# LCFF Budget Overview for Parents

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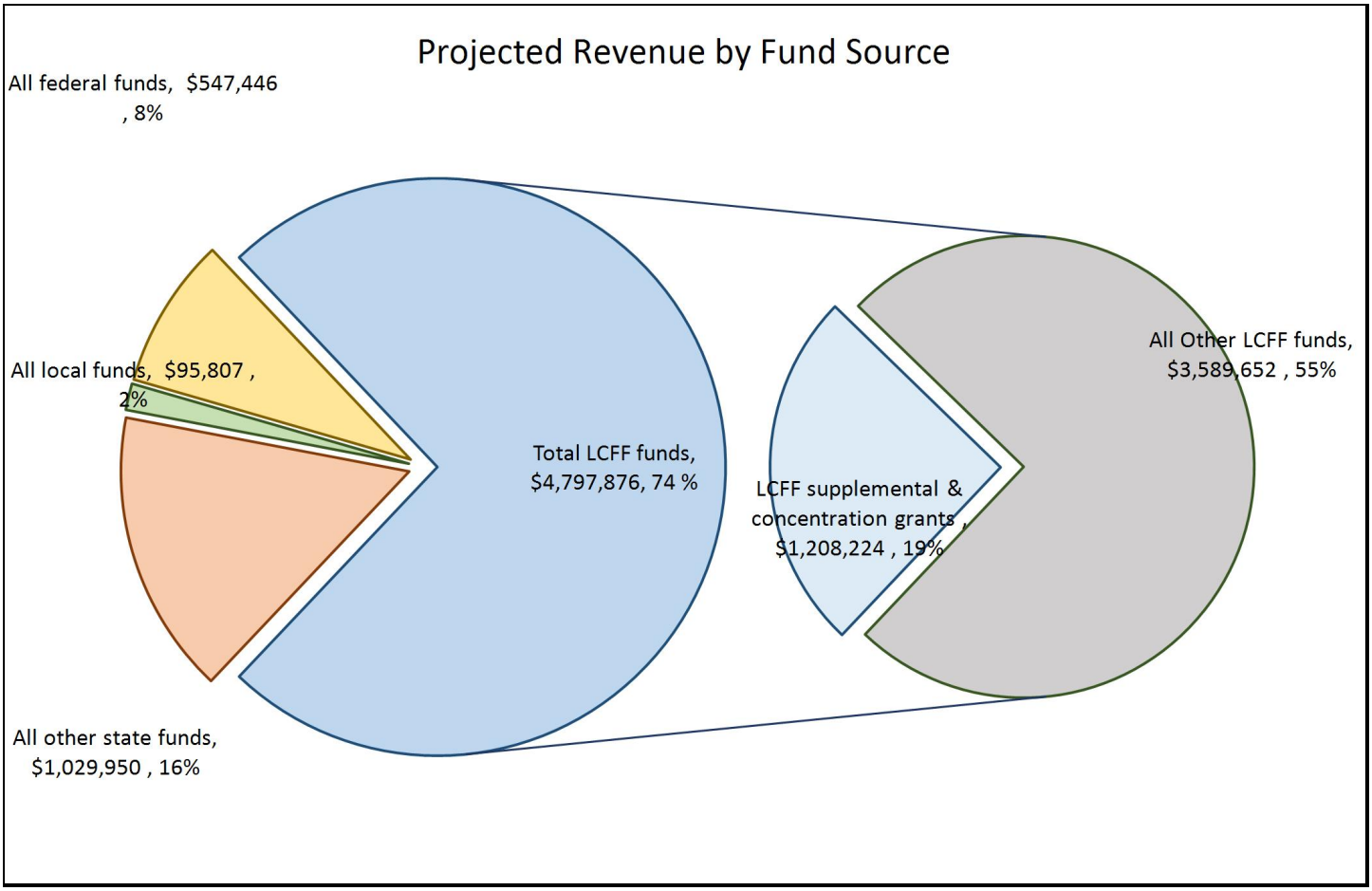
| Local Educational Agency (LEA) Name: KIPP Academy of Innovation |
| CDS Code: 19 64733 0128512 |
| Local Control and Accountability Plan (LCAP) Year: 2019-20 |
| LEA contact information: Alice Lai, Founding School Leader |

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

## Budget Overview for the 2019-20 LCAP Year

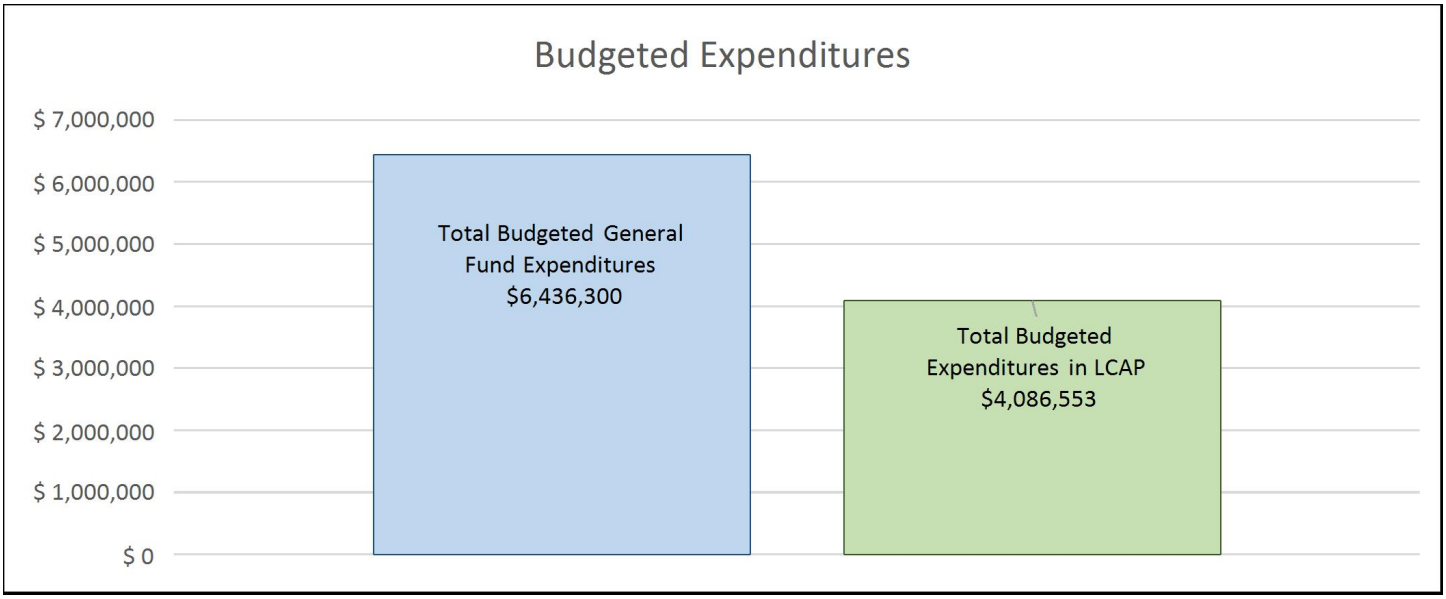



This chart shows the total general purpose revenue KIPP Academy of Innovation expects to receive in the coming year from all sources.

