

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Philosophers Academy

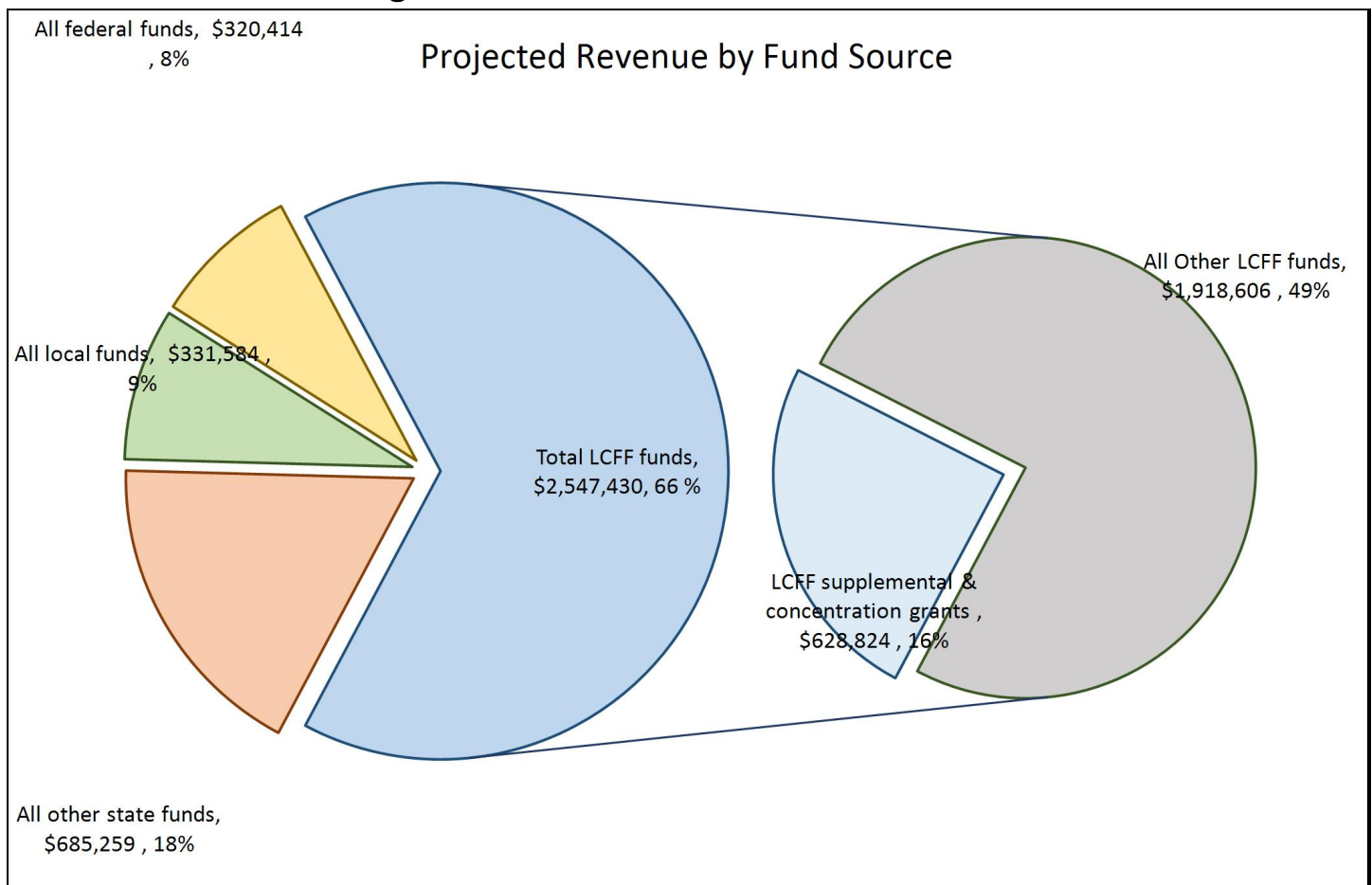
CDS Code: 19-64733-0125609

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

LEA contact information: Phyllis Carrillo, 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

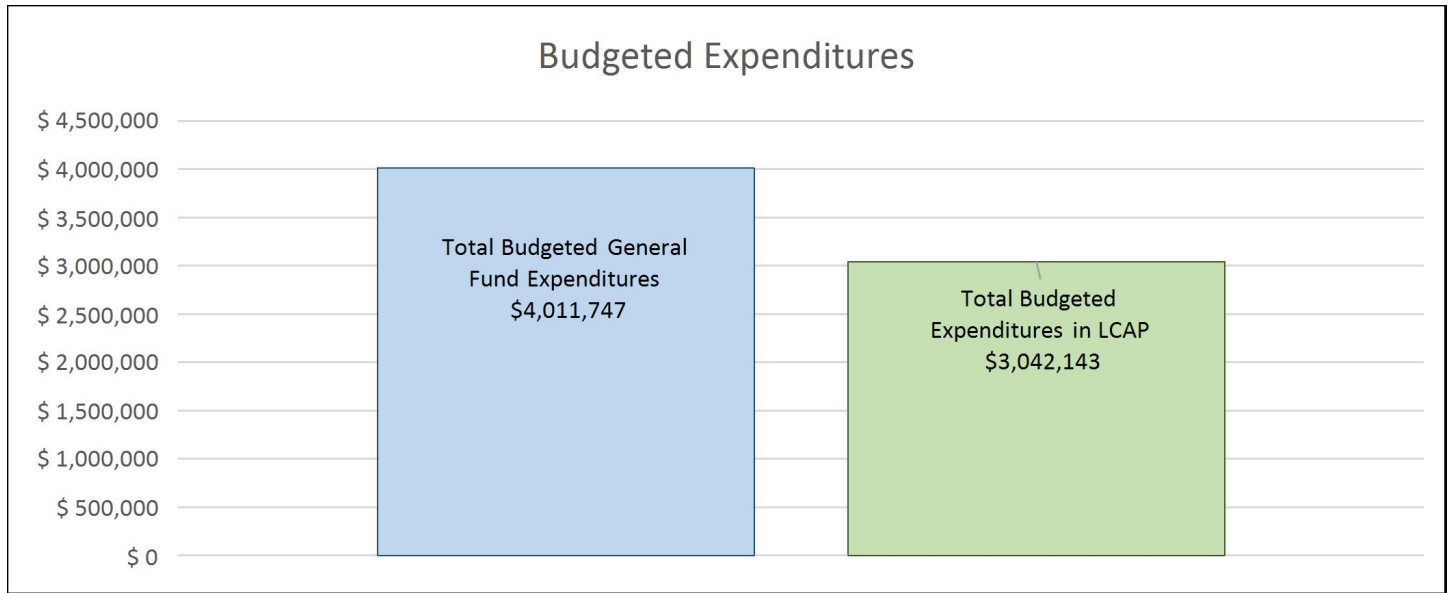


This chart shows the total general purpose revenue KIPP Philosophers Academy expects to receive in the coming year from all sources.

The total revenue projected for KIPP Philosophers Academy is \$3,884,687, of which \$2,547,430 is Local Control Funding Formula (LCFF), \$685,259 is other state funds, \$331,584 is local funds, and \$320,414 is federal funds. Of the \$2,547,430 in LCFF Funds, \$628,824 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 Philosophers Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

KIPP Philosophers Academy plans to spend \$4,011,747 for the 2019-20 school year. Of that amount, \$3,042,143 is tied to actions/services in the LCAP and \$969,604 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.

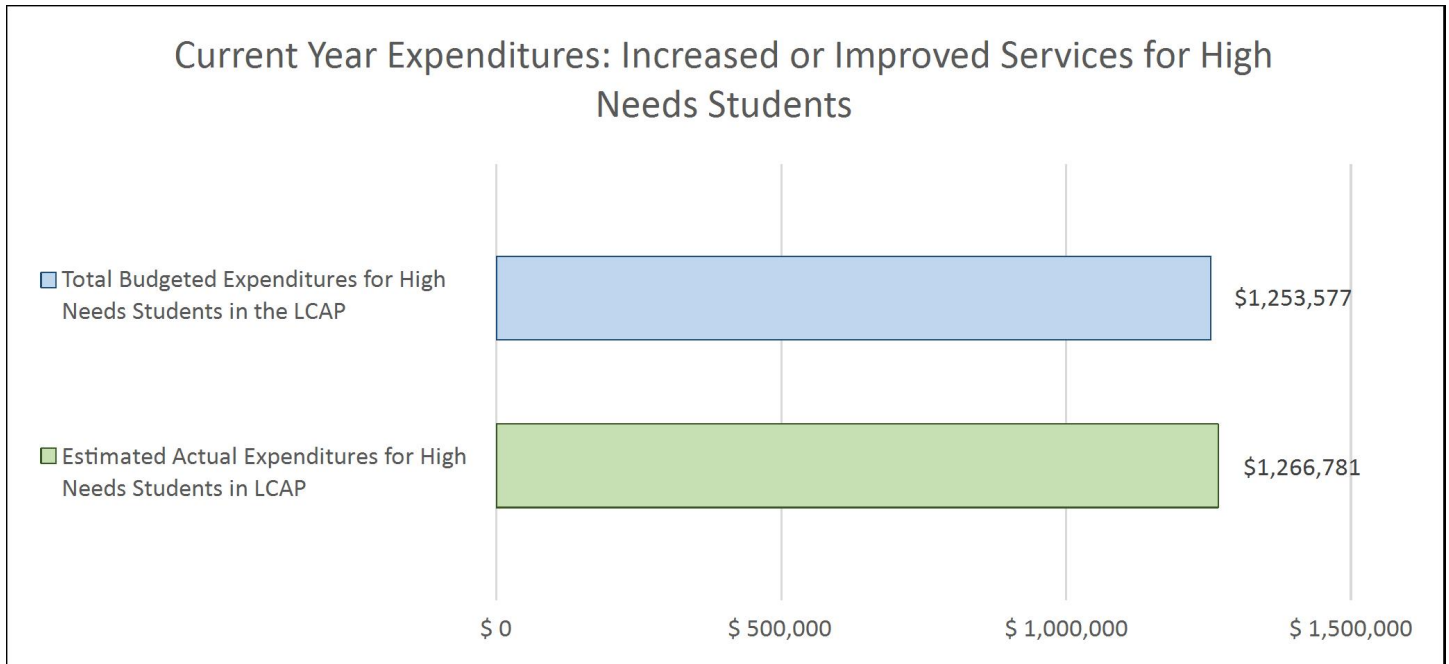
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

