, facility costs, operating costs, indirect costs and others.

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT \$ 4,646,736

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of students meeting or exceeding state-established proficiency levels for English Language Arts 17-18 64% Baseline 2015 - 16: 64%	Students will test in May for the 2017-18 school year, our results in the past demonstrate we are on the path to meeting this goal. 2015 - 16: 64% 2016 - 17: 60%
Metric/Indicator Rate of students meeting or exceeding state-established proficiency levels for Math 17-18 66% Baseline 2015-16: 66.4%	Students will test in May for the 2017-18 school year, our results in the past demonstrate we are on the path to meeting this goal. We have adopted new Math curricula and provided targeted professional development to our Math team this year. 2015-16: 66% 2016-17: 56%

Expected	Actual
Metric/Indicator English Learner Progress EL Students will advance at least one performance on the CA State English Proficiency Test AND/ OR be reclassified	This year we have launched an English Language Learner enrichment and provided targeted professional development around incorporating EL strategies in the classroom. Our data from the last few years demonstrates that we are on the path to meeting this goal: 2016-17: 59% We progress monitor our EL students throughout the year. Although we do not have ELPAC results yet, we have been monitoring our EL students progress on internal assessments such as MAP and on Unit Assessments.
17-18 62% Baseline 2016-17: 59%	

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 KAI provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Our Blended Learning programs include: IXL ST Math News ELA 	 1a: Number of students who are proficient for English Language Arts and Math KAI provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Our Blended Learning programs include: IXL ST Math News ELA 	 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 831771 	 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 393,532
 Actively Learn We also provide additional academic support through our first 	We also provide additional academic support through our first few weeks of school, as our	4401 Classroom Technology 4000-4999: Books And Supplies	4401 Classroom Technology 4000-4999: Books And Supplies

Page 5 of 83

few weeks of school, as our students, especially those new to our school are adjusting to our school.

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

Also periodically throughout the year, students will be able to attend tutoring after school during study hall

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

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

students, especially those new to our school are adjusting to our school.

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

Also periodically throughout the year, students will be able to attend tutoring after school.

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 scores to create targeted instruction for each student.

Supplemental & Concentration 32509	Supplemental & Concentration 32,509
4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 34000	4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 36,409
4304 Assessment Materials 4000-4999: Books And Supplies Base 5000	4304 Assessment Materials 4000-4999: Books And Supplies Base 5,602
4404Staff/OfficeComputer & Printers4405Staff/OfficeSoftware4000-4999: Books And SuppliesSupplemental & Concentration17177	4404Staff/OfficeComputer & Printers4405Staff/OfficeSoftware4000-4999: Books And SuppliesSupplemental & Concentration8530

Action 2

interim assessments to tailor and

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Actions/Services 1b: Progress in English language Proficiency All CELDT 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. EL students receive small group instructional support to support their language development. We use Reading A-Z, intervention and incentives (sticker charts, certificates, folders for organization) 1c: Percentage of EL students who reclassify as RFEP	Actions/Services 1b: Progress in English language Proficiency All 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. These intervention groups occur during class and enrichment. 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. EL students receive small group instructional support to support their language development. We use Reading A-Z, intervention and incentives (sticker charts, certificates, folders for organization) 1c: Percentage of EL students	Expenditures 1101 - Intervention Teacher Allocation 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 100228	Expenditures 1101 - Intervention Teacher Allocation 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 47,503
Teachers will use data such as	who reclassify as RFEP		

guide instruction. This helps teachers create intervention and	Teachers will use data such as interim assessments to tailor and
differentiation plans. EL students will receive small group	guide instruction. This helps teachers create intervention and
instructional support to support their language development.	differentiation plans. EL students will receive small group instructional support to support
For Actions/Services included as contributing to meeting the	their language development.
Increased or Improved Services Requirement:	
Students to be Served English Learners	
Scope of Services Schoolwide	
Locations	
Action 3	
Planned Actions/Services	Actual Actions/Services

Budgeted Expenditures Estimated Actual Expenditures

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.

