LCFF Budget Overview for Parents

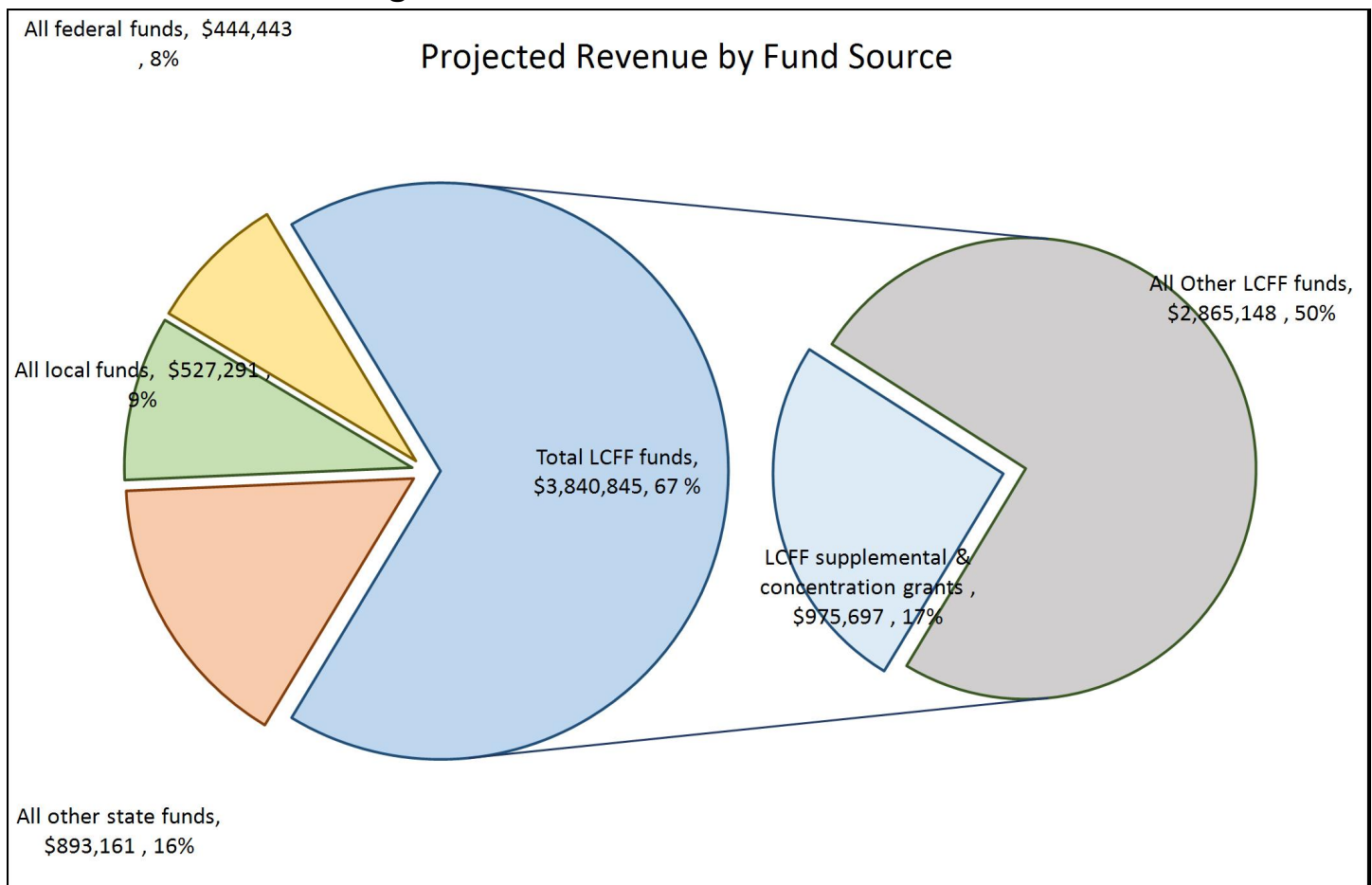Local Educational Agency (LEA) Name: KIPP Scholar Academy