The total revenue projected for KIPP Academy of Innovation is $6,471,079, of which $4797876 is Local Control Funding Formula (LCFF), $1029950 is other state funds, $95807 is local funds, and $547446 is federal funds. Of the $4797876 in LCFF Funds, $1208224 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




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

KIPP Academy of Innovation plans to spend $6436300 for the 2019-20 school year. Of that amount, $4,086,553 is tied to actions/services in the LCAP and $2,349,747 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facility costs, Student Meals, Supplies, Materials and Other Operating Services and Fees that are funded with Base and Other funds.

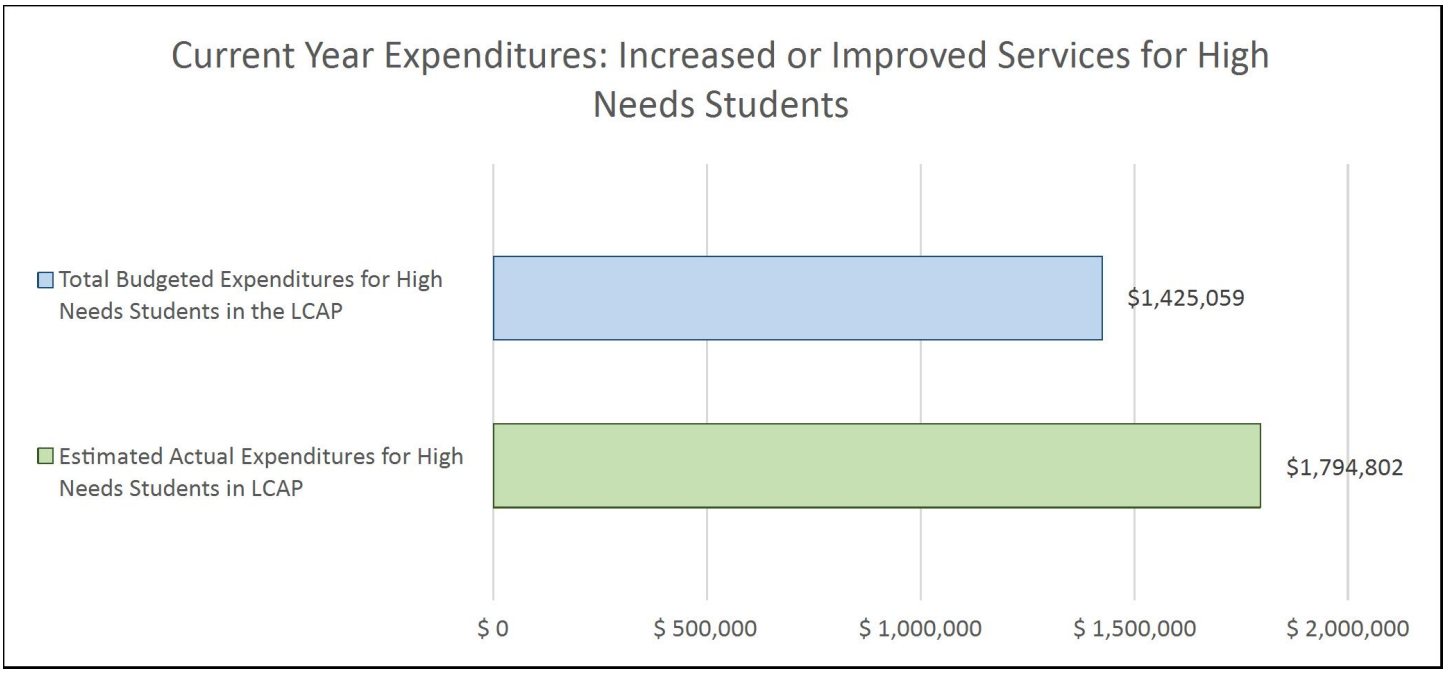
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

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

In 2019-20, KIPP Academy of Innovation is projecting it will receive $1208224 based on the enrollment of foster youth, English learner, and low-income students. KIPP Academy of Innovation must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, KIPP Academy of Innovation plans to spend $1338954 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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




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

In 2018-19, KIPP Academy of Innovation's LCAP budgeted $1425059 for planned actions to increase or improve services for high needs students. KIPP Academy of Innovation estimates that it will actually spend $1794802 for actions to increase or improve services for high needs students in 2018-19.

**LCAP Year** (select from 2017-18, 2018-19, 2019-20)

**2019-20**

# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| KIPP Academy of Innovation | Alice Lai<br>Founding School Leader | alai@kippla.org<br>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 question. 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 quality 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 2018-19, KAI serves 474 students, 98% percent of students are Latino, 91.1% of students qualify for Free and Reduced Lunch, 17.1% of students receive special education services, and 12.4% are English 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 STEAM school, we are committed to providing all our Innovators with opportunities to explore Science, Technology, Engineering, Arts, and Mathematics. We are continuing to broaden our enrichment programs and offer courses such as 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 California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

KIPP Academy of Innovation is most proud of our continued academic growth throughout the past five 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. On the 2018 Dashboard, we received performance levels of green for three out of four state performance indicators (Chronic Absenteeism, Suspension Rate, and English Language Arts). One highlight of 2018-19 is the expansion our STEAM programs to include a variety of Computer Science, Robotics, and Engineering Courses across all grades. Moving forward in 2019-20 we will continue to evolve and expand our STEAM program to include a school Lego Robotics team and other experiential opportunities for students to apply their learning.

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

## Greatest Needs

While we did not have any state indicator for which the overall performance level was red or orange or any local performance indicator where we received a "Not Met" or "Not Met for Two or More Years," our greatest area of need is increasing academic outcomes for English Learners and Special Education students. 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 California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

### Performance Gaps

Our greatest area of need is increasing academic outcomes for English Language Learners and Special Education students. On the 2018 CA Dashboard, our English Learners were two or more performance levels below all student performance in Chronic Absenteeism, and our Students with Disabilities were two or more performance levels below all student performance in ELA and Math. 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 and Math to our LL population and SpEd population starting in 5th grade. We are also working on providing targeted professional development on EL and SpEd strategies for all teachers to grow as literacy teachers. We are also targeting chronic absenteeism in our EL population by conducting home visits, daily attendance calls, and partnering and supporting with families whenever possible with attendance challenges.