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

In 2019-20, KIPP Philosophers Academy is projecting it will receive \$628,824 based on the enrollment of foster youth, English learner, and low-income students. KIPP Philosophers Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, KIPP Philosophers Academy plans to spend \$1,078,366 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 Philosophers Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Philosophers Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, KIPP Philosophers Academy's LCAP budgeted \$1,253,577 for planned actions to increase or improve services for high needs students. KIPP Philosophers Academy estimates that it will actually spend \$1,266,781 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
KIPP Philosophers Academy	Phyllis Carrillo School Leader	pccarillo@kippla.org 347-278-1497

2017-20 Plan Summary

The Story

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

KIPP Philosophers Academy (KPA) is a tuition-free public charter middle school that opened in summer 2012 in South Los Angeles. 5th and 6th grade classrooms are located at 8300 S. Central Avenue, Los Angeles, CA 90001. 7th and 8th grade classrooms are located at 706 E. Manchester Avenue, Los Angeles, CA 90001.

As of norm day 2018-19, KIPP Philosophers Academy serves 316 fifth, sixth, seventh and eighth-grade students. 89.6% of students qualify for free and reduced lunch. 44% of students are Black and 53% are Hispanic. 16.8% of students qualify for special education services. 16.1% of students are English Learners.

The mission of KIPP Philosophers Academy is to provide scholars with an excellent, well-rounded education so they are able to develop their own success in high school, college, and beyond with the ultimate goal of taking their knowledge and putting it into practice to impact their communities in a long lasting and positive way.

KPA's vision is that through the collaborative efforts of home, school staff and self, scholars will acquire the social and academic skills necessary to thrive in high school, college and beyond!

KIPP Philosophers Academy's values are grit, zest, grace, truth, and love.

Recent achievements include considerable gains in some areas like school culture, student attrition, reclassification of English Learners and performance management. The suspension rate this year has declined. It is at 0.3%, compared to 1.1% at the end of last year. Student attrition this year has also gone down compared to last year. Last year, KPA reclassified 8% of English Learners; this year 12% of English Learners have been reclassified so far. KIPP Philosophers Academy has

improved performance management and professional development through the creation of departments with department leads and additional professional training in best practices.



LCAP Highlights

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

While some goals were met and improvements occurred in major focus areas, student achievement needs additional focus. Therefore, school priorities for the next school year will be to support student achievement as evidenced by improvements on academic assessments as well as to continue to support student, family and school engagement, which also impact student achievement rates.

Additions and changes to support these goals will be codifying systems around the implementation of high quality curriculum as well as ensuring teacher credentialing rates improve (see Goal 3, Create Spaces and Opportunities for Student Achievement). Performance management structures will also evolve and adapt to more adequately prepare teachers to provide high-quality instruction to support student achievement goals. We will also aim to add an additional member of the leadership team to support these initiatives (see Goal 1, All Students Will Achieve).

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

From 2017-2018 to 2018-2019 there has been growth and improvement at KIPP Philosophers Academy. Much growth occurred within Goal Area #2 (Support Student, Family, and School Engagement), to increase engagement, increase attendance and decrease suspensions and expulsions.

KPA has hosted more parent engagement events with more parents in attendance than in prior years. Chronic absenteeism has decreased and we aim to continue to decrease that number. The suspension rate has already decreased by 1% as we continue to aim to reduce this number.

Growth in this area can be attributed to strategic actions to support these goals. For example, in order to achieve growth in the behavior metrics, KPA:

Increased the Counseling Team: We have two full-time counselors, one who provides services to students with Individual Education Plans (IEPs) and one general education counselor. Our grade

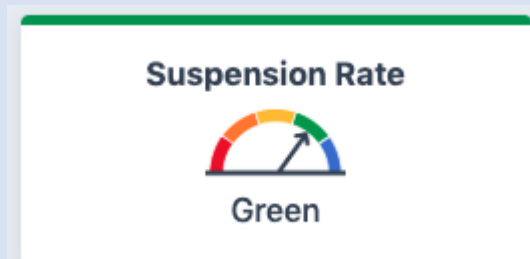
level teams work together to identify potential candidates for counseling through the Student Support Team process and then make referrals to our Counseling Team.

Our Counseling Team compiled a list of community resources and will be hosting our second Community Resource Fair.

Continued Our Collaborative Learning Program: We continued to pilot the Collaborative Learning program within our region for students with IEPs identifying ED as the disability classification. The program has a full-time SPED teacher, an aide, regular counseling supports and outside consultation. The benefits of this program for our four students enrolled have been profound. Their general education teachers and parents report high satisfaction with the program's ability to support increased impulse control, healthy regulation of emotional reactions and improved interpersonal communication skills.

Increased & Improved Staff Training: Using last year's data, we increased the quantity of summer professional development sessions and ongoing behavior support training sessions. As well, we aimed to improve the quality of these sessions and make them more comprehensive. We increased opportunities to role play common behavioral issues and provided feedback as a group on teacher choices in these moments. We engaged in critical dialogue to examine our perceptions around behavior and to ensure alignment with and buy-in to our school's guiding principles.

Increased & Improved Performance Management Structures: To solidify the practice in these pieces of training and sessions, we increased and improved our performance management structures. This helped increase teacher efficacy in managing behavior and supporting all students within the classroom. Coaches regularly observe teachers both for instructional delivery and for behavior management. Coaches provide real-time coaching and model high impact strategies and skills. Through weekly individual coaching sessions and professional development sessions, these strategies and skills are further reinforced.



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

On the 2018 California School Dashboard, we received a performance color of orange for Chronic Absenteeism as well as English Language Arts.

In response to 2017-18 chronic absenteeism outcomes, KPA piloted a number of initiatives to strengthen student attendance and reduce our number of chronically absent students this year.

Strategies included:

- individual, classroom, grade-level, and school-wide attendance incentives
- phone calls to families after each absence
- meetings between school staff and families of students at risk of becoming chronically absent, including identifying and aiming to resolve barriers to healthy attendance

KPA will continue and expand upon these initiatives in 2019-20.

We were not satisfied with our student achievement outcomes and spent summer planning time adjusting our approach to positively impact scholars.

Restructured Performance Management-

Revised, More Robust Professional Development Calendar: The School Leader scoped and sequenced a professional development calendar to address shared teaching needs (i.e. “the nuts and bolts of teaching”). Having an annual view allows professional development to be far more proactive than reactive.

Content Teams: Instead of running whole staff professional development sessions on Monday afternoons, we transitioned to using more of this time for our content teams to meet. This allows our approach to be differentiated and targeted and encourages more active adult participation. These small groups are guided by a content lead with demonstrated results and content expertise. The content teams participate in protocols, including teachbacks, lesson plan internalization and Looking at Student Work (LASW) as outlined by KIPP Schools Leadership Programs.

Lesson Plan Internalization: In 5th grade, our teachers are cored. Every week, they participate in lesson plan internalization protocols outside of content teams to ensure fluency in plans for stronger execution. These meetings are guided by content leads though we are transitioning to increased teacher direction/autonomy with content leads observing the process to ensure the protocol is adhered to in entirety. We have noticed improvements in content knowledge for all teachers participating in these meetings.

Increased and Improved Individual Coaching: This year, we transitioned to weekly individual coaching sessions instead of bi-weekly meetings. This allows for immediate feedback from observations and immediate analysis of data from student work. As well, instructional coaches are modeling more for the teachers they coach. As teachers who drove results in the classroom, it is important that our coaches demonstrate the best practices they discuss in coaching sessions.