To achieve our SBAC goals, our team has worked all year long to ensure that 1) classroom instruction is aligned to the Common Core, 2) teachers are provided with targeted professional development to drive classroom instruction, and 3) all students receive targeted small group instruction at their level.

To achieve our ELPAC/CELDT goal, our team uses data to drive instruction. All students take the Accelerated Reader STAR test and Fountas and Pinnell reading assessments to help us determine the instructional level of every student. From there students are assigned to a targeted guided reading group. All teachers are trained to be guided reading teachers as it is a collective school effort to drive literacy across all grades and content areas.

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

The plan we created is aligned to our school priorities. We continued to iterate our plans as needed, based on teacher and leadership team input and the critical instructional data.

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.

First, we have added in expected outcomes for each of our major student groups as well as all students for all goals. Under goal 1 expected annual measurable outcomes there have been some slight changes for 2018-19 and 2019-20. LCAPs written last spring were not able to take into account performance on 2016-17's SBAC, since receiving those scores we have decided to adjust our expected measurable outcomes for both ELA and math. Lastly under goal one we have updated our expected annual measurable outcome indicator and actions and services for our English Learners. Since EL progress indicator will not be active on the CA Dashboard for two years, and the shift from CELDT to ELPAC, we are changing the goal from a progress indicator to a percentage Reclassification rate.

Annual Update

LCAP Year Reviewed: 2017-18

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 KAI will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/ parent leadership opportunities	2017-18: KAI scheduled 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/ parent leadership opportunities.
17-18 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/ parent leadership opportunities	
Baseline 2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/ parent leadership opportunities	
Metric/Indicator Suspension rate	We are currently on track to be under our 17-18 goal of <2%.

Expected	Actual
17-18 <2% Baseline 2016-17: 1.1%	
Metric/Indicator Expulsion rate 17-18 <1%	We are currently on track to be under our 17-18 goal of <1%
 Metric/Indicator Students will feel satisfied with their experience at KAI as measured by internally provided surveys. 17-18 70%+ of students will feel satisfied with their experience at KAI as measured by internally provided surveys. Baseline 2016-17: 83% report feeling safe at school 	During our quarterly student surveys, 70%+ of students have reported feeling satisfied with their experience at KAI.
Metric/Indicator Average Daily Attendance 17-18 95% Baseline 2016-17: 96.6%	Current 17-18 ADA is 96.5%
Metric/Indicator Chronic Absenteeism 17-18 <10% Baseline 2016-17: 7.8%	Current 17-18 Chronic Absenteeism is 6.8%

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	a our calendar ning of the ney may plan ally,parents ded of e at least a n time ts.Families were given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally parents were notified/reminded of meeting dates and times at least a week in advance at a time convenient for parents.cation tools d posters) will 	2401 Office Manager 2000- 2999: Classified Personnel Salaries Base 46792	2401 Office Manager 2000-2999: Classified Personnel Salaries Base 47,034
of events at the beginning of the school year so that they may plan accordingly. Additionally,parents will be notified/reminded of		4352 Postage for letters sent 4000-4999: Books And Supplies Base 1500	4352 Postage for letters sent 4000-4999: Books And Supplies Base 1,755
meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools		4314 Special Event 4000-4999: Books And Supplies Base 2500	4314 Special Event 4000-4999: Books And Supplies Supplemental & Concentration 3,387
(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		4405 School Messenger 4000- 4999: Books And Supplies Supplemental & Concentration 2500	4405 School Messenger 4000- 4999: Books And Supplies Supplemental & Concentration 2,942
Families will have several opportunities to be involved on campus, opportunities include		5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 1000	5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 8,998
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		5440Student LiabilityInsurance5450General LiabilityInsurance5000-5999: Services And OtherOperating Expenditures Base12116	5440Student LiabilityInsurance5450General LiabilityInsurance5000-5999: Services And OtherOperating Expenditures Base11,051
development so that they can be advocates for their children and communities.			5803- KIPP LA Fees - ACL 5800: Professional/Consulting Services And Operating Expenditures

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

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

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

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

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

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

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

To ensure students safety throughout the day, KIPP LA has hired lunch duty Operation Aides to KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts.