## Comprehensive Support and Improvement

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

### Schools Identified

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

### Support for Identified Schools

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

### Monitoring and Evaluating Effectiveness

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

# Annual Update

### LCAP Year Reviewed: 2018-19

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

# Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Rate of students meeting or exceeding state-established proficiency levels for English Language Arts<br><br>**18-19**<br>All students: 66%<br>Low-income: 66%<br>Eng. Lners: 25%<br>Afr. – Amer.: - not enough students<br>Latino: 66%<br>Stud w/Disab.: 16%<br>Foster Youth: not enough data<br><br>**Baseline**<br>2015-16: 64% | 17-18<br>All students: 59%<br>Low-income: 59%<br>Eng. Learners: 14%<br>Afr. - Amer.: not enough students<br>Latino: 59%<br>Stud. w/ Disab.: 12%<br>Foster Youth: not enough students |
| **Metric/Indicator**<br>Rate of students meeting or exceeding state-established proficiency levels for Math<br><br>**18-19** | 17-18<br>All students: 52%<br>Low-income: 52%<br>Eng. Learners: 12%<br>Afr. - Amer.: not enough students |

| Expected | Actual |
| --- | --- |
| All students: 62%<br>Low-income: 62%<br>Eng. Lners: 25%<br>Afr. – Amer.: - not enough students<br>Latino: 62%<br>Stud w/Disab.: 21%<br>Foster Youth: not enough data<br><br>**Baseline**<br>2015-16: 66.4% | Latino: 52%<br>Stud. w/ Disab.: 13%<br>Foster Youth: not enough students |
| **Metric/Indicator**<br>Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test from CELDT to ELPAC)<br><br>**18-19**<br>>25%<br><br>**Baseline**<br>2016-17: 59% | 17-18<br>39% |
| **Metric/Indicator**<br>Rate of students making progress on ELPAC<br><br>**18-19**<br>Baseline<br><br>**Baseline**<br>n/a | 18-19 outcomes will be baseline. |

## 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<br><br>KAI provides daily intervention and acceleration through small group | KAI has fully implemented daily intervention and acceleration through small group instruction in the classroom for English Language Arts and Mathematics for identified students. Teachers | 1101 Certificated Teachers - Intervention<br>1901 Dean -Intervention<br>1101 Certificated Teachers - longer school day | 1101 Certificated Teachers - Intervention, longer hours<br>1901 Dean -Intervention & longer hours<br>1301 School Leader |

| | | | |
|---|---|---|---|
| instruction in the classroom and through additional Guided Reading instruction for identified students. Our Blended Learning programs include:<br>• IXL<br>• ST Math<br>• News ELA<br>• Actively Learn<br><br>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.<br><br>Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.<br><br>Also periodically throughout the year, students will be able to attend tutoring after school during study hall.<br><br>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. | provide targeted small group instruction for groups of 3-5 students on a daily basis. They use a variety of blended learning programs such as to provide additional support.<br>• IXL (we chose this specific math program instead of ST Math as it has more comprehensive practice for all grades of middle school math)<br>• News ELA<br>• Actively Learn<br><br>Additional support is provided during the first weeks of school, we call this Camp Innovation where we diagnose where students are at and provide additional support as needed. We also successfully launched Six Week Strong Start to align on best practices for instruction and classroom management across the school.<br><br>We always use data to drive instruction, it's collected on a daily basis via Exit Tickets, weekly basis via Quizzes, and comprehensive summative assessments. Teachers discuss data with students, managers, and their teams on a frequent basis. We use this data to adjust instruction as necessary for when to pull small groups and reteach. Data analysis occurs during this process in content teams. Students have study hall during enrichment. | 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends<br>1000-1999: Certificated Personnel Salaries Supplemental & Concentration 451,835<br><br>4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 30,000<br><br>4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 35,000<br><br>4304 Assessment Materials 4000-4999: Books And Supplies Base 6,000<br><br>4404 Staff/Office Computer & Printers 4405 Staff/Office Software<br>4000-4999: Books And Supplies Supplemental & Concentration 17000 | 1302 Assistant School Leader 1175,1199,1399, 2199 Bonuses, Stipends<br>1000-1999: Certificated Personnel Salaries Supplemental & Concentration 577,352<br><br>4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 5,000<br><br>4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 8,750<br><br>4304 Assessment Materials 4000-4999: Books And Supplies Base 6,000<br><br>4404 Staff/Office Computer & Printers 4405 Staff/Office Software<br>4000-4999: Books And Supplies Base 13,650 |

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

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 1b: Progress in English language Proficiency<br><br>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.<br><br>Teachers will use data such as interim assessments to tailor and guide instruction.<br>English Language students can receive small group instructional support to support their language development. | KAI has full implemented our ELPAC plan to support students, families, and teachers. Our ELPAC Coordinators and designated teachers created a year long ELL intervention plan for students, communication plan for families, and are continuing to develop a PD plan for teachers. ELLs at KAI receive small group instruction in designated classrooms to provide additional support. Our LTELs receive additional intervention from a regional ELL specialist who provides support on a weekly basis. ELPAC data is shared with parents and teachers during PD and meetings, this helped stakeholders better understand the importance of the supports and interventions necessary both at home and at school. We successfully operated an ELPAC | 1101 Intervention Teacher Allocation<br>1101 Certificated Teachers - Intervention<br>1901 Dean -Intervention<br>1101 Certificated Teachers - longer school day<br>1201 Social Worker/Counselor<br>1903 Instructional Support Coordinator<br>1175,1199,1399, 2199 Bonuses, Stipends<br>1000-1999: Certificated Personnel Salaries Supplemental & Concentration 139000 | 1101 Certificated Teachers - Intervention<br>1901 Dean -Intervention<br><br>1000-1999: Certificated Personnel Salaries Supplemental & Concentration 20,875 |
| | | | 1101 Certificated Teachers - Intervention<br>1901 Dean -Intervention<br>1000-1999: Certificated Personnel Salaries Title III $14,261 |

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.

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.

enrichment where small group instruction occurred, in 5GR students have small group support with Reading A-Z, there are many incentives schoolwide that successfully motivate students.

Teachers analyze data and breakdown the results by ELL performance. This helped teachers better design their intervention and reteach plans.

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

**Students to be Served**

English Learners

**Scope of Services**

Schoolwide

**Locations**

# Analysis

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

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

Overall we implemented all the planned activities and interventions to address this goal. These structures are an inherent component of our instructional day and embedded within our best practices. We leveraged teacher expertise, relationships with families, and constant feedback from managers to drive towards stronger outcomes. We meet frequently with families and students to provide feedback on their academic progress, this serves as a prime opportunity to build stronger partnerships between school and home. 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 goal, our team uses data to drive instruction. All students take the Accelerated Reader STAR test and 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. The actions and services to reach the goal were effective. On the 2018 CA Dashboard, we received a performance color of green for ELA outcomes and a performance color of yellow for math outcomes. Targeted intervention, small group instruction, and the use of blended learning programs provides all our students with opportunities to receive differentiated instruction and support. Designating an ELPAC Coordinator and a team of teachers to take the lead with monitoring our progress with supporting English Learners has improved outcomes drastically. We have evolved beyond our implementation plan to

also offer strategic professional development led by teachers for their peers around best practices to support ELs. Based on feedback from teachers, this is a best practice that we are going to continue to provide for our instructional team.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not a material difference

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

Based on our current and historical performance, we are not making changes to this goal at this point. Because this is the final year of this LCAP, we are focusing on collecting more data on implementation and impact for all actions and services related to this goal.