CDS Code: 19-64733- 0125625

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

LEA contact information: Tiffany Moore, Founding School Leader

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $444,443, 8%

All local funds, $527,291, 9%

Total LCFF funds, $3,840,845, 67 %

All other state funds, $893,161, 16%

All Other LCFF funds, $2,865,148, 50%

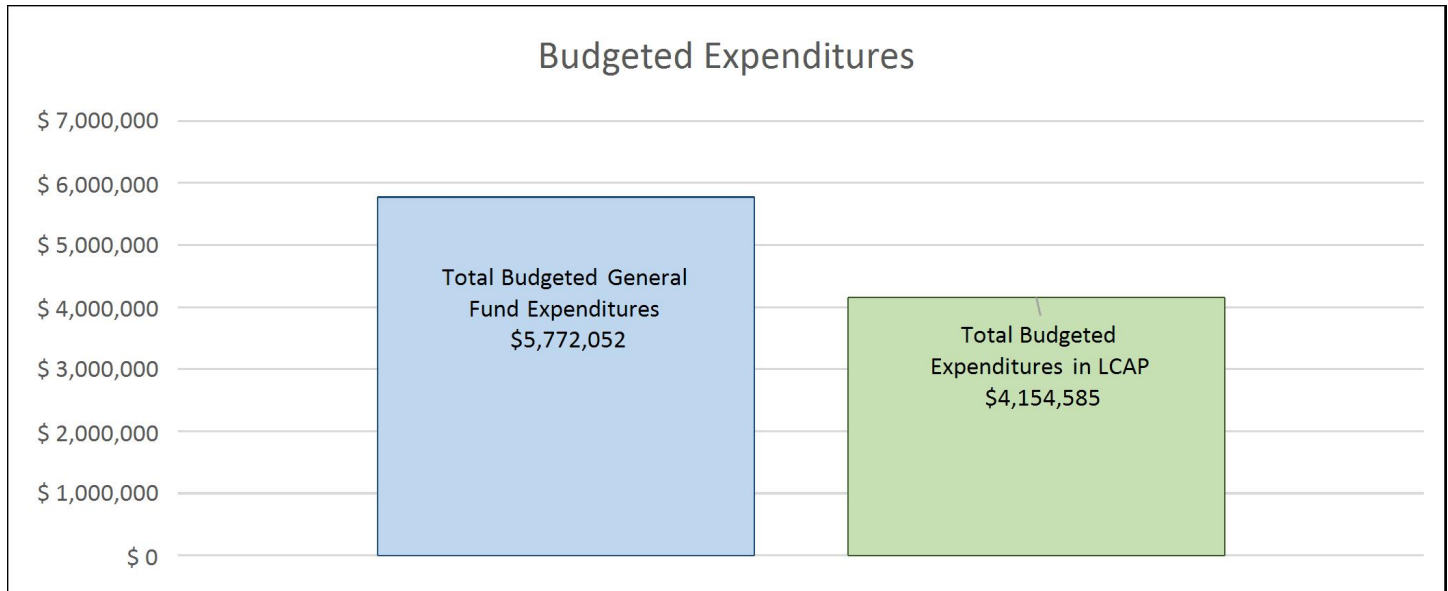LCFF supplemental & concentration grants, $975,697, 17%

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

The total revenue projected for KIPP Scholar Academy is $5,705,740, of which $3,840,845 is Local Control Funding Formula (LCFF), $893,161 is other state funds, $527,291 is local funds, and $444,443 is federal funds. Of the $3,840,845 in LCFF Funds, $975,697 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$5,772,052