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

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

We work to cultivate a positive school culture through a schoolwide 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.

We are a Restorative Justice school in Year of Implementation. Our teachers receive monthly Restorative Justice PD that is targeted at deescalation, building relationships, and scaffolded support. In the past year we have also strategically implemented Supplemental & Concentration 23,726.06

aid in the proper supervision of students at lunch

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

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

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

2e School attendance

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

Social Emotional Learning curricula across all grade levels.

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

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

call our parents to encourage them plan ahead and attend school.	held accountable for attendance
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.	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
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All	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.
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.

We set clear goals around each initiative and progress monitored throughout the school year.

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

As a Leadership Team each initiative has a clear owner who drives towards the goal and expected success. As a team we check in weekly about each leader's initiatives and brainstorm ways to improve and celebrate successes.

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. No changes were made.

Annual Update

LCAP Year Reviewed: 2017-18

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 core content teachers who are compliant for the subject they are teaching	17-18: 100% of teachers are compliant for the subject they are teaching
17-18 100%	
Baseline 2016-17: 100%	
Metric/Indicator Rate of students will have access to educational supplies and materials that are common core aligned	17-18: 100% of students have access to educational supplies and materials that are common core aligned
17-18 100%	

Expected	Actual
Baseline 2016-17: 100%	
Metric/Indicator Rate of teachers who attend training on common core and ELD strategies to support EL students 17-18 100% Baseline 2016-17: 100%	17-18: 100% of teachers attend training on common core and ELD strategies to support EL students
 Metric/Indicator Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE 17-18 100% Baseline 2016-17: 100% 	17-18: 100% of students have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE
Metric/Indicator Ensure that our facility is at "good repair" or better as measured by SARC 17-18 Good Repair Baseline 2016-17: Good Repair	17-18: Our Ensure facility is at "good repair" or better as measured by SARC

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 stu 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

3a: Number of teachers who are compliant In order to ensure the appropriate	1105 Elective Teacher 1000- 1999: Certificated Personnel Salaries Supplemental & Concentration 227711	1105 Elective Teacher 1000- 1999: Certificated Personnel Salaries Supplemental & Concentration 246,859
assignment and hiring of credentialed qualified teachers we focus on the following:	4101 Curiculumn Materials and Supplies 4000-4999: Books And Supplies Base 20000	4101 Curiculumn Materials and Supplies 4000-4999: Books And Supplies Base 30,000
Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement.	4201 Class sets/library books 4000-4999: Books And Supplies Base 10,000	4201 Class sets/library books 4000-4999: Books And Supplies Base 26,119
We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees.	5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Base 114000	5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 79,800
	5601 Rent 5000-5999: Services And Other Operating Expenditures Base 342910	5601 Rent 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 78,274
	5822 Staff Recruitment 5000-5999: Services And Other Operating Expenditures Base 15000	5822 Staff Recruitment 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 15000
	5824KIPP SchoolLeadership Program5825OtherProfessional Development5800: Professional/ConsultingServices And OperatingExpenditures Supplemental &Concentration 29250	5824KIPP SchoolLeadership Program5825OtherProfessional Development5204S204KIPP Summit Traveland Accommodations5800: Professional/ConsultingServices And Operating
Teacher Retention and Support Once our teachers are hired we		Expenditures Supplemental & Concentration 51250
work with them to maintain and obtain proper documentation. This can look like support them with	5827Credentialing5800: Professional/Consulting	5827 Credentialing 5800: Professional/Consulting Services

applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an	applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an	Services And Operating Expenditures Supplemental & Concentration 0	And Operating Expenditures Other 4,720
important factor in student achievement.	important factor in student achievement.	5204 KIPP Summit Travel and Accommodations 5000-5999: Services And Other Operating	5803 KIPP LA Fees - Talent & Ops 5800: Professional/Consulting Services
3b: Curriculum Materials and Supplies	3b: Curriculum Materials and Supplies	Expenditures Supplemental & Concentration 15,000	And Operating Expenditures Supplemental & Concentration 94,403
All students, including English language learners will have lesson plans and assessments that are common core aligned.	All students, including English language learners will have lesson plans and assessments that are common core aligned.	4319Music4320Art4321Athletics4000-4999: Books And SuppliesSupplemental & Concentration	4319Music4320Art4321Athletics4000-4999: Books And SuppliesSupplemental & Concentration
Purchase educational supplies and materials purchased that are common core aligned.	Purchase educational supplies and materials purchased that are common core aligned.	11000	17,498
3c: Amount of training teachers receive on the Common Core State Standards.	3c: Amount of training teachers receive on the Common Core State Standards.		
Teacher Professional Development	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.	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.

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

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

Electives and Enrichments Our school budget supports the hiring of needed teachers to offer elective and a broad course of study to all students. We also engage in programmatic planning and scheduling. We will insure our schedule allows enough time for all students to engage in listed courses. All students have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics, computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives.

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

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

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

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



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.

Our school leadership team works hard to ensure we are aligned in reaching these goals. We allocate resources, brainstorm solutions, and remain laser focused on our end goals. We also backwards plan to achieve these goals.

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

The specific action steps outlined here have helped us reach our goals. As a leadership team we progress monitor on a weekly basis to ensure we are on track.

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. No changes were made.

Annual Update

LCAP Year Reviewed: 2017-18

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.

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: 2017-18

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.

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: 2018-19

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?

Each year KIPP Academy of Innovation holds an LCAP meeting with families. This year's meeting was held on February 27, 2018 at 8:00am. During this meeting we focused on educating, learning, and engaging around LCAP initiatives. The first part, educating, focused on providing background and current information that supports stakeholders engagement and understanding of LCFF and the LCAP. Topics covered a general explanation of the LCFF funding formula and how that is linked to the LCAP, the 8 state priorities and what it means for students, parents, teachers, and our promise of supporting students to and through college. We will continue to provide education on the LCFF and LCAP as part of our engagement. The second part, learning and engaging, focused on presenting 2017-18 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. In order to expand on the educating done in the first part, we chose two goals to dive deep into with our stakeholders after all goals were reviewed. We chose the goals around engagement: specifically improving student attendance and parental involvement at school. Stakeholders at the meeting were able to decide which focus group they wanted to participate in. Each group was grounded with the guestions: what do you think would help us achieve this goal and what would you do? Each group was also provided with specific data on current engagement rates such as student attendance by grade level/homeroom and overall parent participation percentage by event. The school leadership team presented data around one big goal in particular, family and student engagement related specifically to attendance. We looked at our annual attendance broken down month by month and the impact on the school budget. From here families brainstormed in groups possible ideas and solutions to incentivize and motivate students and families to come to school on time every day. The ideas they came up with were original and creative and really brought to light some new and innovative approaches to engaging families and students at school.

KIPP Academy of Innovation also has an Innovation Family Council, they meet monthly have our Coffee with the Leadership Team meetings. During these meetings multiple committees come together to plan events for our school, learn from presentations that will increase their knowledge of how to help their child be successful at home, and discuss areas and growth and areas for development for the school itself. Family engagement appears in multiple formats:

Parents volunteer in classrooms (most families volunteer for at least 20 hours a year)

- Families volunteer to work with students in classroom libraries
- Families volunteer to help the teachers prepare their classrooms
- Families support teachers in multiples ways both in and out of the classroom.

We also launched Community Platicas which serve as parent community circles to build stronger relationships and bonds between families and the school as we support our Innovators on the path to and through college and beyond. At the beginning of each year our teachers visit each child and family at their home during the summer and ask them to share with us their hopes and dreams for their child, as well as their hopes and dream for KIPP Academy of Innovation. Those conversations inform our instructional choices and help us start the year off with a strong relationship.