# Annual Update

### LCAP Year Reviewed: 2018-19

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

# Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>KAI will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/ parent leadership opportunities<br><br>**18-19**<br>1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/ parent leadership opportunities<br><br>**Baseline**<br>2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/ parent leadership opportunities | 18-19<br>1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/ parent leadership opportunities |
| **Metric/Indicator**<br>Suspension rate<br><br>**18-19** | 18-19 YTD<br>All students: 0.6%<br>Low-income: 0.5%<br>Eng. Learners: 1.6% |

| Expected | Actual |
| --- | --- |
| All students: <2%<br>Low-income: <2%<br>Eng. Lners: <2%<br>Afr. – Amer.: <2%<br>Latino: <2%<br>Stud w/Disab.: <2%<br>Foster Youth: not enough data<br><br>**Baseline**<br>2016-17: 1.1% | Afr. - Amer.: not enough students<br>Latino: 0.6%<br>Stud. w/ Disab.: 1.2%<br>Foster Youth: not enough students |
| **Metric/Indicator**<br>Expulsion rate<br><br>**18-19**<br>All students: <1%<br>Low-income: <1%<br>Eng. Lners: <1%<br>Afr. – Amer.: <1%<br>Latino: <1%<br>Stud w/Disab.: <1%<br>Foster Youth: not enough data<br><br>**Baseline**<br>2016-17: 0% | 18-19 YTD<br>All students: 0%<br>Low-income: 0%<br>Eng. Learners: 0%<br>Afr. - Amer.: not enough students<br>Latino: 0%<br>Stud. w/ Disab.: 0%<br>Foster Youth: not enough students |
| **Metric/Indicator**<br>Students will feel satisfied with their experience at KAI as measured by internally provided surveys.<br><br>**18-19**<br>70%+ of students will feel satisfied with their experience at KAI as measured by internally provided surveys.<br><br>**Baseline**<br>2016-17: 83% report feeling safe at school | 18-19<br>76% |
| **Metric/Indicator**<br>Average Daily Attendance<br><br>**18-19**<br>All students: 95%<br>Low-income: 95%<br>Eng. Lners: 95%<br>Afr. – Amer.: 95%<br>Latino: 95% | 18-19 YTD<br>All students: 97%<br>Low-income: 97%<br>Eng. Learners: 98%<br>Afr. - Amer.: not enough students<br>Latino: 97%<br>Stud. w/ Disab.: 96%<br>Foster Youth: not enough students |

| Expected | Actual |
| --- | --- |
| Stud w/Disab.: 95%<br>Foster Youth: not enough data<br><br>**Baseline**<br>2016-17: 96.6% | |
| **Metric/Indicator**<br>Chronic Absenteeism<br><br>**18-19**<br>All students: <10%<br>Low-income: <10%<br>Eng. Lners: <10%<br>Afr. – Amer.: <10%<br>Latino: <10%<br>Stud w/Disab.: <10%<br>Foster Youth: not enough data<br><br>**Baseline**<br>2016-17: 7.8% | 18-19 YTD<br>All students: 7%<br>Low-income: 8%<br>Eng. Learners: 3%<br>Afr. - Amer.: not enough students<br>Latino: 7%<br>Stud. w/ Disab.: 11%<br>Foster Youth: not enough students |

## Actions / Services

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

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| 2a: Parent Engagement<br><br>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. | Each year we partner with families to increase communication and engagement. We leverage a variety of strategies to communicate with families - Community Bulletin, Class dojo, robo calls, monthly coffee with administration meetings. Building relationships with families is the first priority at the beginning of the school year, we do this by hosting new family brunch and conducting | 2401 Office Manager 2000-2999: Classified Personnel Salaries Base 49,004<br><br>4352 Postage for letters sent 4000-4999: Books And Supplies Base 2,000 | 2205 Operations Aide 2403 Ops Support/Receptionist 2000-2999: Classified Personnel Salaries Supplemental & Concentration 29,499<br><br>4352 Postage for letters sent 4000-4999: Books And Supplies Base 2,000 |

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| 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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 | home visits. Our team works hard to create a hospitable environment for all stakeholders.<br><br>Our data is lower than the past with suspension and expulsion. We've incorporated elements of PBIS at our school this year and are working to streamline and systematize the ways in which we spark joy on campus.<br><br>We also have a strategic approach in how we support students with necessary academic interventions through our SSPT process.<br><br>2d: “I feel safe at school” as a 4 or better as measured by internal surveys<br><br>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.<br><br>We also insure our facilities for fire and contact with professional security services as needed. | 4314 Special Event 4000-4999: Books And Supplies Supplemental & Concentration 5,000<br><br>5803 -KIPP LA Fees - ACE 4000-4999: Books And Supplies Supplemental & Concentration 25,034.80<br><br>5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 10,000<br><br>5440 Student Liability Insurance<br>5450 General Liability Insurance<br>5000-5999: Services And Other Operating Expenditures Base 11799 | 4314 Special Event 4000-4999: Books And Supplies Supplemental & Concentration 5,000<br><br>5803 -KIPP LA Fees - ACE 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 15,372<br><br>5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 12,855<br><br>5450 Liability Insurance 5000-5999: Services And Other Operating Expenditures Base 13,196<br><br>2401 Office Manager 2000-2999: Classified Personnel Salaries Base 48,769<br><br>5839 Student Incentives 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 9,403 |

to keep parents abreast of the students' progress.

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

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

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

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

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

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

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

KIPP LA has contracted an outside Emergency Preparedness

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.

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

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

2e School attendance

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

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

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

| | |
|---|---|
| we believe this will have a positive impact on our students.<br><br>**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**<br><br>**Students to be Served**<br>All<br><br>**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. The overall implementation of the actions and services has been clear and thorough from day 1. These are best practices that we have embedded into our school culture and way of being. I leverage leaders on my team to take charge of different initiatives to ensure we are on track to meeting our goals. I hold leaders accountable for meeting our goals, progress monitor, and support them as they problem solve to find solutions.

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

The above actions and services have been effective in achieving our goals. 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. On the 2018 CA Dashboard, we received performance colors of green for both Chronic Absenteeism and Suspension, and we met all local performance indicators related to this goal (Parent Engagement, Local Climate Survey).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased operational staff at school  to increase and improve student and family services.

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

Based on our current and historical performance, we are not making changes to this goal at this point. Because this is the final year of this LCAP, we are focusing on collecting more data on implementation and impact for all actions and services related to this goal.