Increased and Improved Accountability: This year, teacher lesson plans are due a day earlier in the week. Instructional coaches provide feedback within 24 hours and include an accountability check at the end of the feedback. All adjusting lesson plan feedback must be implemented by beginning of the instructional week. The School Leader holds coaches accountable for ensuring these changes are implemented. Again, we are seeing improvements in content knowledge and attention to detail in lesson planning school-wide.

Focus on Talent Development: The School leader aims to spend the majority of her time leading for instructional improvement.

To this end, the School Leader spent considerable time planning and prioritizing for the school year. She improved her content knowledge (across content areas) and learning more about instructional best practices through the KIPP School Leader Development strand and regional School Leader meetings. She spent time with members of the regional Academic Team to conduct co-observations and school walkthroughs.

Intervention: Last year, our differentiation and intervention was primarily aimed at students scoring below standard. This year, we took on a more comprehensive approach to meet the needs of all learners, having groups aimed at remediation and others at acceleration.

Increased and Improved Differentiation: This year, instructional coaches are working diligently with teachers to ensure small group instruction, differentiated to meet student needs within the classroom. As well, we are reinforcing the use of varied learning modalities in whole class instruction. Our newsletter has a "Teaching and Learning" section added to highlight best practices on campus and at other schools.

EL Education and Open up Mathematics: During analysis of student achievement results throughout the summer, we made the decision to transition to KIPP Wheatley and Eureka. In the past, individual teachers created their own lessons and related materials. Any gaps in content knowledge or expertise impacted the lesson design and execution. We realized it would be more strategic to work from an established curriculum. Having teachers internalize a set curriculum also helps build content knowledge and expertise.

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

English Learners were two colors lower than our whole school outcomes in suspension rates (orange vs green). However, the orange performance color is indicative of only 2 suspended ELs in 2017-18 compared to 0 suspended ELs in 2016-17. This data does not indicate a systemic issue with EL discipline. Philosophers is projected to receive a blue performance color for EL suspensions on the 2019 CA Dashboard, which reflects 0 ELs suspended in 2018-19.

Students with Disabilities were two performance colors lower than our whole school outcomes in math. This decline in SWD CAASPP performance signaled a need for strategic shifts and additional supports this academic school year. Changes were made to the instructional program to better meet the needs for English Learners and SWDs.

The ELA instructional team has adopted small group instruction and a workshop model to address learning needs.

Literacy Team: The majority of our ELA and Social Studies teachers were returning teachers at KPA. They built on their instructional practices under the continued guidance of their coach and content team leader.

The Literacy Team is united through a shared performance goal for student achievement and through its vision- to establish a balanced literacy model at KIPP Philosophers Academy. Strategic initiatives this year included launching independent reading in Quarter 1 and launching guided reading and flexible grouping-based small group instruction in Quarter 2.

The Literacy Team meets often during professional development sessions on Monday afternoons to participate in protocols, including teachbacks, lesson plan internalization and Looking at Student Work (LASW) as outlined by KIPP Schools Leadership Programs.

The Literacy Team became more data driven. The team committed to administering at least two online exit tickets weekly through Illuminate to ensure immediate data collection. Teachers learned how to analyze their data using the Daily Data Dive model (D3) before participating in individual coaching sessions.

The Literacy Team lead monitors results and helps teachers to identify strategic next steps in the classroom (i.e. reteach, review, acceleration, shifting small group assignments, etc.) to support our English learners.

Interdisciplinary Approach: At KPA, we recognize the benefit of an interdisciplinary approach. We believe all teachers are reading teachers. To this end, we have increased our efforts to support talk and language development in all content areas. This year, our science classes have a larger literacy focus, grounding learning in nonfiction literature. In math, we are implementing and supporting Habits of Discussion so that students are comfortable verbalizing understandings across content areas.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Rate of students meeting or exceeding state-established proficiency levels for English Language Arts

18-19

ALL: 52%
 Low-Income: 52%
 African American Students: 51%
 Latino Students: 52%
 Students with Disabilities: 13%
 Foster Youth: not enough data

Baseline

2015-16: 38%

17-18

ALL: 38%
 Low-Income: 36%
 English Learners: 6%
 African American Students: 38%
 Latino Students: 38%
 Students with Disabilities: 10%
 Foster Youth: not enough students

Metric/Indicator

Rate of students meeting state-established proficiency levels for Math

18-19

ALL: 27%
 Low-Income: 27%

17-18

ALL: 25%
 Low-Income: 23%
 English Learners: 4%
 African American Students: 24%
 Latino Students: 26%

Expected

African American Students: 25%
 Latino Students: 28%
 Students with Disabilities: 10%
 Foster Youth: not enough data

Baseline
 2015-16: 21%

Metric/Indicator
 Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test)

18-19
 Reclassification Rate: >25%

Baseline
 2016-17: 57.6%

Metric/Indicator
 Rate of students making progress on ELPAC

18-19
 Baseline

Baseline
 n/a

Actual

Students with Disabilities: 8%
 Foster Youth: not enough students

17-18
 5%

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
<p>1a: Number of students who are proficient for English Language Arts and Math</p> <p>The measurable outcomes have been modified to ensure we are targeting and addressing student group performance including</p>	<p>1a: Number of students who are proficient for English Language Arts and Math</p> <p>In order to achieve our action we continued with adopted curriculum and implemented weekly small groups in ELA and Math. As</p>	<p>1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator</p>	<p>1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1175,1199,1399, 2199 Bonuses, Stipends 1000-1999: Certificated</p>

students with disabilities, English Language Learners, and low-income outcomes. Based on these goals, we will intentionally disaggregate data to ensure we are on target to meet goals and intentionally group students across all groups to ensure they are receiving targeted daily instruction based on need.

KPA provides daily targeted instruction to our scholars through small group instruction in the classroom. We will continue implementing a scripted curriculum in all core content classes. There will be an increased emphasis on data-driven instruction and high-quality teaching. The curriculum resources that will be purchased may include: Bridges Math, Open-Up Math, Amplify Science, and KIPP Wheatley for Social Studies and English Language Arts. In addition to the scripted curriculum, computer adaptive programs, that are common core standards based, will also be purchased for core content classes. Programs may include: Zeal, Actively Learn, Accelerated Reader, Kickboard. Through these curriculum purchases, scholars will have access to research-based excellent resources that are at grade level and computer adaptive programs that are differentiated for their current level of performance. This will support their learning as measured by growth and absolute performance.

planned, we adopted a prescriptive curriculum, intentionally coached our teachers, and analyzed data to guide small group instruction. In 2017-18, we implemented the Illustrative Mathematics curriculum and continue to follow it with increasing fidelity year over year. We analyzed Exit Tickets from each lesson to target students for reteaching, first sorting tickets into piles (got it, almost got it, didn't get it) and looking for common misconceptions, then pulling students for targeted reteaching the following day, and finally reassessing.

During the beginning of the school year, 5th and 6th grade co-taught ELA to ensure a strong start for both grades. We are using Accelerated Reader to track our students' comprehension of each book they read as well as their individual reading levels, which are assessed each quarter with STAR Reading. Special Education students are assessed monthly in order to monitor their growth more closely.

Our ASL modeled and coached teachers on differentiating and creating small groups and we had a year long cycle of coaching and feedback on this specific topic. KPA uses small-group instruction to target struggling students, especially in our math classrooms. Teachers first analyze student achievement data to identify

1175,1199,1399, 2199
Bonuses, Stipends
1000-1999: Certificated
Personnel Salaries Supplemental
& Concentration 349,673.36

4401 Classroom Technology
4000-4999: Books And Supplies
Supplemental & Concentration
20,000

4402 Classroom Software 4000-
4999: Books And Supplies
Supplemental & Concentration
32,000

4304 Assessment Materials
4000-4999: Books And Supplies
Base 5,000

4404 Staff/Office
Computer & Printers
4405 Staff/Office
Software
4000-4999: Books And Supplies
Supplemental & Concentration
15000

1201 - Social Worker/Counselor
1000-1999: Certificated
Personnel Salaries Supplemental
& Concentration 86000

1101- Certified Regular
Teachers 1000-1999: Certificated
Personnel Salaries Title III
3,361.32

Personnel Salaries Supplemental
& Concentration 410,012.24

4401 Classroom Technology
4000-4999: Books And Supplies
Supplemental & Concentration
45,838

4402 Classroom Software 4000-
4999: Books And Supplies
Supplemental & Concentration
6,421

4304 Assessment Materials
4000-4999: Books And Supplies
Base 1,000

4404 Staff/Office Computer &
Printers
4405 Staff/Office Software
4000-4999: Books And Supplies
Supplemental & Concentration
6255

1201 - Social Worker/Counselor
1000-1999: Certificated
Personnel Salaries Supplemental
& Concentration 70,787

2102 Non-Certificated
Instructional Assistants 2000-
2999: Classified Personnel
Salaries Other 34,323.51

5806, 5807 Teaching Consulting
5000-5999: Services And Other
Operating Expenditures
Supplemental & Concentration
74,083.33

Once we get access to our SBAC scores for 2017-18, we will be able to determine the effectiveness of the curriculum and begin to problem solve around potential gaps. These strategies may include - purchased or creating supplemental materials, adding additional intervention teachers, purchasing or switching which Computer Adaptive Programs are being used.