Impact on LCAP and Annual Update

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

Through their continuous volunteer work in the classroom our families are familiar with the students needs and pulled on this experience to make the recommendation that we work together to create strong attendance incentive programs and levrage the power of our parent community to volunteer on campus in a more strategic manner.

These meetings set a tone of on-going communication with parents in an open environment where discussions of growths are welcomed – This environment will continue in our LCAP Annual Review meetings.

The conversations with parents help us frame our goals in the LCAP. The school and parents have high expectations that our students will learn and our goals/expenditures in LCAP reflect that.

Breaking the LCAP engagement process down into sections helps with the understanding, pacing, and effectiveness of our engagement efforts.

Focusing on educating our stakeholders allows them to understand the LCFF/LCAP requirements and how they fit with our mission and vision, this sets a solid foundation for meaningful feedback.

As described, each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress. Parents and other attendees responded well to the LCAP goals as evidenced by the verbal feedback on our goals. As each goal was presented parents provided real time feedback. Additionally, attendees were asked to write in ideas they had on how to improve the goal and achieve the goal.

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

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

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

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 English Learners who achieve full English language proficiency
- To increase the number of English Learners who progress on the English Language proficiency exam

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of students meeting or exceeding state-established proficiency levels for English Language Arts	2015-16: 64%	64%	All students: 66% Low-income: 66% Eng. Lners: 25% Afr. – Amer.: - not enough students Latino: 66% Stud w/Disab.: 16%	All students: 69% Low-income: 69% Eng. Lners: 28% Afr. – Amer.: - not enough students Latino: 66% Stud w/Disab.: 19%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Foster Youth: not enough data	Foster Youth: not enough data
Rate of students meeting or exceeding state-established proficiency levels for Math	2015-16: 66.4%	66%	All students: 62% Low-income: 62% Eng. Lners: 25% Afr. – Amer.: - not enough students Latino: 62% Stud w/Disab.: 21% Foster Youth: not enough data	All students: 65% Low-income: 65% Eng. Lners: 28% Afr. – Amer.: - not enough students Latino: 65% Stud w/Disab.: 24% 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: 59%	62%	>25%	>25%
Rate of students making progress on ELPAC	n/a	n/a	Baseline	Baseline + state defined growth

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Schoolwide	
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18		Select from New, Modified, or Unchanged for 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	1a: Number of students who are proficient for English Language Arts and Math	1a: Number of students who are proficient for English Language Arts and Math
 KAI provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Our Blended Learning programs include: IXL ST Math News ELA Actively Learn 	 KAI provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Our Blended Learning programs include: IXL ST Math News ELA Actively Learn 	 KAI provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Our Blended Learning programs include: IXL ST Math News ELA Actively Learn
We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school.	We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school.	We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school.
Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.	Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.	Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.

Also periodically throughout the year, Also periodically throughout the year, Also periodically throughout the year, students will be able to attend tutoring students will be able to attend tutoring students will be able to attend tutoring after school during study hall. after school during study hall after school during study hall. In addition, we will conduct extensive data In addition, we will conduct extensive data In addition, we will conduct extensive data analysis by pulling reports on Illuminate, analysis by pulling reports on Illuminate, analysis by pulling reports on Illuminate, Tableau, and Kastle (KIPPs internal data Tableau, and Kastle (KIPPs internal data Tableau, and Kastle (KIPPs internal data analysis platform). For example, teachers analysis platform). For example, teachers analysis platform). For example, teachers will use previous SBAC & MAP scores to will use previous SBAC & MAP scores to will use previous SBAC & MAP scores to create targeted instruction for each create targeted instruction for each create targeted instruction for each student student. student.