# Annual Update

### LCAP Year Reviewed: 2018-19

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

# Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

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

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

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

## Actions / Services

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

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| 3a: Number of teachers who are compliant<br><br>In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:<br><br>Recruitment<br>We focus on hiring experienced, credentialed teachers and ensure proper placement.<br><br>We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of | 3a: Number of teachers who are compliant<br><br>Our KIPP LA credentialing team works with our KAI team to ensure that we hire high qualified teachers for every classroom. KIPP LA recruiters work with our KAI school leader on a weekly basis to identify teacher recruitment needs. We also work closely with the credentialing team to support teachers with any next steps to ensure they are on track towards credentialing compliance.<br><br>3b: Curriculum Materials and Supplies<br><br>Teachers and students have the necessary curricular materials and supplies. | 1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 224,118<br><br>4101 Curiculumn Materials and Supplies 4000-4999: Books And Supplies Supplemental & Concentration 20,000<br><br>4201 Class sets/library books 4000-4999: Books And Supplies Base 20,000<br><br>5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 80000<br><br>5601 Rent 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 248,211 | 1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 199,174<br><br>4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Supplemental & Concentration 15,000<br><br>4201 Class sets/library books 4000-4999: Books And Supplies Base 20,000<br><br>5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 30,000<br><br>5601 Rent -New Building Increased Rent (increased/improved property) 5000-5999: Services And Other Operating Expenditures |

| | | | |
|---|---|---|---|
| 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.<br><br>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.<br><br>3b: Curriculum Materials and Supplies<br><br>All students, including English language learners will have lesson plans and assessments that are common core aligned.<br><br>Purchase educational supplies and materials purchased that are common core aligned.<br><br>3c: Amount of training teachers receive on the Common Core State Standards. | 3c: Amount of training teachers receive on the Common Core State Standards.<br><br>Teacher Professional Development is designed to meet the variety of needs on our campus. Professional development happens in the following ways - Monday PD, weekly one on ones, content team meetings, classroom observations, real time coaching, outside professional development opportunities. All these PD opportunities are designed to support teachers in their understanding of how to teach the Common Core State Standards.<br><br>3d: Number of students who have had access to identified courses.<br><br>We run a robust elective and enrichment program where we offer students a variety of programming options - computer science, robotics, art, music, PE and more.<br><br>3e: Ensure that our facility is at "good repair" or better as measured by SARC<br><br>Our new building is a facility in good repair. | | Supplemental & Concentration 694,138 |
| | 5822 Staff Recruitment 5800: Professional/Consulting Services And Operating Expenditures Base 20,000 | 5822 Staff Recruitment 5800: Professional/Consulting Services And Operating Expenditures Base 28,000 |
| | 5824 KIPP School Leadership Program<br>5825 Other Professional Development<br>5204 KIPP Summit Travel and Accommodations<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 41250 | 5824 KIPP School Leadership Program<br>5825 Other Professional Development<br>5204 KIPP Summit Travel and Accommodations<br>5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 58,629 |
| | 5827 - Credentialing 5000-5999: Services And Other Operating Expenditures Title II 5,000 | 5827 - Credentialing 5000-5999: Services And Other Operating Expenditures Title II 5,000 |
| | 5803- KIPP LA Fees -Talent & Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 99610 | 5803- KIPP LA Fees -Talent, RE & Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 100,535 |
| | 4319 Music<br>4320 Art<br>4321 Athletics<br>4000-4999: Books And Supplies Supplemental & Concentration 9000 | 4319 Music<br>4320 Art<br>4321 Athletics<br>4000-4999: Books And Supplies Supplemental & Concentration 11,814 |

Teacher Professional Development

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

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

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

Administration and coaching Professional Development

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

principals to attend KSLP for professional development training.

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

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

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

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

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

| | |
|---|---|
| KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance.<br><br>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.<br><br>**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**<br><br>**Students to be Served**<br>All<br><br>**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.

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. We have consistently met all local performance indicators related to this goal (Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Access to a Broad Course of Study).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is due to increase in rent expense. School moved to brand new building: this is also to improve services for students.

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

Based on our current and historical performance, we are not making changes to this goal at this point. Because this is the final year of this LCAP, we are focusing on collecting more data on implementation and impact for all actions and services related to this goal.

# Annual Update

### LCAP Year Reviewed: 2018-19

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

## Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Annual Measurable Outcomes

| Expected | Actual |
|---|---|

### Actions / Services

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

### Action 1

# Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

# Annual Update

### LCAP Year Reviewed: 2018-19

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

## Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Annual Measurable Outcomes

Expected | Actual

### Actions / Services

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

### Action 1

# Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

Each year KIPP Academy of Innovation holds an LCAP meeting with families. This year's meeting was held on March 25, 2019. 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 one goal to dive deep into with our stakeholders after all goals were reviewed. We chose the goals around engagement: specifically improving student attendance. Each group was grounded with the questions: 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 attendance data. 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.

We also consulted with students as part of the planning process for our LCAP and Annual Review. We utilized our internal student survey to gather information on students' opinions of basic services (goal 3), family engagement and culture (goal 2), and academics (goal 1). A bright spot was that over 87% of students reported that "My school wants me to do well." In addition, Over 80% of students agreed with the statement "A family member knows my teacher."

# Impact on LCAP and Annual Update

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

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. 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 in a more strategic manner. 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 and present ideas they had on how to improve the goal and achieve the goal.

Stakeholder feedback reinforced existing LCAP goals, actions, and services, and will impact our implementation in 2019-20 and beyond. Specifically, we received positive feedback on our communication via Classroom Dojo, the community bulletin, and phone (see Goal 2, Support Student, Family, and School Engagement).

# 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%<br>Low-income: 66%<br>Eng. Lners: 25%<br>Afr. – Amer.: - not enough students<br>Latino: 66%<br>Stud w/Disab.: 16%<br>Foster Youth: not enough data | All students: 69%<br>Low-income: 69%<br>Eng. Lners: 28%<br>Afr. – Amer.: - not enough students<br>Latino: 66%<br>Stud w/Disab.: 19%<br>Foster Youth: not enough data |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | | | | |
| Rate of students meeting or exceeding state-established proficiency levels for Math | 2015-16: 66.4% | 66% | All students: 62%<br>Low-income: 62%<br>Eng. Lners: 25%<br>Afr. – Amer.: - not enough students<br>Latino: 62%<br>Stud w/Disab.: 21%<br>Foster Youth: not enough data | All students: 65%<br>Low-income: 65%<br>Eng. Lners: 28%<br>Afr. – Amer.: - not enough students<br>Latino: 65%<br>Stud w/Disab.: 24%<br>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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

| Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) | Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|---|
| Low Income | Schoolwide | |