Targeted professional development will continue to be a focus. All teachers will be paired with a coach who will meet with them weekly to support the implementation of the curriculum, data analysis, and behavior management.

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. This includes MAP testing to gain baseline data, leadership team observing daily and providing real-time feedback, and daily professional development in the afternoon.

In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle (KIPPs internal data analysis platform). Teachers will conduct daily deep dives twice weekly and whole school deep dives will occur

students who are falling behind. From there, teachers and instructional assistants pull out struggling students for small-group work. These small-group sessions provide opportunities for re-teach, greater instructor-to-student attention, and targeted help with skills and content mastery.

We also leveraged our Instructional Assistants to push into ELA classrooms and target our high achievers and EL students for small group instruction, with the goal of providing even more differentiated support to contribute to their academic outcomes.

We have taken steps to ensure that our curricula allows students to access reading materials at their literacy level. For instance, our science curriculum, Amplify, lets teachers assign accommodations such as having the article read aloud to individual students to ensure that reading levels aren't a barrier to accessing the content. Likewise, our social studies teachers use News ELA to assign reading materials that cover the range of our students' literacy levels. On top of these efforts, our intervention strategy aims to adapt to our students' different learning styles. The Amplify curriculum, for example, includes visual aides and simulations that provide opportunities for students to demonstrate understanding

5803-Management Fee-Academics 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 46,207.92

once quarterly. Teachers will use previous SBAC & MAP scores to create targeted instruction for each student and aligned goals to ensure individuals are making progress each year.

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

Students to be Served

Low Income

Scope of Services

Schoolwide

Locations

outside of reading. Similarly, our Bridges math curriculum offers visual models and manipulatives as alternative ways for students to show problem-solving skills.

KPA's re-assessment strategy begins with teachers closely monitoring student achievement data. Our teachers analyze the data to identify students who are struggling to master content and skills. Once teachers identify these struggling students, they target them for re-teach, one-on-one intervention, small-group instruction, or even whole group instruction. Each of these real-time interventions provides students with another opportunity for assessment.

Action 2

**Planned
Actions/Services**

1b: Progress in English language Proficiency

The measurable outcomes have been modified to reflect reclassification rates to ensure we are setting scholars up for success as they make the transition to High School. This will also help decrease the number of long-term English Language Learners.

All ELPAC data is shared with parents and teachers. This helps teachers create intervention and

**Actual
Actions/Services**

1b: Progress in English language Proficiency

We have shared initial ELPAC data with parents and teachers. Data from the most recent summative ELPAC is not yet available but will be shared with teachers and parents once we receive it. Teachers create intervention and differentiation plans based on ELPAC data as well as in-classroom data tracking measures like exit tickets.

**Budgeted
Expenditures**

1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 169,774

**Estimated Actual
Expenditures**

1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Title III 13,888

1901 Dean 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 118,569

differentiation plans. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

Teachers will also receive professional development through one on one coaching and weekly meetings for targeted strategies for EL students. Strategies may include an emphasis on vocabulary, writing, and speaking.

An English Advisory Council meets twice yearly and is made up of parents of English Language Learners and staff. During these meetings, we brainstorm supports and way to increase English proficiency for their scholars. It is also a time for parents to support each other and an open forum to ask questions.

We will also begin to integrate ELD standards into all core content classes to ensure that throughout the day scholars are receiving the language support necessary to become proficient.

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.

Teacher PD on EL strategies was delivered through 1-1 coaching and weekly meetings.

Coaches have supported teachers in implementing EL strategies in lesson plans and assessments. We have analyzed data and have targeted small group instruction to target EL gaps in achievement.

Our English Learner Advisory Council (ELAC) met monthly in 2018-19. We presented updates on EL instructional methods and student progress to the ELAC and solicited their feedback on all aspects of our English Learner program. ELAC members also provided direct input to the SPSA (School Plan for Student Achievement) and the LCAP. We also presented to the ELAC on the offerings available to all students through KIPP Through College or KTC. Our ELAC is an essential piece of student achievement and parent engagement at KPA. ELAC will reconvene in September 2019.

We began integrating ELD standards into all core content classes. We will continue to provide PD and feedback to ensure all core content teachers are supporting ELs' language development.

KPA continues to be a data-drive school. Teachers use data including interim assessments to tailor and guide instruction. This interim data indicates how much

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.

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

small group support students should receive to support their language development. This is critical to ensuring that all students' individual needs, including EL needs, are identified and addressed and will continue in 2019-20.

In 2018-19, we piloted a new ELD curriculum called Link-to-Literacy by DataWorks. LTELs receive up to 120 minutes of designated ELD instruction during the school day from the regional English Language Development teacher. In the Link to Literacy curriculum, EL students read to learn, focusing on building vocabulary, reading comprehension, and language skills. This curriculum is divided into three levels to allow for targeted placement and differentiated support depending on a student's unique level of proficiency. This curriculum utilizes an Explicit Direct Instruction (EDI) design and will include extra literacy support via read-alouds and tracking LTELs' reading levels and page-read goals in Accelerated Reader. Our LTELs are making critical progress with this individualized support, and we intend to continue to provide this support.

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.

All planned actions and services to support goal 1 are implemented and well underway. Our newest addition, the ELD Link-to-Literacy curriculum, has been fully implemented by the regional English Language Development Teacher.

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

We are confident that the planned actions and services will drive achievement for all students at KPA. We received a performance color of yellow for math and orange for ELA on the 2018 CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

KPA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, and at least 3 family engagement, parent leadership opportunities

18-19

KPA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, and at least 3 family engagement, parent leadership opportunities

Baseline

1 back to school night, 2 week long parent-teacher conference opportunities, and at least 3 family engagement, parent leadership opportunities

Metric/Indicator

Suspension rate

18-19

All students: < 2%
 Low-Income families: < 2%

18-19

1 back to school night, 2 week long parent-teacher conference opportunities, and at least 3 family engagement, parent leadership opportunities

18-19

All students: 0.3%
 Low-Income families: 0%
 English Learners: 0%
 African-American families: 0%
 Latino families: 0.6%

Expected

English Learners: < 2%
African-American families: < 2%
Latino families: < 2%
Students with Disabilities: < 2%
Foster Youth: not enough data

Baseline

2016-17: 1.7%

Metric/Indicator

Expulsion rate

18-19

All students: < 1%
Low-Income families: < 1%
English Learners: < 1%
African-American families: < 1%
Latino families: < 1%
Students with Disabilities: < 1%
Foster Youth: not enough data

Baseline

2016-17: 0%

Metric/Indicator

Students will feel safe at school as measured by internally provided surveys

18-19

All students: 70%
Low-Income families: 70%
English Learners: 70%
African-American families: 70%
Latino families: 70%
Students with Disabilities: 70%
Foster Youth: not enough data

Baseline

2016-17: 63% report feeling safe at school

Metric/Indicator

Average Daily Attendance (ADA)

18-19

All students: 95%
Low-Income families: 95%

Actual

Students with Disabilities: 0%
Foster Youth: not enough students

18-19

All students: 0%
Low-Income families: 0%
English Learners: 0%
African-American families: 0%
Latino families: 0%
Students with Disabilities: 0%
Foster Youth: not enough students

18-19

All students: 64%
Low-Income families: did not collect this data
English Learners: did not collect this data
African-American families: 58%
Latino families: 75%
Students with Disabilities: did not collect this data
Foster Youth: not enough students

18-19

All students: 94%
Low-Income families: 94%
English Learners: 95%
African-American families: 94%

Expected

English Learners: 95%
 African-American families: 95%
 Latino families: 95%
 Students with Disabilities: 95%
 Foster Youth: not enough data

Baseline
 2016-17: 95%

Metric/Indicator
 Chronic Absenteeism

18-19
 All students: <15%
 Low-Income families: <15%
 English Learners: <10%
 African-American families: <15%
 Latino families: <10%
 Students with Disabilities: <18%
 Foster Youth: not enough data

Baseline
 2016-17: 15%

Actual

Latino families: 95%
 Students with Disabilities: 93%
 Foster Youth: not enough students

18-19
 All students: 13%
 Low-Income families: 17%
 English Learners: 10%
 African-American families: 16%
 Latino families: 11%
 Students with Disabilities: 20%
 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
The measurable outcomes have been modified to ensure we are targeting and addressing student group performance including students with disabilities, English Language Learners, and low-income outcomes. 2a: Parent Engagement	2a: Parent Engagement We purchased a program called Remind that allows us communicate frequently and quickly with families. We sent these weekly and included our family newsletter. On the newsletter, we give families ample	2401 Office Manager 2000-2999: Classified Personnel Salaries Base 42,260 4352 Postage for letters sent 4000-4999: Books And Supplies Base 2064	2401 Office Manager 2402 School Business Operations Manager 2000-2999: Classified Personnel Salaries Base 99642 4352 Postage for letters sent 4000-4999: Books And Supplies Base 2,000

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. We will hold sessions to accommodate parents by altering between morning and evening events. Participation will be incentivized for families and scholars to increase participation rates.