Total Budgeted Expenditures in LCAP
$4,154,585

This chart provides a quick summary of how much KIPP Scholar 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 Scholar Academy plans to spend $5,772,052 for the 2019-20 school year. Of that amount, $4,154,585 is tied to actions/services in the LCAP and $1,617,467 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.
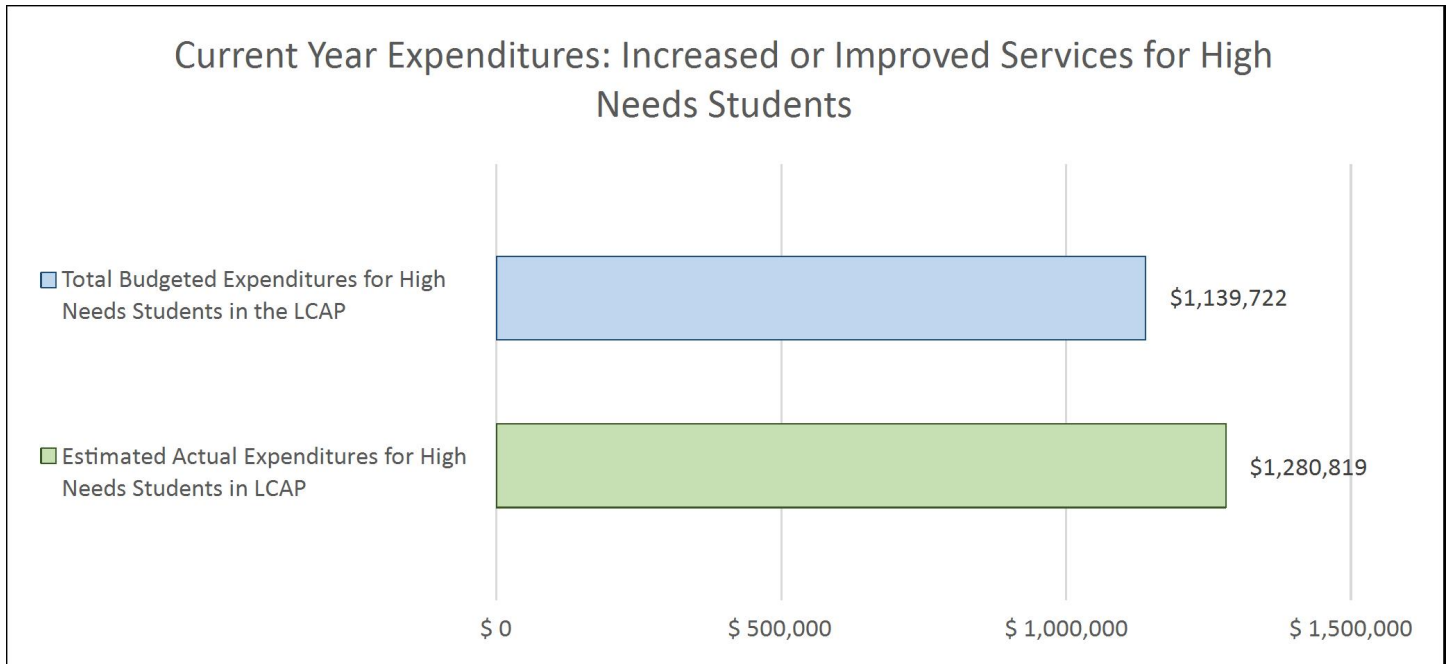
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

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

In 2019-20, KIPP Scholar Academy is projecting it will receive $975,697 based on the enrollment of foster youth, English learner, and low-income students. KIPP Scholar 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 Scholar Academy plans to spend $1,079,072 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the LCAP — $1,139,722

Estimated Actual Expenditures for High Needs Students in LCAP — $1,280,819

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

This chart compares what KIPP Scholar 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 Scholar 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 Scholar Academy's LCAP budgeted $1,139,722.01 for planned actions to increase or improve services for high needs students. KIPP Scholar Academy estimates that it will actually spend $1280819 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 Scholar Academy	Tiffany Moore Founding School Leader	tmoore@kippla.org 323-353-6543

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

KIPP Scholar Academy is a tuition-free public charter middle school that opened in summer 2012 in South Los Angeles. We serve approximately 390 students in grades five through eight.

KIPP Scholar Academy's mission is to develop students into scholars who possess the academic, intellectual, and social skills to succeed in high school, thrive in college, and positively impact our world.