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 1a: Number of students who are proficient for English Language Arts and Math<br><br>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:<br>• IXL<br>• ST Math<br>• News ELA<br>• Actively Learn<br><br>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.<br><br>Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction. | 1a: Number of students who are proficient for English Language Arts and Math<br><br>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:<br>• IXL<br>• ST Math<br>• News ELA<br>• Actively Learn<br><br>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.<br><br>Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction. | 1a: Number of students who are proficient for English Language Arts and Math<br><br>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:<br>• IXL<br>• ST Math<br>• News ELA<br>• Actively Learn<br><br>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.<br><br>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<br><br>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 | Also periodically throughout the year, students will be able to attend tutoring after school during study hall.<br><br>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. | Also periodically throughout the year, students will be able to attend tutoring after school during study hall.<br><br>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. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 831771 | 451,835 | 494,928 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>1101 Certificated Teachers - Intervention<br>1901 Dean -Intervention<br>1101 Certificated Teachers - longer school day<br>1201 Social Worker/Counselor<br>1903 Instructional Support Coordinator<br>1175,1199,1399, 2199 Bonuses, Stipends | 1000-1999: Certificated Personnel Salaries<br>1101 Certificated Teachers - Intervention<br>1901 Dean -Intervention<br>1101 Certificated Teachers - longer school day<br>1201 Social Worker/Counselor<br>1903 Instructional Support Coordinator<br>1175,1199,1399, 2199 Bonuses, Stipends | 1000-1999: Certificated Personnel Salaries<br>1101 Certificated Teachers - Intervention<br>1901 Dean -Intervention<br>1101 Certificated Teachers - longer school day<br>1201 Social Worker/Counselor<br>1903 Instructional Support Coordinator<br>1175,1199,1399, 2199 Bonuses, Stipends |
| Amount | 32509 | 30,000 | 48,000 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 4000-4999: Books And Supplies<br>4401 Classroom Technology | 4000-4999: Books And Supplies<br>4401 Classroom Technology | 4000-4999: Books And Supplies<br>4401 Classroom Technology |

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|---|---|---|---|
| Amount | 34000 | 35,000 | 8,750 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 4000-4999: Books And Supplies<br>4402 Classroom Software | 4000-4999: Books And Supplies<br>4402 Classroom Software | 4000-4999: Books And Supplies<br>4402 Classroom Software |
| Amount | 5000 | 6,000 | 6,000 |
| Source | Base | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies<br>4304 Assessment Materials | 4000-4999: Books And Supplies<br>4304 Assessment Materials | 4000-4999: Books And Supplies<br>4304 Assessment Materials |
| Amount | 17177 | 17000 | 17,500 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 4000-4999: Books And Supplies<br>4404 Staff/Office Computer & Printers<br>4405 Staff/Office Software | 4000-4999: Books And Supplies<br>4404 Staff/Office Computer & Printers<br>4405 Staff/Office Software | 4000-4999: Books And Supplies<br>4404 Staff/Office Computer & Printers<br>4405 Staff/Office Software |

## Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

English Learners

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

Schoolwide

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

**Actions/Services**

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

| Unchanged Action | Modified Action | Modified Action |
|---|---|---|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| 1b: Progress in English language Proficiency<br><br>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.<br><br>Teachers will use data such as interim assessments to tailor and guide instruction.<br>English Language students can receive small group instructional support to support their language development.<br><br>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)<br><br>1c: Percentage of EL students who reclassify as RFEP<br><br>Teachers will use data such as interim assessments to tailor and guide | 1b: Progress in English language Proficiency<br><br>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.<br><br>Teachers will use data such as interim assessments to tailor and guide instruction.<br>English Language students can receive small group instructional support to support their language development.<br><br>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)<br><br>1c: Percentage of EL students who reclassify as RFEP<br><br>Teachers will use data such as interim assessments to tailor and guide | 1b: Progress in English language Proficiency<br><br>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.<br><br>Teachers will use data such as interim assessments to tailor and guide instruction.<br>English Language students can receive small group instructional support to support their language development.<br><br>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)<br><br>1c: Percentage of EL students who reclassify as RFEP<br><br>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. | instruction. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development.<br><br>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. | instruction. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 100228 | 139000 | 31,028 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>1101 - Intervention Teacher Allocation<br>1101 Certificated Teachers - Intervention<br>1901 Dean -Intervention<br>1101 Certificated Teachers - longer school day<br>1201 Social Worker/Counselor<br>1903 Instructional Support Coordinator<br>1175,1199,1399, 2199 Bonuses, Stipends | 1000-1999: Certificated Personnel Salaries<br>1101 Intervention Teacher Allocation<br>1101 Certificated Teachers - Intervention<br>1901 Dean -Intervention<br>1101 Certificated Teachers - longer school day<br>1201 Social Worker/Counselor<br>1903 Instructional Support Coordinator<br>1175,1199,1399, 2199 Bonuses, Stipends | 1000-1999: Certificated Personnel Salaries<br>1901 Dean -Intervention |
| Amount | | | 14,261 |
| Source | | | Title III |
| Budget Reference | | | 1000-1999: Certificated Personnel Salaries<br>1101 Certificated Teachers - Intervention |

## 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 leadership opportunities | 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/ parent leadership opportunities | 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/ parent 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%<br>Low-income: <2%<br>Eng. Lners: <2%<br>Afr. – Amer.: <2%<br>Latino: <2%<br>Stud w/Disab.: <2%<br>Foster Youth: not enough data | All students: <2%<br>Low-income: <2%<br>Eng. Lners: <2%<br>Afr. – Amer.: <2%<br>Latino: <2%<br>Stud w/Disab.: <2%<br>Foster Youth: not enough data |
| Expulsion rate | 2016-17: 0% | <1% | All students: <1%<br>Low-income: <1%<br>Eng. Lners: <1%<br>Afr. – Amer.: <1%<br>Latino: <1%<br>Stud w/Disab.: <1%<br>Foster Youth: not enough data | All students: <1%<br>Low-income: <1%<br>Eng. Lners: <1%<br>Afr. – Amer.: <1%<br>Latino: <1%<br>Stud w/Disab.: <1%<br>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%<br>Low-income: 95%<br>Eng. Lners: 95%<br>Afr. – Amer.: 95%<br>Latino: 95%<br>Stud w/Disab.: 95%<br>Foster Youth: not enough data | All students: 95%<br>Low-income: 95%<br>Eng. Lners: 95%<br>Afr. – Amer.: 95%<br>Latino: 95%<br>Stud w/Disab.: 95%<br>Foster Youth: not enough data |
| Chronic Absenteeism | 2016-17: 7.8% | <10% | All students: <10% | All students: <10% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | | | Low-income: <10%<br>Eng. Lners: <10%<br>Afr. – Amer.: <10%<br>Latino: <10%<br>Stud w/Disab.: <10%<br>Foster Youth: not enough data | Low-income: <10%<br>Eng. Lners: <10%<br>Afr. – Amer.: <10%<br>Latino: <10%<br>Stud w/Disab.: <10%<br>Foster Youth: not enough data |

# Planned Actions / Services

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

## Action 1

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

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

All

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

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Modified Action | 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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 kits that include food, water, safety kits,

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)

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.

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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

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 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

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.