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. We will also post signs on both campuses and ensure teachers reminder scholars of upcoming events daily. We will be purchasing a program called Remind that directly mass texts families and allows them to receive communication in a much more accessible way.

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

notice of meeting dates, locations, and times.

All of our office staff is bilingual, which allows clear communication between all families.

Families continue to have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and KIPP LA's regional Family Ambassadors Program.

This year, KPA has also aimed to leverage families in improving EL performance. We are proud to report that our efforts have resulted in higher participation in ELAC meetings. We have taken advantage of higher meeting participation by providing families with strategies for work they can do at home to improve their child's English-language skills. In this way, we have made parents partners in improving the performance of all EL students.

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

We created a school-wide support plan that included using Kickboard to positively incentivize student behavior at KPA. Students received KPA Cash, or paycheck dollars, for making positive choices and decisions at school.

4314 Special Event - Food for parent nights 4000-4999: Books And Supplies Supplemental & Concentration 5160

4405 School Messenger 4000-4999: Books And Supplies Base 5000

5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 80,000

5831 Field Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 10,000

2403-Office Associate 2000-2999: Classified Personnel Salaries Supplemental & Concentration 66,519

5803 KIPP LA Fees -Operations & ACE 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 66133

4314 Special Event 4000-4999: Books And Supplies Supplemental & Concentration 5,000

4405 School Messenger 4000-4999: Books And Supplies Base 5000

5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 89,653

5831 Field Trips
5839 Student Incentives
5841 End of Year Field Trips
5840 Student Transportation
5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 50432

2205; 2403 Operations Aide, Ops Support/Receptionist

2000-2999: Classified Personnel Salaries Supplemental & Concentration 16,094

5803 KIPP LA Fees -ACE 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 10,481.50

leadership training and development so that they can be advocates for their children and communities.

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

We also work with and train our school office staff to make sure that we are consistently interacting with our community and families.

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. We will use a computer program called Kickboard to track and support this initiative.

We also use a tiered behavior system to ensure school safety

We used the SSPT process for students who needed additional support and implemented interventions as needed.

We take daily attendance that is communicated to our administration team, and we make phone calls to families of students who are marked absent at school.

We implemented Calm Classroom this year and our counselors have provided professional development and weekly updates on new techniques.

We are extremely proud to have strengthened our school-wide behavior support plan, using a set of shared principles to guide our actions with students. Our plan is specifically focused on positive, proactive approaches to student engagement, including Caught Being Awesome slips, monitoring our ratio of positive to less positive interactions, extrinsic and intrinsic rewards, and student-selected enrichments.

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

Security guards are present at both of our campus locations. We continue to work to increase our community partnerships to support our efforts.

and run SSTP meetings for students at risk as a preventative measure.

We will focus our behavior management systems on proactive measures and ensure teachers are equipped with tools, through coaching and professional development, to support our scholars with social-emotional learning. As we move to being a more trauma-informed region, we will continue to implement the Calm Classrooms curriculum to teach our scholars mindfulness exercises.

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

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

To ensure safety throughout the day, security guards have been hired to increase supervision and community awareness. We will be operating as a split site and security will be present at both campuses.

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

Our school has emergency kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other items. All staff have up to date training on SafeSchools which include training on a variety of school safety measures. On site we ensure monthly drills and training for teachers in case of an emergency.

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

2e School attendance

Our operations managers will 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 Remind to encourage families to plan ahead and attend school.

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

Additionally, students who are chronically absent participate in an SSPT meeting where teachers, administration, and families sit down to problem solve and implement strategies to ensure absenteeism decreases.

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. On site we ensure monthly drills and training for teachers in case of an emergency.

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.

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.

Our goals have been modified to take into account historical data trends based on student population group with the intention of ensuring chronic absenteeism rates remain as low as possible.

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 will create attendance groups for scholars who are identified as chronically absent to support their needs and ensure they understand the importance of school and receive praise and support to get to school daily.

Additionally, students who are chronically absent will participate in an SST meeting where teachers, administration, and families sit down to problem solve and implement strategies to ensure absenteeism decreases.

Calm Classroom/Trauma Informed Schools: In our effort to reduce the inequities between student group performances and increase achievement for all students, we are implementing Calm Classroom and becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that our students bring with them their past experiences and aids in the healing process for those that

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

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

Students to be Served
All

Location(s)

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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 are in the middle phases of transitioning to Trauma Informed Schools and we believe this will have a positive impact on our students. We are fully implementing the above actions and services.

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

On the 2018 CA Dashboard, we received a green performance color for suspensions with an overall suspension rate below 1%. We are excited that our efforts to introduce PBIS strategies into our classrooms have reduced behavioral issues schoolwide. We received a performance color of orange for chronic absenteeism. Our rate of chronic absenteeism has proven trickier to solve, and we will continue to implement positive supports for families to strengthen student attendance. We also met local performance indicators related to this goal (Parent Engagement, Local Climate Survey).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Rate of teachers who are compliant for the subject they are teaching

18-19

All students: 100%
 Low-income: 100%
 Eng. Lners: 100%
 Afr. – Amer.: 100%
 Latino: 100%
 Stud w/Disab.: 100%
 Foster Youth: 100%

Baseline

2016-17: 100%

18-19

All students: 100%
 Low-income: 100%
 Eng. Lners: 100%
 Afr. – Amer.: 100%
 Latino: 100%
 Stud w/Disab.: 100%
 Foster Youth: 100%

Metric/Indicator

Rate of students will have access to educational supplies and materials that are common core aligned

18-19

18-19

All students: 100%
 Low-income: 100%
 Eng. Lners: 100%
 Afr. – Amer.: 100%

Expected

All students: 100%
 Low-income: 100%
 Eng. Lners: 100%
 Afr. – Amer.: 100%
 Latino: 100%
 Stud w/Disab.: 100%
 Foster Youth: 100%

Baseline
 2016-17: 100%

Metric/Indicator
 Rate of teachers who attend training on common core and ELD strategies to support EL students

18-19
 All students: 100%
 Low-income: 100%
 Eng. Lners: 100%
 Afr. – Amer.: 100%
 Latino: 100%
 Stud w/Disab.: 100%
 Foster Youth: 100%

Baseline
 2016-17: 100%

Metric/Indicator
 Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE

18-19
 All students: 100%
 Low-income: 100%
 Eng. Lners: 100%
 Afr. – Amer.: 100%
 Latino: 100%
 Stud w/Disab.: 100%
 Foster Youth: 100%

Baseline
 2016-17: 100%

Metric/Indicator

Actual

Latino: 100%
 Stud w/Disab.: 100%
 Foster Youth: 100%

18-19
 All students: 100%
 Low-income: 100%
 Eng. Lners: 100%
 Afr. – Amer.: 100%
 Latino: 100%
 Stud w/Disab.: 100%
 Foster Youth: 100%

18-19
 All students: 100%
 Low-income: 100%
 Eng. Lners: 100%
 Afr. – Amer.: 100%
 Latino: 100%
 Stud w/Disab.: 100%
 Foster Youth: 100%

18-19 (17-18 SARC)

Expected

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

18-19
Good Repair

Baseline
2016-17: Good Repair

Actual

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
<p>The measurable outcomes have been modified to ensure we are targeting and addressing student group performance including students with disabilities, English Language Learners, and low-income outcomes.</p>	<p>3a: Number of teachers who are compliant</p> <p>We hired co-teachers for a number of our classrooms that had high turnover and we have come to the end of the school year fully staffed in all grade levels and subjects.</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 177,579</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 128,922</p>
<p>3a: Number of teachers who are compliant</p>	<p>Our annual teacher recruitment season and comprehensive interview process is now underway for 2019-20. We aim to clearly communicate with candidates about needed action steps prior to joining KIPP LA to ensure they maintain the appropriate certificates before the school year.</p>	<p>4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 30957</p>	<p>4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 22,500</p>
<p>In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:</p>	<p>The KIPP LA credentialing specialists support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We continue to</p>	<p>4201 Class sets/library books 4000-4999: Books And Supplies Base 12383</p>	<p>4201 Class sets/library books 4000-4999: Books And Supplies Base 10,000</p>
<p>Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. We aim to clearly communicate with candidates about needed action steps prior to joining KIPP LA to ensure they maintain the</p>		<p>5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 37,500</p>	<p>5503 Janitorial Services & Supplies 5602 Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 140521</p>
		<p>5602 Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Base 80,000</p>	<p>5503 Janitorial Services & Supplies 5602 Repair and Maintenance 5000-5999: Services And Other</p>

appropriate certificates before the school year.

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 Loyal Marymount University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees. KIPP LA covers the cost of credentialing exams and preparation courses.

We also offer incentives and perks for teachers who are hired with a clear California credential or acquire one while teaching at KIPP LA.

Teacher Retention and Support
Once our teachers are hired we work with them to maintain and obtain proper documentation. This can look like supporting them with applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We

partner with Loyal Marymount University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees. KIPP LA covers the cost of credentialing exams and preparation courses.

We also offer incentives and perks for teachers who are hired with a clear California credential or acquire one while teaching at KIPP LA.