Our guiding values are scholarship, love, integrity, and grit.

Our scholars will possess a love of learning. They will love themselves, their community, team, and family. They understand that with the value of grit, they will achieve their goals no matter how challenging they may be. By doing what's right even when no one is looking, our students' integrity will guide them in their decision-making.

Our norm day demographics for 2018-19 are as follows:
- We have a total of 384 scholars.
- 96% of our scholars identify themselves as people of color. 47% of our student population is African American, and 49% of our student population is Latino/Hispanic
- 91.4% of our scholars qualify for free or reduced lunch.
- 12.8% of our students are classified as English Learners
- 14.6% of our population receive services from the special education department.

KIPP:SCHOLAR ACADEMY

LCAP Highlights

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

KIPP Scholar Academy's priority remains academic achievement for all (general education students, students with special needs, English Learners, etc.). We will continue to work towards creating a culture of achievement where our learning environment is joyful, calm, productive, and values-centered (see Goal 2, Support Student, Family, and School Engagement). Finally, we are dedicated to teacher development as we know, if teachers are developed we are more likely to retain them (see Goal 1, All Students Will Achieve).

Other highlights:
- KIPP Scholar Academy has a 1:1 computer ratio.
- We offer enrichment classes three days a week from 3:00-4:00 to provide classes like: Robotics, We Day Civic Engagement , Street Poets, academic intervention, band/drum line, and more. Kids are provided a well-rounded education designed to fulfill our mission of preparing them for high school, college and life.
- KIPP Scholar uses research based computer software to enhance the learning of our scholars (i.e. MyOn, iReady, Accelerated Reader, etc.).
- We are a music school. All students learn to read music and play an instrument.
- We uniquely serve an almost 50/50 African American/Latino split, and consider that an immense strength. We are one of the top 13 schools in the state of California serving African American students (50% or higher African American population, 50% or higher FRL). In other words, our charter is proving what's possible and can be a model for other schools in the state with similar demographics.

Review of Performance

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

Greatest Progress

At KIPP Scholar Academy, we are most proud of the growth we have made academically and the well-rounded education we have provided our scholars in and outside of the classroom. We are building on the momentum we have made and expect to see continued growth. Below is a review of the growth we have made academically.

SBAC

- ELA - 46% of students at KIPP Scholar Academy scored a 3 or 4 on the ELA SBAC in 2018.
- Math - 29% of students at KIPP Scholar Academy scored a 3 or 4 on the math SBAC in 2018 (3% increase from year prior)

Science CST (2015-16 results) We will be able to report CAST results next year.
- 80%+ of students scored advanced or proficient on the 5th grade CST science exam.
- 63%+ of students scored advanced or proficient on the 8th grade CST science exam.

ELPAC and reclassification
- In 2018, nearly 38% of our English Learners passed the ELPAC. This was the second highest passing percentage rate in the KIPP LA Region. We have set our goals higher and have provided an ELPAC boot camp designed to prepare our scholars for this rigorous assessment.
- In the 2017-18 school year, we reclassified 11% of students and are on track to meeting our goal for the 2018-19 school year.

What we have done to foster more growth in the 2018-19 school year and will continue to drive forward with in 2019-20:
- Focus on data-driven instruction - teachers are developed in not only HOW to read data, but how to respond to that data in a way that will unearth misconceptions and close the learning gap that exists in their classroom. Teachers also have to ACT upon the data through high quality reteaching and small group instruction. We have also invested in intervention teachers to close math and ELA gaps early in the school year.
- Focus on quality lesson execution - teachers receive a KIPP LA Teaching Rubric that outlines what excellence in teaching is under the domains of Classroom Culture, Lesson Internalization, Data Analysis, and Lesson Execution. They are developed through coaching conversations, content meetings, professional development and more.
- Ensure school culture remains strong. At KSA, we strive to produce a warm, welcoming, calm and productive environment for all scholars so that learning can truly be the focus.