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

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

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

2e School attendance

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

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

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 46792 | 49,004 | 27,737 |
| Source | Base | Base | Supplemental & Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>2401 Office Manager | 2000-2999: Classified Personnel Salaries<br>2401 Office Manager | 2000-2999: Classified Personnel Salaries<br>2205 Operations Aide<br>2403 Ops Support/Receptionist |
| Amount | 1500 | 2,000 | 3,000 |
| Source | Base | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies<br>4352 Postage for letters sent | 4000-4999: Books And Supplies<br>4352 Postage for letters sent | 4000-4999: Books And Supplies<br>4352 Postage for letters sent |
| Amount | 2500 | 5,000 | 5,000 |
| Source | Base | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 4000-4999: Books And Supplies<br>4314 Special Event | 4000-4999: Books And Supplies<br>4314 Special Event | 4000-4999: Books And Supplies<br>4314 Special Event |
| Amount | 2500 | 25,034.80 | 15,412.50 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 4000-4999: Books And Supplies<br>4405 School Messenger | 4000-4999: Books And Supplies<br>5803 -KIPP LA Fees - ACE | 5800: Professional/Consulting Services And Operating Expenditures<br>5803 -KIPP LA Fees - ACE |

| | | | |
|---|---|---|---|
| Amount | 1000 | 10,000 | 10,000 |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>5504 Fire/Security | 5000-5999: Services And Other Operating Expenditures<br>5504 Fire/Security | 5000-5999: Services And Other Operating Expenditures<br>5504 Fire/Security |
| Amount | 12116 | 11799 | 14,321 |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>5440 Student Liability Insurance<br>5450 General Liability Insurance | 5000-5999: Services And Other Operating Expenditures<br>5440 Student Liability Insurance<br>5450 General Liability Insurance | 5000-5999: Services And Other Operating Expenditures<br>5450 Liability Insurance |
| Amount | | | 50,209 |
| Source | | | Base |
| Budget Reference | | | 2000-2999: Classified Personnel Salaries<br>2401 Office Manager |
| Amount | | | 8,000 |
| Source | | | Supplemental & Concentration |
| Budget Reference | | | 5000-5999: Services And Other Operating Expenditures<br>5839 Student Incentives |

# 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%<br>Low-income: 100%<br>Eng. Lners: 100%<br>Afr. – Amer.: 100%<br>Latino: 100% | All students: 100%<br>Low-income: 100%<br>Eng. Lners: 100%<br>Afr. – Amer.: 100%<br>Latino: 100% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | | | Stud w/Disab.: 100%<br>Foster Youth: 100% | Stud w/Disab.: 100%<br>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%<br>Low-income: 100%<br>Eng. Lners: 100%<br>Afr. – Amer.: 100%<br>Latino: 100%<br>Stud w/Disab.: 100%<br>Foster Youth: 100% | All students: 100%<br>Low-income: 100%<br>Eng. Lners: 100%<br>Afr. – Amer.: 100%<br>Latino: 100%<br>Stud w/Disab.: 100%<br>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%<br>Low-income: 100%<br>Eng. Lners: 100%<br>Afr. – Amer.: 100%<br>Latino: 100%<br>Stud w/Disab.: 100%<br>Foster Youth: 100% | All students: 100%<br>Low-income: 100%<br>Eng. Lners: 100%<br>Afr. – Amer.: 100%<br>Latino: 100%<br>Stud w/Disab.: 100%<br>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%<br>Low-income: 100%<br>Eng. Lners: 100%<br>Afr. – Amer.: 100%<br>Latino: 100%<br>Stud w/Disab.: 100%<br>Foster Youth: 100% | All students: 100%<br>Low-income: 100%<br>Eng. Lners: 100%<br>Afr. – Amer.: 100%<br>Latino: 100%<br>Stud w/Disab.: 100%<br>Foster Youth: 100% |
| Ensure that our facility is at "good repair" or better as measured by SARC | 2016-17: Good Repair | Good Repair | Good Repair | Good Repair |

# Planned Actions / Services

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

## Action 1

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

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

All

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

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| 3a: Number of teachers who are compliant<br><br>In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:<br><br>Recruitment<br>We focus on hiring experienced, credentialed teachers and ensure proper placement.<br><br>We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also | 3a: Number of teachers who are compliant<br><br>In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:<br><br>Recruitment<br>We focus on hiring experienced, credentialed teachers and ensure proper placement.<br><br>We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also | 3a: Number of teachers who are compliant<br><br>In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:<br><br>Recruitment<br>We focus on hiring experienced, credentialed teachers and ensure proper placement.<br><br>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.

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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.

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

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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.

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| | | |
|---|---|---|
| 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. | 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. | janitorial companies, regular pest control as well as day to day maintenance.<br><br>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. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | 227711 | 224,118 | 276,181 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>1105 Elective Teacher | 1000-1999: Certificated Personnel Salaries<br>1105 Elective Teacher | 1000-1999: Certificated Personnel Salaries<br>1105 Elective Teacher |
| Amount | 20000 | 20,000 | 20,250 |
| Source | Base | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 4000-4999: Books And Supplies<br>4101 Curiculumn Materials and Supplies | 4000-4999: Books And Supplies<br>4101 Curiculumn Materials and Supplies | 4000-4999: Books And Supplies<br>4101 Curriculum Materials and Supplies<br>4201 Class sets/library books |
| Amount | 10,000 | 20,000 | 2,637,069 |
| Source | Base | Base | LCFF Base & Other |
| Budget Reference | 4000-4999: Books And Supplies<br>4201 Class sets/library books | 4000-4999: Books And Supplies<br>4201 Class sets/library books | 1000-3999: Salaries and Benefits<br>1000-3999: Salaries and Benefits |

| | | | |
|---|---|---|---|
| Amount | 114000 | 80000 | 42,000 |
| Source | Base | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>5503 Janitorial Services & Supplies | 5000-5999: Services And Other Operating Expenditures<br>5503 Janitorial Services & Supplies | 5000-5999: Services And Other Operating Expenditures<br>5503 Janitorial Services & Supplies |
| Amount | 342910 | 248,211 | 178,856 |
| Source | Base | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>5601 Rent | 5000-5999: Services And Other Operating Expenditures<br>5601 Rent | 5000-5999: Services And Other Operating Expenditures<br>5601 Rent |
| Amount | 15000 | 20,000 | 8,000 |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>5822 Staff Recruitment | 5800: Professional/Consulting Services And Operating Expenditures<br>5822 Staff Recruitment | 5800: Professional/Consulting Services And Operating Expenditures<br>5822 Staff Recruitment |
| Amount | 29250 | 41250 | 50,250 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures<br>5824 KIPP School Leadership Program<br>5825 Other Professional Development | 5800: Professional/Consulting Services And Operating Expenditures<br>5824 KIPP School Leadership Program<br>5825 Other Professional Development<br>5204 KIPP Summit Travel and Accommodations | 5800: Professional/Consulting Services And Operating Expenditures<br>5824 KIPP School Leadership Program<br>5825 Other Professional Development<br>5204 KIPP Summit Travel and Accommodations |

| | | | |
|---|---|---|---|
| Amount | | 5,000 | 10,000 |
| Source | | Title II | Title II |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures<br>5827 - Credentialing | 5000-5999: Services And Other Operating Expenditures<br>5827 - Credentialing |
| Amount | 15,000 | 99610 | 100,800.86 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures<br>5204 KIPP Summit Travel and Accommodations | 5800: Professional/Consulting Services And Operating Expenditures<br>5803- KIPP LA Fees -Talent & Ops | 5000-5999: Services And Other Operating Expenditures<br>5803- KIPP LA Fees -RE, Talent & Ops |
| Amount | 11000 | 9000 | 9,000 |
| Source | Supplemental & Concentration | Supplemental & Concentration | Supplemental & Concentration |
| Budget Reference | 4000-4999: Books And Supplies<br>4319 Music<br>4320 Art<br>4321 Athletics | 4000-4999: Books And Supplies<br>4319 Music<br>4320 Art<br>4321 Athletics | 4000-4999: Books And Supplies<br>4319 Music<br>4320 Art<br>4321 Athletics |