Teacher Retention and Support
Once our teachers are hired we work with them to maintain and obtain proper documentation. This can look like supporting 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: Number of books and software licenses

We adopted a variety of software that helped with instruction in the classroom. The software we adopted is Math IXL, AcceleratedReader, Newsela and Freckle. We also purchased enough books to have a classroom library in every classroom.

We recognize that our students read across a variety of literacy levels; therefore, we have taken

		Operating Expenditures Base 279531
5827	Credentialing	5827 Credentialing 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 10,000
5824	KIPP School Leadership Program	5204, 5824 -KSLP, Start Strong
5825	Other Professional Development	5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 44,718
5800	Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 31250	
5601	Rent 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 88,092	5601 Rent 5000-5999: Services And Other Operating Expenditures Other 352,366
5204	KIPP Summit Travel and Accommodations 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 19,662	5803 KIPP LA Fees-Talent, Ops, RE 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 68,551.14
5803	KIPP LA Fees-Talent and Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 65873	

know that teacher retention is an important factor in student achievement.

3b: Number of books and software licenses

All students, including English language learners will have lesson plans and assessments that are common core aligned. We will be purchasing scripted curriculum for all core content subjects including Science to ensure high quality, rigorous lessons are implemented daily. Workbooks and novels will also be purchased to support the curriculum. As well as a variety of library books that students can read that are leveled to their independent reading level.

Teachers will turn in lesson internalization guides weekly to ensure they are ready to implement the curriculum.

We will also purchase 2 or more computer adaptive programs that are common core aligned and can be used supplementally to the curriculum. This will ensure scholars have multiple opportunities to practice skills and demonstrate mastery on common core standards.

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

steps to ensure that our curricula allows students to access reading materials at their literacy level. For instance, our science curriculum, Amplify, lets teachers assign accommodations such as having the article read aloud to individual students to ensure that reading levels aren't a barrier to accessing the content. Likewise, our social studies teachers use News ELA to assign reading materials that cover the range of our students' literacy levels.

Teachers turn in lesson internalization guides weekly to ensure they are ready to implement the curriculum.

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

Teachers have participated in professional development throughout the year. Trainings strengthen our teachers understanding of our instruction and in the Common Core. We 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 KPA teachers have received training on the Common Core State Standards in 2018-19.

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 aim to intentionally integrate ELD standards aligned to lessons in all classes.

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, and curriculum for these trainings.

KIPP LA will host a Kick-Off Week where all stakeholders will attend 3 days of intense learning alongside

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.

KIPP LA hosted a Kick-Off Week where all stakeholders will attend 3 days of intense learning alongside other teachers and leaders from KIPP LA schools. Sessions focused on common core aligned lessons, support for scripted curriculum, diversity equity and inclusion, and student support.

KIPP LA also 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.

Our electives are available to all students, including ELs and Students with Disabilities. ELD instruction does not interfere with students' ability to participate in elective offerings at KPA.

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

other teachers and leaders from KIPP LA schools. Sessions will focus on common core aligned lesson, support for scripted curriculum, diversity equity and inclusion, and student support.

KIPP LA also 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.

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 ensure 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 dance, PE, sports, computer science, chess. 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

on using operational and custodial staff.

KPA operations staff including the Business Operations Manager also conduct regular walk-throughs of facilities to ensure cleanliness and safety of our spaces.

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

Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that focus on running operations at the different school sites.

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

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

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

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

Students to be Served

All

Location(s)

Analysis

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

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

All the above actions and services have been implemented fully to achieve our goal of creating spaces and opportunities for student achievement through the basic conditions of learning.

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

On the 2018 CA Dashboard, we 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). The above actions and services are effective in achieving our goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

KIPP LA added lines to show complete Janitorial and Repair and Maintenance expenses funded not only from Supplemental and Concentration Grant but also from Other Sources

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?

Stakeholders are continuously engaged about the progress of our school, however, the official LCAP meeting was held on April 4 at 8:00 am to ensure a high percentage of parent participation. We currently hold monthly meetings between families, the Business Operations Manager, and the interim school leader to share important information, solicit feedback, and actively involve families in their students' learning outcomes. Monthly "Team and Family" nights that engage parents and students in different subjects (focused on building strength in mind, body and spirit). One example is our recent "Team and Family" night centered around Financial Literacy, where students and families were able to dive in about the importance of savings accounts and how to build your credit.

A planning meeting (School Site Council) is being held with teachers and administration prior to the larger meeting with all stakeholders. During this meeting, we invited all families to come to a meeting to learn about LCFF and give their feedback on our goals for the eight state priorities. The LCAP stakeholder engagement meeting first started with an explanation of the Local Control Funding Formula and how it differs from how schools were funded in the past. Attendees learned how the formula is executed and how the schools are going to be held accountable for the funds through the LCAP and the eight state priorities. Next, the meeting shifted to presenting KPAs LCAP. Each goal was presented by identifying what state priority each goal was addressing, which students the goal was aimed towards and how we are measuring progress. The last step was to begin brainstorming ways to ensure goal metrics were being hit and that all stakeholders were involved in the feedback and implementation of the next steps.

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 93% of students reported that "My school wants me to do well." In addition, Over 86% 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?

Stakeholder feedback reinforced existing LCAP goals, actions, and services, and will impact our implementation in 2019-20 and beyond. Through the official LCAP parent meeting and SSC meeting, parents identified and recommended the following initiatives to account for gaps in hitting specific goals. Our first focus was on student achievement and families recommended ensuring a focus on hiring high-quality teachers that are familiar with our school and community, providing enriching opportunities for our scholars throughout the day, and ensuring teachers are being trained on the necessary tools to manage their classrooms.

The next focus was on communication with families as it relates to scholars' academic performance, events on campus, and attendance. Families recommended a more streamlined texting application, professional development for families on Illuminate (our grade book system), and a digital version of the family newsletter. This session brought up a lot of great ideas, many of which we have begun to execute this year; including a focus on hiring for the 2019-20 school year (goal 1, All Students Will Achieve), purchasing of Remind which is a parent communication tool (Goal 2, Support Student, Family, and School Engagement), and a focus on academic rigor and behavior management professional development for teachers (Goal 1).

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

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: 38%	41%	ALL: 52% Low-Income: 52% African American Students: 51% Latino Students: 52% Students with Disabilities: 13% Foster Youth: not enough data	ALL: 55% Low-Income: 55% African American Students: 54% Latino Students: 55% Students with Disabilities: 16% Foster Youth: not enough data

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of students meeting state-established proficiency levels for Math	2015-16: 21%	27%	ALL: 27% Low-Income: 27% African American Students: 25% Latino Students: 28% Students with Disabilities: 10% Foster Youth: not enough data	ALL: 30% Low-Income: 30% African American Students: 28% Latino Students: 31% Students with Disabilities: 13% Foster Youth: not enough data
Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test)	2016-17: 57.6%	61.6%	Reclassification Rate: >25%	Reclassification Rate: >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

KPA provides daily targeted instruction to our scholars through small group instruction in the classroom. Next year, we are adopting a scripted curriculum for all core contents to ensure there is an emphasis on data driven instruction and high quality teaching. The curriculum resources that will be purchased may include: Bridges Math, Open-Up Math, Amplify Science, and KIPP Wheatley for Social Studies and English Language Arts. In addition to the scripted curriculum, computer adaptive programs, that are common core standards based, will also be purchased for core content classes. Programs may include: Compass Learning Math, Waggle ELA, Accelerated Reader, Kickboard. Through these curriculum purchases, scholars will have access to research based excellent resources that are at grade level and computer adaptive programs that are differentiated for their current level of performance. This will support their learning as measured by growth and absolute performance.

1a: Number of students who are proficient for English Language Arts and Math

The measurable outcomes have been modified to ensure we are targeting and addressing student group performance including students with disabilities, English Language Learners, and low-income outcomes. Based on these goals, we will intentionally disaggregate data to ensure we are on target to meet goals and intentionally group students across all groups to ensure they are receiving targeted daily instruction based on need.

KPA provides daily targeted instruction to our scholars through small group instruction in the classroom. We will continue implementing a scripted curriculum in all core content classes. There will be an increased emphasis on data-driven instruction and high-quality teaching. The curriculum resources that will be purchased may include: Bridges Math, Open-Up Math, Amplify Science, and KIPP Wheatley for Social Studies and English Language Arts. In addition to the scripted curriculum, computer adaptive

1a: Number of students who are proficient for English Language Arts and Math

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With the addition of scripted curriculum, professional development will be streamlined and focused on supporting teachers through internalizing lessons and analyzing data. All teachers will be paired with a Coach who will meet with them weekly to support the implementation of the curriculum, data analysis, and behavior management.

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. This includes MAP testing to gain baseline data, leadership team observing daily and providing real time feedback, and daily professional development in the afternoon.