Budgeted Expenditures

Year Amount	2017-18 831771	2018-19 451,835	2019-20 423,968
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends

Amount	32509	30,000	30,912
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology
Amount	34000	35,000	36,064
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4402 Classroom Software	4000-4999: Books And Supplies 4402 Classroom Software	4000-4999: Books And Supplies 4402 Classroom Software
Amount	5000	6,000	6,182
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials
Amount	17177	17000	17517
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies4404Staff/Office Computer& Printers4405Staff/Office Software	4000-4999: Books And Supplies4404Staff/Office Computer& Printers4405Staff/Office Software	4000-4999: Books And Supplies4404Staff/Office Computer& Printers4405Staff/Office Software

Action 2

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

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

English Learners	Schoolwide	
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1b: Progress in English language Proficiency	1b: Progress in English language Proficiency	1b: Progress in English language Proficiency
All CELDT 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.	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.	All CELDT/ELPAC data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small grou 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.	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.	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.
EL students receive small group instructional support to support their language development. We use Reading A-Z, intervention and incentives (sticker charts, certificates, folders for organization)	EL students receive small group instructional support to support their language development. We use Reading A-Z, intervention and incentives (sticker charts, certificates, folders for organization)	EL students receive small group instructional support to support their language development. We use Reading A-Z, intervention and incentives (sticker charts, certificates, folders for organization)

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. 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.

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

Dudant 1000 1000 Optificated Demonstral 1000 1000 Optificated Demonstral	I & Concentration
ReferenceSalariesSalariesSalaries1101 - Intervention Teacher1101 - Intervention Teacher1101 - Intervention Teacher1101 - Intervention TeacherAllocation1101 Certificated Teachers -1101 Certificated Teachers -1101 Certificated Teachers -1101 Dean -Intervention1901 Dean -Intervention1901 Dean -Intervention1901 Dean -Intervention1101 Certificated Teachers -1101 Certificated Teachers -1001 Dean -Intervention1901 Dean -Intervention1901 Dean -Intervention1201 Social Worker/Counselor1201 Social Worker/Counselor1201 Social	Worker/Counselor ctional Support 399, 2199

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures				
Year	2017-18	2018-19	2019-20	

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

To increase parent engagement by sustaining or improving number of opportunities for parent involvement at school

To increase student engagement and securing school safety

To increase student satisfaction with KIPP Academy of Innovation 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
KAI will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement	2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement	1 back to school night, 2 week long parent- teacher conference opportunities, at least 3 family engagement meetings/ parent	1 back to school night, 2 week long parent- teacher conference opportunities, at least 3 family engagement meetings/ parent	1 back to school night, 2 week long parent- teacher conference opportunities, at least 3 family engagement meetings/ parent
		leadership opportunities	leadership opportunities	leadership opportunities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
meetings/ parent leadership opportunities	meetings/ parent leadership opportunities			
Suspension rate	2016-17: 1.1%	<2%	All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data	All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data
Expulsion rate	2016-17: 0%	<1%	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth:not enough data
Students will feel satisfied with their experience at KAI as measured by internally provided surveys.	2016-17: 83% report feeling safe at school	70%+ of students will feel satisfied with their experience at KAI as measured by internally provided surveys.	70%+ of students will feel satisfied with their experience at KAI as measured by internally provided surveys.	70%+ of students will feel satisfied with their experience at KAI as measured by internally provided surveys.
Average Daily Attendance	2016-17: 96.6%	95%	All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data	All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	2016-17: 7.8%	<10%	All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <10% Latino: <10% Stud w/Disab.: <10% Foster Youth: not enough data	All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <10% Latino: <10% Stud w/Disab.: <10% Foster Youth: not enough data

Planned Actions / Services

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

Action 1

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(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	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2a: Parent Engagement	2a: Parent Engagement	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. 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.

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We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families. 2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils)

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

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

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

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

To ensure students safety throughout the day, KIPP LA has hired lunch duty Operation Aides 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 Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop nights. Schools will also have consistent meetings to keep parents abreast of the students' progress.

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

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

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

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

To ensure students safety throughout the day, KIPP LA has hired lunch duty Operation Aides, noon aides, and Yard/Cafe to aid in the proper supervision of students at lunch Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop nights. Schools will also have consistent meetings to keep parents abreast of the students' progress.