# Goals, Actions, & Services

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

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

New Goal

# Goal 4

## State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Identified Need:

## Expected Annual Measurable Outcomes

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

# Planned Actions / Services

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

## Action 1

**OR**

### Actions/Services

### Budgeted Expenditures

# Goals, Actions, & Services

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

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

New Goal

# Goal 5

## State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Identified Need:

## Expected Annual Measurable Outcomes

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

# Planned Actions / Services

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

## Action 1

**OR**

### Actions/Services

### Budgeted Expenditures

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $$1,208,224 | 34%% |

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 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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LCAP Year: **2018-19**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $$1,170,361 | 34%% |

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

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

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LCAP Year: **2017-18**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $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 education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

# Instructions: Linked Table of Contents

[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: lcff@cde.ca.gov.*

# Plan Summary

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

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

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

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

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

## Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

# Stakeholder Engagement

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

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

# Goals, Actions, and Services

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

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

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

**New, Modified, Unchanged**

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

## Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

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

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

## Actions/Services

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

**New/Modified/Unchanged:**

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

## Budgeted Expenditures

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

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

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

# Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

# Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|---|---|---|---|---|---|---|
| **Funding Source** | **2018-19 Annual Update Budgeted** | **2018-19 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Funding Sources | 1,548,861.80 | 1,944,272.00 | 1,871,964.00 | 1,548,861.80 | 4,086,553.36 | 7,507,379.16 |
| Base | 118,803.00 | 144,470.00 | 570,818.00 | 118,803.00 | 91,530.00 | 781,151.00 |
| LCFF Base & Other | 0.00 | 0.00 | 0.00 | 0.00 | 2,637,069.00 | 2,637,069.00 |
| Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Supplemental & Concentration | 1,425,058.80 | 1,780,541.00 | 1,301,146.00 | 1,425,058.80 | 1,333,693.36 | 4,059,898.16 |
| Title II | 5,000.00 | 5,000.00 | 0.00 | 5,000.00 | 10,000.00 | 15,000.00 |
| Title III | 0.00 | 14,261.00 | 0.00 | 0.00 | 14,261.00 | 14,261.00 |

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

| Total Expenditures by Object Type | | | | | | |
|---|---|---|---|---|---|---|
| **Object Type** | **2018-19 Annual Update Budgeted** | **2018-19 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Expenditure Types | 1,548,861.80 | 1,944,272.00 | 1,871,964.00 | 1,548,861.80 | 4,086,553.36 | 7,507,379.16 |
| 1000-1999: Certificated Personnel Salaries | 814,953.00 | 811,662.00 | 1,159,710.00 | 814,953.00 | 816,398.00 | 2,791,061.00 |
| 1000-3999: Salaries and Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 2,637,069.00 | 2,637,069.00 |
| 2000-2999: Classified Personnel Salaries | 49,004.00 | 78,268.00 | 46,792.00 | 49,004.00 | 77,946.00 | 173,742.00 |
| 4000-4999: Books And Supplies | 169,034.80 | 87,214.00 | 136,186.00 | 169,034.80 | 117,500.00 | 422,720.80 |
| 5000-5999: Services And Other Operating Expenditures | 355,010.00 | 764,592.00 | 500,026.00 | 355,010.00 | 363,977.86 | 1,219,013.86 |
| 5800: Professional/Consulting Services And Operating Expenditures | 160,860.00 | 202,536.00 | 29,250.00 | 160,860.00 | 73,662.50 | 263,772.50 |

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

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Object Type** | **Funding Source** | **2018-19 Annual Update Budgeted** | **2018-19 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Expenditure Types | All Funding Sources | 1,548,861.80 | 1,944,272.00 | 1,871,964.00 | 1,548,861.80 | 4,086,553.36 | 7,507,379.16 |
| 1000-1999: Certificated Personnel Salaries | Supplemental & Concentration | 814,953.00 | 797,401.00 | 1,159,710.00 | 814,953.00 | 802,137.00 | 2,776,800.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 0.00 | 14,261.00 | 0.00 | 0.00 | 14,261.00 | 14,261.00 |
| 1000-3999: Salaries and Benefits | LCFF Base & Other | 0.00 | 0.00 | 0.00 | 0.00 | 2,637,069.00 | 2,637,069.00 |
| 2000-2999: Classified Personnel Salaries | Base | 49,004.00 | 48,769.00 | 46,792.00 | 49,004.00 | 50,209.00 | 146,005.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental & Concentration | 0.00 | 29,499.00 | 0.00 | 0.00 | 27,737.00 | 27,737.00 |
| 4000-4999: Books And Supplies | Base | 28,000.00 | 41,650.00 | 39,000.00 | 28,000.00 | 9,000.00 | 76,000.00 |
| 4000-4999: Books And Supplies | Supplemental & Concentration | 141,034.80 | 45,564.00 | 97,186.00 | 141,034.80 | 108,500.00 | 346,720.80 |
| 5000-5999: Services And Other Operating Expenditures | Base | 21,799.00 | 26,051.00 | 485,026.00 | 21,799.00 | 24,321.00 | 531,146.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental & Concentration | 328,211.00 | 733,541.00 | 15,000.00 | 328,211.00 | 329,656.86 | 672,867.86 |
| 5000-5999: Services And Other Operating Expenditures | Title II | 5,000.00 | 5,000.00 | 0.00 | 5,000.00 | 10,000.00 | 15,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Base | 20,000.00 | 28,000.00 | 0.00 | 20,000.00 | 8,000.00 | 28,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental & Concentration | 140,860.00 | 174,536.00 | 29,250.00 | 140,860.00 | 65,662.50 | 235,772.50 |

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

| Total Expenditures by Goal | | | | | | |
|---|---|---|---|---|---|---|
| **Goal** | **2018-19 Annual Update Budgeted** | **2018-19 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| **Goal 1** | 678,835.00 | 645,888.00 | 1,020,685.00 | 678,835.00 | 620,467.00 | 2,319,987.00 |
| **Goal 2** | 102,837.80 | 136,094.00 | 66,408.00 | 102,837.80 | 133,679.50 | 302,925.30 |
| **Goal 3** | 767,189.00 | 1,162,290.00 | 784,871.00 | 767,189.00 | 3,332,406.86 | 4,884,466.86 |
| **Goal 4** | | | 0.00 | 0.00 | 0.00 | 0.00 |
| **Goal 5** | | | 0.00 | 0.00 | 0.00 | 0.00 |
| **Goal 6** | | | 0.00 | 0.00 | 0.00 | 0.00 |
| **Goal 7** | | | 0.00 | 0.00 | 0.00 | 0.00 |
| **Goal 8** | | | 0.00 | 0.00 | 0.00 | 0.00 |

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

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

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