In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle (KIPPs internal data analysis platform). Teachers will conduct daily deep dives twice weekly and whole school deep dives will occur once quarterly. Teachers will use previous SBAC & MAP scores to create targeted instruction for each student and aligned goals to ensure individuals are making progress each year.

programs, that are common core standards based, will also be purchased for core content classes. Programs may include: Zeal, Actively Learn, Accelerated Reader, Kickboard. Through these curriculum purchases, scholars will have access to research-based excellent resources that are at grade level and computer adaptive programs that are differentiated for their current level of performance. This will support their learning as measured by growth and absolute performance.

Once we get access to our SBAC scores for 2017-18, we will be able to determine the effectiveness of the curriculum and begin to problem solve around potential gaps. These strategies may include - purchased or creating supplemental materials, adding additional intervention teachers, purchasing or switching which Computer Adaptive Programs are being used.

Targeted professional development will continue to be a focus. All teachers will be paired with a coach who will meet with them weekly to support the implementation of the curriculum, data analysis, and behavior management.

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. This includes MAP testing to gain baseline data, leadership team observing

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In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle (KIPPs internal data analysis platform). Teachers will conduct daily deep dives twice weekly and whole school deep dives will occur once quarterly. Teachers will use previous SBAC & MAP scores to create targeted instruction for each student and aligned goals to ensure individuals are making progress each year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	653749	349,673.36	365,143
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends

Amount	59846	20,000	20,608
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology
Amount	25587	32,000	32,973
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4402 Classroom Software	4000-4999: Books And Supplies 4402 Classroom Software	4000-4999: Books And Supplies 4402 Classroom Software
Amount	6000	5,000	5,152
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials
Amount	22524	15000	15456
Source	Supplemental & Concentration	Supplemental & Concentration	Base
Budget Reference	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers 4405 Staff/Office Software	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers 4405 Staff/Office Software	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers 4405 Staff/Office Software
Amount		86000	65131
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 1201 - Social Worker/Counselor	5000-5999: Services And Other Operating Expenditures 5803 5806, 5807, Substitute Teaching Consulting, Management Fee (Academics support)

Amount		3,361.32	
Source		Title III	
Budget Reference		1000-1999: Certificated Personnel Salaries 1101- Certified Regular Teachers	

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1b: Progress in English language Proficiency

All CELDT data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. Plans may include additional needs for manipulative, visuals, realia, or

2018-19 Actions/Services

1b: Progress in English language Proficiency

The measurable outcomes have been modified to reflect reclassification rates to ensure we are setting scholars up for success as they make the transition to High School. This will also help decrease

2019-20 Actions/Services

1b: Progress in English language Proficiency

The measurable outcomes have been modified to reflect reclassification rates to ensure we are setting scholars up for success as they make the transition to High School. This will also help decrease

excursions. As well as technology needs such a projectors, iPads, and a document camera.

Teachers will also receive professional development through one on one coaching and weekly meetings for targeted strategies for EL students. Strategies may include an emphasis on vocabulary, writing, and speaking.

An English Advisory Council meets twice yearly and is made up of parents of English Language Learners and staff. During these meetings, we brainstorm supports and way to increase English proficiency for their scholars. It is also a time for parents to support each other and an open forum to ask questions.

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

English Language students can receive small group instructional with classes to support their language development.

1c: Percentage of EL students who reclassify as RFEP

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

the number of long-term English Language Learners.

All ELPAC data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

Teachers will also receive professional development through one on one coaching and weekly meetings for targeted strategies for EL students. Strategies may include an emphasis on vocabulary, writing, and speaking.

An English Advisory Council meets twice yearly and is made up of parents of English Language Learners and staff. During these meetings, we brainstorm supports and way to increase English proficiency for their scholars. It is also a time for parents to support each other and an open forum to ask questions.

We will also begin to integrate ELD standards into all core content classes to ensure that throughout the day scholars are receiving the language support necessary to become proficient.

Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL

the number of long-term English Language Learners.

All ELPAC data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

Teachers will also receive professional development through one on one coaching and weekly meetings for targeted strategies for EL students. Strategies may include an emphasis on vocabulary, writing, and speaking.

An English Advisory Council meets twice yearly and is made up of parents of English Language Learners and staff. During these meetings, we brainstorm supports and way to increase English proficiency for their scholars. It is also a time for parents to support each other and an open forum to ask questions.

We will also begin to integrate ELD standards into all core content classes to ensure that throughout the day scholars are receiving the language support necessary to become proficient.

Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL

<p>instructional support to support their language development.</p>	<p>students will receive small group instructional support to support their language development.</p> <p>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.</p>	<p>students will receive small group instructional support to support their language development.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	111726	169,774	13,888
Source	Supplemental & Concentration	Supplemental & Concentration	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention

Action 3

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
<p>OR</p>	

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
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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 Philosopher's Academy as measured by surveys
 To achieve or maintain school attendance rates and decrease chronic absenteeism

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
engagement, parent leadership opportunities		engagement, parent leadership opportunities	engagement, parent leadership opportunities	engagement, parent leadership opportunities
Suspension rate	2016-17: 1.7%	<2%	All students: < 2% Low-Income families: < 2% English Learners: < 2% African-American families: < 2% Latino families: < 2% Students with Disabilities: < 2% Foster Youth: not enough data	All students: < 2% Low-Income families: < 2% English Learners: < 2% African-American families: < 2% Latino families: < 2% Students with Disabilities: < 2% Foster Youth: not enough data
Expulsion rate	2016-17: 0%	<1%	All students: < 1% Low-Income families: < 1% English Learners: < 1% African-American families: < 1% Latino families: < 1% Students with Disabilities: < 1% Foster Youth: not enough data	All students: < 1% Low-Income families: < 1% English Learners: < 1% African-American families: < 1% Latino families: < 1% Students with Disabilities: < 1% Foster Youth: not enough data
Students will feel safe at school as measured by internally provided surveys	2016-17: 63% report feeling safe at school	70%+ of scholars will feel safe at school as measured by internally provided surveys.	All students: 70% Low-Income families:70% English Learners: 70% African-American families: 70% Latino families: 70% Students with Disabilities: 70%	All students: 70% Low-Income families:70% English Learners: 70% African-American families: 70% Latino families: 70% Students with Disabilities: 70%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Foster Youth: not enough data	Foster Youth: not enough data
Average Daily Attendance (ADA)	2016-17: 95%	>95%	All students: 95% Low-Income families: 95% English Learners: 95% African-American families: 95% Latino families: 95% Students with Disabilities: 95% Foster Youth: not enough data	All students: 95% Low-Income families: 95% English Learners: 95% African-American families: 95% Latino families: 95% Students with Disabilities: 95% Foster Youth: not enough data
Chronic Absenteeism	2016-17: 15%	<10%	All students: <15% Low-Income families: <15% English Learners: <10% African-American families: <15% Latino families: <10% Students with Disabilities: <18% Foster Youth: not enough data	All students: <15% Low-Income families: <15% English Learners: <10% African-American families: <15% Latino families: <10% Students with Disabilities: <15% Foster Youth: not enough data

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services**2a: Parent Engagement**

Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally, parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. We will hold session to accommodate parents by altering between morning and evening events. Participation will be incentivized for families and scholars to increase participation rates.

A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our

2018-19 Actions/Services

The measurable outcomes have been modified to ensure we are targeting and addressing student group performance including students with disabilities, English Language Learners, and low-income outcomes.

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. We will hold sessions to accommodate parents by altering between morning and evening

2019-20 Actions/Services

The measurable outcomes have been modified to ensure we are targeting and addressing student group performance including students with disabilities, English Language Learners, and low-income outcomes.

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. We will hold sessions to accommodate parents by altering between morning and evening

most used method would be our printed family bulletin that is shared, and our all call using school messenger. We will also post signs on both campuses and ensure teachers reminder scholars of upcoming events daily.

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

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

We also work with and train our school office staff to make sure that we are consistently interacting 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.

events. Participation will be incentivized for families and scholars to increase participation rates.

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. We will also post signs on both campuses and ensure teachers reminder scholars of upcoming events daily. We will be purchasing a program called Remind that directly mass texts families and allows them to receive communication in a much more accessible way.

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

We will focus our behavior management systems on proactive measures and ensure teachers are equipped with tools, through coaching and professional development, to support our scholars with social emotional learning.

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

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

To ensure safety throughout the day, security guards have been hired to increase supervision and community awareness. We will be operating as a split site and security will be present at both campuses.

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

consistently interacting with our community and families.

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. We will use a computer program called Kickboard to track and support this initiative.

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

We will focus our behavior management systems on proactive measures and ensure teachers are equipped with tools, through coaching and professional development, to support our scholars with social-emotional learning. As we move to being a more trauma-informed region, we will continue to implement the Calm Classrooms curriculum to teach our scholars mindfulness exercises.

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

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. On site we ensure monthly drills and training for teachers in case of an emergency.

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.

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they understand the importance of school and receive praise and support to get to school daily.

Additionally, students who are chronically absent will participate in an SST meeting where teachers, administration, and families sit down to problem solve and implement strategies to ensure absenteeism decreases.

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

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Our goals have been modified to take into account historical data trends based on student population group with the intention of ensuring chronic absenteeism rates remain as low as possible.

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.