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

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

To ensure students safety throughout the day, KIPP LA has hired lunch duty Operation Aides, noon aides, and Yard/Cafe to aid in the proper supervision of students at lunch kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other items. We also contract with a website software provider to ensure all KIPP LA staff has up to date training on SafeSchools which include training on a variety of school safety measures.

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

2e School attendance

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

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

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.

phases of transitioning to Trauma Informed Schools and we believe this will have a positive impact on our students.

Year	2017-18	2018-19	2019-20
Amount	46792	49,004	50,822
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2401 Office Manager
Amount	1500	2,000	2,061
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent
Amount	2500	5,000	5,152
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4314 Special Event	4000-4999: Books And Supplies 4314 Special Event	4000-4999: Books And Supplies 4314 Special Event
Amount	2500	25,034.80	24,766.13
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4405 School Messenger	4000-4999: Books And Supplies 5803 -KIPP LA Fees - ACE	5800: Professional/Consulting Services And Operating Expenditures 5803 -KIPP LA Fees - ACE

Amount	1000	10,000	10,304
Source	Base	Base	Base
Budget Reference	5000-5999: Services And OtherOperating Expenditures5504Fire/Security	5000-5999: Services And OtherOperating Expenditures5504Fire/Security	5000-5999: Services And OtherOperating Expenditures5504Fire/Security
Amount	12116	11799	11518
Source	Base	Base	Base
Budget Reference	5000-5999: Services And OtherOperating Expenditures5440Student LiabilityInsurance5450General LiabilityInsurance	5000-5999: Services And OtherOperating Expenditures5440Student LiabilityInsurance5450General LiabilityInsurance	5000-5999: Services And OtherOperating Expenditures5440Student LiabilityInsurance5450General LiabilityInsurance

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 core content teachers who are compliant for the subject they are teaching	2016-17: 100%	100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100%

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

Planned Actions / Services

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

Action 1

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

Students to be Served:	Location(s):			
(Select from All, Students with Disabilities, or Specific Student Groups)	(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 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	3a: Number of teachers who are compliant	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:	In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:	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.	Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement.	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	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	We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also

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

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

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.

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

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Administration and coaching Professional Development

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

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

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Year	2017-18	2018-19	2019-20
Amount	227711	224,118	230,866
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher
Amount	20000	20,000	20,608
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4101 Curiculumn Materials and Supplies	4000-4999: Books And Supplies 4101 Curiculumn Materials and Supplies	4000-4999: Books And Supplies 4101 Curiculumn Materials and Supplies
Amount	10,000	20,000	20,608
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books

Amount	114000	80000	90000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Reference Operating Expenditures		5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies
Amount	342910	248,211	176,510
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5601 Rent	5000-5999: Services And Other Operating Expenditures 5601 Rent	5000-5999: Services And Other Operating Expenditures 5601 Rent
Amount	15000	20,000	15,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And OtherOperating Expenditures5822Staff Recruitment	 5800: Professional/Consulting Services And Operating Expenditures 5822 Staff Recruitment 	5800: Professional/Consulting Services And Operating Expenditures 5822 Staff Recruitment
Amount	29250	41250	52706
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development 5204 KIPP Summit Travel and Accommodations	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development 5204 KIPP Summit Travel and Accommodations

Amount		5,000	5,152
Source		Title II	Title II
Budget Reference		5000-5999: Services And Other Operating Expenditures 5827 - Credentialing	5800: Professional/Consulting Services And Operating Expenditures 5827 - Credentialing
Amount	15,000	99610	98541
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5204 KIPP Summit Travel and Accommodations	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees -Talent & Ops	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees -Talent & Ops
Amount	11000	9000	9274
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies4319Music4320Art4321Athletics	4000-4999: Books And Supplies4319Music4320Art4321Athletics	4000-4999: Books And Supplies4319Music4320Art4321Athletics

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$1,148,004	33.53%%

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 teacher to increase charter-wide services primarily for unduplicated students but from which other students benefit as well. Services are improved by continues and numerous Professional Development Services that KIPP designs internally in addition to hiring consultants. Services were also increased in areas of End of the year Field Lesson to improve attendance and academic achievement. Management and Admin services increased by additional staff in regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased School Leaders and Teachers focus on academics. School moved to newer facility which is much safer and comfortable for our students. School invests in technology to increase support for students, teachers and admin which improves overall services for all students and primarily for unduplicated students. Janitorial services improved by providing more services for schools.