In and out of the classroom strengths
- Culturally responsive education
- 1:1 computer ratio
- enrichment opportunities for all scholars
- Music school where all scholars read and play music
- high quality teacher development
- values centered culture (focused on character)
- strong parent relationships and thriving SSC and Parent Action Committee

Suspension Rate

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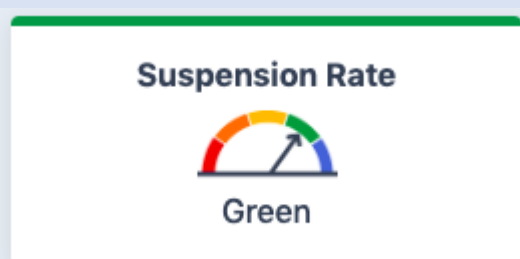
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that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

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Here are the areas where we are either orange or red on the 2018 California Dashboard:

1. Chronic absenteeism (RED) -

We have worked diligently to lower this rate. After careful data collection, we are currently on track to move from RED to YELLOW with a projected chronic absenteeism rate of 14%. Here is what led to that growth:

- We hired a full time Registrar who holds students and families accountable to achieving healthy attendance records through follow ups and relationship building.
- We reward students through our incentives programs for being on time and having strong attendance.
- Teachers build relationships with students and talk with them about their absences.

2. ELA (ORANGE) - We are projected to move from ORANGE to GREEN with a net growth of 18 points. Here are the practices we have put in place to grow our results:

- We partnered ELA teachers with a co-teacher so that small group instruction could happen from the beginning.
- A focus on reading systems and accountability has been a priority for the year.
- Deep focus on DDI practices that drive results.
- We hired an ELD intervention specialist to work with LTELs. She has kept track of the data and they have grown tremendously throughout the school year.

3. Math (ORANGE) - We are on track to move from ORANGE to YELLOW. Here are the practices we have put in place to grow our results:

- We hired two math intervention specialists who pull groups from 5th-8th grade 2-3 times a week. They have an additional math block designed to further their understanding of the standards and to close mathematical gaps.
- Content teams meet once a week to grow in pedagogical practices. We follow a few different protocols that help us know where our kids are performing so we can address the gaps. We plan lessons and units together and are beginning to read a book that addresses the Standards for Mathematical Practice. Below are the three protocols we use:
- Looking at Student Work Protocol
- Data-Dive Protocol
- Teach Back Protocol
- Focus on data-driven instruction - teachers are developed in not only HOW to read data, but how to respond to that data in a way that will unearth misconceptions and close the learning gap that exists in their classroom. This process is called rinse and repeat. Teachers are given ongoing feedback on how to improve rinse and repeat lessons. They respond to student confusion within a 24-48 hour time period. We have seen this strategy increase student results and teacher efficacy.
- Focus on quality lesson execution - teachers receive a KSA 5-point rubric that outlines what school-wide execution expectations are and are developed in how to meet those expectations as soon as possible. They are developed through coaching conversations, content meetings, professional development and more.

- Focus on excellent lesson planning. Teachers also are held accountable on a 5-point rubric for planning and receive a score 1-10 on the quality of their plan. Leaders are looking for rigor, alignment and built in opportunities for practice.

On a regional level, our teachers receive frequent training in math though our Math is Life sessions to assist them in the planning and execution of math lessons.

As a School Leader, I receive training from the region to prepare me to lead my math team effectively. I have been exposed to excellent books to read, best teaching practices, and have conducted several math co-observations with our Director of Teaching and Learning as well.

ATSI - Resource Inequities

As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocation. Our needs assessment did not reveal any resource inequities among student groups.