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Calm Classroom/Trauma Informed Schools: In our effort to reduce the inequities between student group performances and increase achievement for all students, we are implementing Calm Classroom and becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that our students bring with them their past experiences and aids in the healing process for those that have. One component of this approach is to provide a Social-Emotional Learning intervention course called Calm Classroom. Calm Classroom is a mindfulness-based school-wide social and emotional learning program which is composed of three-minute scripted mindful breathing, stretching, focusing and relaxation techniques presented to students by the entire school staff throughout the school day. Calm Classroom is a sustainable program based on the simplicity of implementation, quality training, long-term support, and ongoing evidence of positive outcomes. Calm Classroom has a proven track record of empowering students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance. We are in the beginning 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	43677	42,260	47,211
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2401 Office Manager
Amount	2000	2064	2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent
Amount	5000	5160	5,000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights
Amount	1000	5000	2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4405 School Messenger	4000-4999: Books And Supplies 4405 School Messenger	4000-4999: Books And Supplies 4405 School Messenger
Amount	70000	80,000	50,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security

Amount		10,000	42000
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5831 Field Trips	5000-5999: Services And Other Operating Expenditures 5831 Field Trips 5839 Student Incentives 5841 End of Year Field Trips 5840 Student Transportation
Amount		66,519	68,173
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		2000-2999: Classified Personnel Salaries 2403-Office Associate	2000-2999: Classified Personnel Salaries 2205; 2403 Operations Aide, Ops Support/Receptionist
Amount		66133	8,537.83
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5803 KIPP LA Fees -Operations & ACE	5800: Professional/Consulting Services And Operating Expenditures 5803 KIPP LA Fees -Operations & ACE

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3a: Number of teachers who are compliant

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

Recruitment

We focus on hiring experienced, credentialed teachers and ensure proper placement. We aim to clearly communicate with candidates about needed action steps prior to joining KIPP LA to ensure they maintain the appropriate certificates before the school year.

2018-19 Actions/Services

The measurable outcomes have been modified to ensure we are targeting and addressing student group performance including students with disabilities, English Language Learners, and low-income outcomes.

3a: Number of teachers who are compliant

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

Recruitment

2019-20 Actions/Services

The measurable outcomes have been modified to ensure we are targeting and addressing student group performance including students with disabilities, English Language Learners, and low-income outcomes.

3a: Number of teachers who are compliant

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

Recruitment

We 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 Loyal Marymount University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees.

We also offer incentives and perks for teachers who are hired with a clear California credential or acquire one while teaching at KIPP LA.

Teacher Retention and Support
Once our teachers are hired we work with them to maintain and obtain proper documentation. This can look like supporting 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: Number of books and software licenses

We focus on hiring experienced, credentialed teachers and ensure proper placement. We aim to clearly communicate with candidates about needed action steps prior to joining KIPP LA to ensure they maintain the appropriate certificates before the school year.

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Teacher Retention and Support
Once our teachers are hired we work with them to maintain and obtain proper documentation. This can look like

All students, including English language learners will have lesson plans and assessments that are common core aligned. We will be purchasing scripted curriculum for all core content subjects including Science to ensure high quality, rigorous lessons are implemented daily. Workbooks and novels will also be purchased to support the curriculum.

Teachers will turn in lesson internalization guides weekly to ensure they are ready to implement the curriculum.

We will also purchase 2 or more computer adaptive programs that are common core aligned and can be used supplementally to the curriculum. This will ensure scholars have multiple opportunities to practice skills and demonstrate mastery on common core standards.

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

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.

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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.

KIPP LA will also participate in the KIPP School Summit where all stakeholders will attend 3 days of intense learning alongside other teachers and leaders from KIPP schools. Sessions will focus on common core aligned lesson, support for scripted curriculum, and student support.

KIPP LA also 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.

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.

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 aim to intentionally integrate ELD standards aligned to lessons in all classes.

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All students have access to electives which provide opportunities that students would not likely have in courses such as dance, PE, sports, computer science, chess. This includes all supplies, curriculum, software needed to complete these electives.

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

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

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

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

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	153451	177,579	124,634
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher
Amount	30000	30957	18,250
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies 4201 Class sets/library books

Amount	12000	12383	55,839.15
Source	Base	Base	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books	5000-5999: Services And Other Operating Expenditures 5803 KIPP LA Fees-Talent, Ops, RE
Amount	130000	37,500	40,350
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies 5602 Repair and Maintenance
Amount	65000	80,000	82,432
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5602 Repair and Maintenance	5000-5999: Services And Other Operating Expenditures 5602 Repair and Maintenance	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies 5602 Repair and Maintenance
Amount	20000	10,000	5,000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5822 Staff Recruitment	5000-5999: Services And Other Operating Expenditures 5827 Credentialing	5000-5999: Services And Other Operating Expenditures 5827 Credentialing

Amount	36500	31250	38,250
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development	5800: Professional/Consulting Services And Operating Expenditures 5204, 5824 -KSLP, Start Strong
Amount	347764	88,092	192,839
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5601 Rent	5000-5999: Services And Other Operating Expenditures 5601 Rent	5000-5999: Services And Other Operating Expenditures 5601 Rent
Amount	14000	19,662	1,741,276
Source	Supplemental & Concentration	Supplemental & Concentration	LCFF Base & Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5204 KIPP Summit Travel and Accommodations	5000-5999: Services And Other Operating Expenditures 5204 KIPP Summit Travel and Accommodations	1000-3999: Salaries and Benefits 1000-3999: Salaries and Benefits
Amount		65873	
Source		Supplemental & Concentration	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5803 KIPP LA Fees-Talent and Ops	

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

\$628,824

Percentage to Increase or Improve Services

33%%

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

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

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

\$756,707

33%%

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

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

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

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LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$\$767,022

32.05%%

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

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

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

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Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[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	1,511,240.68	2,162,796.64	1,809,824.00	1,511,240.68	3,042,142.98	6,363,207.66
Base	257,664.00	509,326.00	384,677.00	257,664.00	222,501.00	864,842.00
LCFF Base & Other	0.00	0.00	0.00	0.00	1,741,276.00	1,741,276.00
Other	0.00	386,689.51	0.00	0.00	0.00	0.00
Supplemental & Concentration	1,250,215.36	1,252,893.13	1,425,147.00	1,250,215.36	1,064,477.98	3,739,840.34
Title III	3,361.32	13,888.00	0.00	3,361.32	13,888.00	17,249.32

* 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	1,511,240.68	2,162,796.64	1,809,824.00	1,511,240.68	3,042,142.98	6,363,207.66
1000-1999: Certificated Personnel Salaries	786,387.68	742,178.24	918,926.00	786,387.68	503,665.00	2,208,978.68
1000-3999: Salaries and Benefits	0.00	0.00	0.00	0.00	1,741,276.00	1,741,276.00
2000-2999: Classified Personnel Salaries	108,779.00	150,059.51	43,677.00	108,779.00	115,384.00	267,840.00
4000-4999: Books And Supplies	127,564.00	104,014.00	163,957.00	127,564.00	101,439.00	392,960.00
5000-5999: Services And Other Operating Expenditures	315,254.00	946,154.33	632,764.00	315,254.00	533,591.15	1,481,609.15
5800: Professional/Consulting Services And Operating Expenditures	173,256.00	220,390.56	50,500.00	173,256.00	46,787.83	270,543.83

* 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	1,511,240.68	2,162,796.64	1,809,824.00	1,511,240.68	3,042,142.98	6,363,207.66
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	783,026.36	728,290.24	918,926.00	783,026.36	489,777.00	2,191,729.36
1000-1999: Certificated Personnel Salaries	Title III	3,361.32	13,888.00	0.00	3,361.32	13,888.00	17,249.32
1000-3999: Salaries and Benefits	LCFF Base & Other	0.00	0.00	0.00	0.00	1,741,276.00	1,741,276.00
2000-2999: Classified Personnel Salaries	Base	42,260.00	99,642.00	43,677.00	42,260.00	47,211.00	133,148.00
2000-2999: Classified Personnel Salaries	Other	0.00	34,323.51	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	66,519.00	16,094.00	0.00	66,519.00	68,173.00	134,692.00
4000-4999: Books And Supplies	Base	55,404.00	40,500.00	56,000.00	55,404.00	42,858.00	154,262.00
4000-4999: Books And Supplies	Supplemental & Concentration	72,160.00	63,514.00	107,957.00	72,160.00	58,581.00	238,698.00
5000-5999: Services And Other Operating Expenditures	Base	160,000.00	369,184.00	285,000.00	160,000.00	132,432.00	577,432.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	352,366.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	155,254.00	224,604.33	347,764.00	155,254.00	401,159.15	904,177.15
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	173,256.00	220,390.56	50,500.00	173,256.00	46,787.83	270,543.83

* 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	680,808.68	827,385.00	879,432.00	680,808.68	518,351.00	2,078,591.68
Goal 2	277,136.00	278,302.50	121,677.00	277,136.00	224,921.83	623,734.83
Goal 3	553,296.00	1,057,109.14	808,715.00	553,296.00	2,298,870.15	3,660,881.15
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					