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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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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services	
\$1,101,109	31.25%%	

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 educationoperated 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

Plan Summary Annual Update Stakeholder Engagement Goals, Actions, and Services Planned Actions/Services Demonstration of Increased or Improved Services for Unduplicated Students

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: <u>lcff@cde.ca.gov</u>.

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- Total LEA General Fund Budget Expenditures for the LCAP Year: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year: This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

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

- 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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source							
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total	
All Funding Sources	1,871,964.00	1,266,901.06	1,871,964.00	1,548,861.80	1,488,529.13	4,909,354.93	
Base	570,818.00	130,559.00	570,818.00	118,803.00	116,495.00	806,116.00	
Other	0.00	4,720.00	0.00	0.00	0.00	0.00	
Supplemental & Concentration	1,301,146.00	1,131,622.06	1,301,146.00	1,425,058.80	1,366,882.13	4,093,086.93	
Title II	0.00	0.00	0.00	5,000.00	5,152.00	10,152.00	

Total Expenditures by Object Type								
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total		
All Expenditure Types	1,871,964.00	1,266,901.06	1,871,964.00	1,548,861.80	1,488,529.13	4,909,354.93		
1000-1999: Certificated Personnel Salaries	1,159,710.00	687,894.00	1,159,710.00	814,953.00	804,832.00	2,779,495.00		
2000-2999: Classified Personnel Salaries	46,792.00	47,034.00	46,792.00	49,004.00	50,822.00	146,618.00		
4000-4999: Books And Supplies	136,186.00	164,751.00	136,186.00	169,034.80	148,378.00	453,598.80		
5000-5999: Services And Other Operating Expenditures	500,026.00	193,123.00	500,026.00	355,010.00	288,332.00	1,143,368.00		
5800: Professional/Consulting Services And Operating Expenditures	29,250.00	174,099.06	29,250.00	160,860.00	196,165.13	386,275.13		

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,871,964.00	1,266,901.06	1,871,964.00	1,548,861.80	1,488,529.13	4,909,354.93
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	1,159,710.00	687,894.00	1,159,710.00	814,953.00	804,832.00	2,779,495.00
2000-2999: Classified Personnel Salaries	Base	46,792.00	47,034.00	46,792.00	49,004.00	50,822.00	146,618.00
4000-4999: Books And Supplies	Base	39,000.00	63,476.00	39,000.00	28,000.00	28,851.00	95,851.00
4000-4999: Books And Supplies	Supplemental & Concentration	97,186.00	101,275.00	97,186.00	141,034.80	119,527.00	357,747.80
5000-5999: Services And Other Operating Expenditures	Base	485,026.00	20,049.00	485,026.00	21,799.00	21,822.00	528,647.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	15,000.00	173,074.00	15,000.00	328,211.00	266,510.00	609,721.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	5,000.00	0.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	20,000.00	15,000.00	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	4,720.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	29,250.00	169,379.06	29,250.00	140,860.00	176,013.13	346,123.13
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	0.00	5,152.00	5,152.00

	Total Expenditures by Goal							
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total		
Goal 1	1,020,685.00	524,085.00	1,020,685.00	678,835.00	664,641.00	2,364,161.00		
Goal 2	66,408.00	98,893.06	66,408.00	102,837.80	104,623.13	273,868.93		
Goal 3	784,871.00	643,923.00	784,871.00	767,189.00	719,265.00	2,271,325.00		
Goal 4			0.00	0.00	0.00	0.00		
Goal 5			0.00	0.00	0.00	0.00		