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

Performance Gaps

No student group was two colors lower than our whole school outcomes for any indicator. We are dedicated to ensuring all students succeed. We continuously collect and analyze student group data to monitor for performance gaps and promote equitable achievement. KSA provides the following intervention opportunities for students who fail to meet school wide goals for academic achievement:

Multi-Pronged Math Interventions - KSA takes a multi-pronged approach to intervention for students struggling in math. First, as part of the regular lesson cycle, teachers provide targeted intervention to students who are on the cusp of proficiency. This intervention approach most often takes the form of targeted one-on-one conferencing and small-group instruction. Second, for students who are farther behind in math, we provide two blocks of math instruction: one lesson block of regular math instruction, and one lesson block of intervention. This second approach starts with a beginning-of-year diagnostic assessment to identify students who are at-risk or already underperforming by grade- or age-level standards. Once we identify these students, we notify their parents, seeking their consent and support of their child's placement in the intervention block. Our intervention-block students benefit from mixed spiraled review, number talks, grade-level mini-lessons, frequent progress monitoring, and intensive instruction. When intervention-block students demonstrate consistent mastery of standards, they graduate from the program and only sit for their regular math block.

Targeted LTEL Instruction - As discussed in more detail below, KSA also provides intervention opportunities for LTEL students. Beginning this year, we have taken advantage of a regional English Language Development (ELD) teacher provided by KIPP LA Public Schools. Twice each week, our ELD teacher pulls out 6th- through 8th-grade EL students for small-group instruction using the Link to Literacy curriculum by DataWorks. Our EL students further benefit from our ELD teacher's close monitoring of ELPAC results, MAP and SBAC reading proficiency, ELA grades, reading progress, and parent meetings. So far, our intervention efforts here have led to LTELs increasing their English-language acquisition and literacy skills.

Intervention Begins With Student Group Data - Data is the common thread running through our different intervention opportunities. We routinely use data dives to hone in on student groups in need of intervention. For example, after taking a close look at data on our African American students, we realized that we needed to specifically target African American boys for intervention. To that end, we provided a professional development session called "Black Boy Joy." The session laid out the data on our African American boys' reading levels, math skills, GPAs, office referrals, and behavior. We then provided teachers with strategies for better engaging African American boys through think-pair-shares, socratic seminars, literature circles, literature dives, and relationship building. Teachers then planned a lesson using at least one of those strategies to drive up engagement among African American boys. Most recently, our teachers have been looking closely at our SpEd students' data to develop targeted intervention strategies. They have found that currently 37% of our SpEd population is averaging proficient or advanced on math assessments, and 13% of our SpEd population is averaging proficient or advanced on ELA assessments. Our analysis has convinced us to provide the following interventions with SpEd students: (1) targeted support during push-in and pull-out minutes to address foundational skill gaps; and (2) using RSP teachers to implement guided reading blocks for students 2-or-more years below grade level.

Here are the specific strategies we have put into play to support English Learners:
Operational Strategies to Increase the Reclassification of "At-Risk" ELs
KSA's "At-Risk" EL population has dipped slightly since 2017. In the 2016-2017 school year, the California Department of Education reported KSA's "At-Risk" EL population as 6.8%. By the 2017-2018 school year, KSA's "At-Risk" EL population ticked down to 5.2%, a decrease of 1.6%. True, as CSD notes, our "At-Risk" EL population still stands above the Resident Schools Median. Nevertheless, we are proud of the progress we have made in the last two years, and we are working diligently to continue improving the reclassification rate of "At-Risk" ELs and the rest of our EL population.

As a starting point, KSA teachers use the English Language Development standards set forth by the California Department of Education, in alignment with the Common Core State Standards, to assist in supporting and assessing the progress of ELs. Students of limited English proficiency receive the same academic content as those students who speak only English. All instruction is in English; however, there may be times when primary language support will be provided to students. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) as well as by providing structured, explicit language instruction (e.g. teaching Tier 2 and 3 vocabulary words related to the content) and supports (e.g. sentence frames to support writing and speaking related to the content).

As discussed above, KIPP LA Schools has hired a regional English Language Development Teacher who is assigned to work with LTEL students in grades 6-8. This teacher supports our EL students with up to 120 minutes per week of designated ELD instruction during the school day, including instruction using the Link to Literacy curriculum by DataWorks. In the Link to Literacy curriculum, EL students read to learn by 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, which can be summarized in the following steps:

Learning Objective - Teachers provide a focused statement describing the skill and concept of the lesson.
Activate Prior Knowledge - Students receive a quick review of a skill or experience with a statement about how it is relevant to the learning objective.

Concept Development - Concept definitions and big ideas are supported by labeled examples. Teachers establish precise academic language and ask questions to check for understanding.
Skill Development - Teachers provide students with concept-based steps with precise language. The curriculum also provides matching problems, one for teachers to model and one for teachers to guide students. Teachers then follow up with questions to check for understanding.
Relevance - The curriculum gives students personal, academic, and real-life reasons why the lesson is important to learn.
Closure - The curriculum asks students to complete skill-based projects, concept-based problems, and writing summaries to provide evidence of learning.
Extra Literacy Support - The curriculum encourages reading level growth, vocabulary development, and comprehension via read-alouds and tracking LTELs' reading levels and page-read goals in Accelerated Reader.

In addition to the DataWorks ELD instruction detailed above, KIPP LA Schools uses an extended day schedule where ample supplemental time, if necessary, can be used for Designated ELD instruction (dELD). As stated in the California Framework for English Language Development, dELD has a strong emphasis on oral language development in actively engaging collaborative discussions. During the school day, teachers use designated time to support all learners during small group instruction, workshops and reteach time. Additionally, during these strategic designated times throughout a school week, teachers will work with EL students one-on-one or in small groups to focus on targeted ELD standards based upon their present levels of performance in English. Groupings of students are highly dynamic to meet the needs of English Learners. Per the California Framework for English Language Development and English Language Arts, the guidance on the general stages of English language development (native language, emerging, expanding, bridging, lifelong language learners) are described as a complex and multilayered process that does not necessarily occur in a linear fashion.

Additional EL Intervention Strategies
On top of the strategies outlined above, KSA has pursued the following interventions for ELs:

Targeted LTEL Instruction - As discussed briefly above, KsA's 6th- through 8th-grade LTELs benefit from the services of a regional English Language Development (ELD) Teacher. Our ELD teacher specifically targets LTELs for instruction twice every week. She closely monitors data on students' ELPAC results, MAP and SBAC reading proficiency, ELA grades, reading progress, and parent meetings. With this data in hand, she can provide our LTELs with additional opportunities for assessment. Her data analysis recently helped in providing LTELs with targeted practice to complete over winter break. She has also helped KSA double-down on supports for EL students by providing services to 5th- and 6th-grade ELs, with the goal of reclassifying them before they become LTELs. KSA believes our ELD teacher's targeted instruction, re-assessment, extra practice, and work with 5th and 6th-graders will drive up reclassification rates over the long run.

ELPAC Bootcamp - Our Assistant School Leader leads an ELPAC "bootcamp" to further support EL students. As part of this effort, Anja meets periodically with EL students to practice writing skills and reading comprehension, with the aim of providing explicit practice for the ELPAC. Her work with ELs sometimes includes the work of online platforms that provide students with adaptive instruction. These online platforms have the added benefit of making it easy to track student progress as they prepare for the exam. Data collection helps Anja and our teachers better target ELs for one-on-one conferencing and small-group instruction. In addition to ELPAC bootcamp, Anja has administered MAP assessments for EL students and led professional development sessions on EL instruction. We believe the combination of our operational strategies, targeted LTEL interventions, and ELPAC bootcamp will boost reclassification rates for "At-Risk" ELs and the rest of our EL population.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of students meeting state-established proficiency levels for English Language Arts **18-19** All students: 56% Low-income: 56% Eng. Lners: 8% Afr. – Amer.: 48% Latino: 57% Stud w/Disab.: 14% Foster Youth: not enough data **Baseline** 2015-16: 55%	17-18 CAASPP All students: 46% Low-income: 46% Eng. Lners: 7% Afr. – Amer.: 45% Latino: 47% Stud w/Disab.: 12% Foster Youth: not enough students
Metric/Indicator Rate of students meeting state-established proficiency levels for Math **18-19** All students: 28%	17-18 CAASPP All students: 29% Low-income: 30% Eng. Lners: 3% Afr. – Amer.: 26%

Expected	Actual
Low-income: 28% Eng. Lners: 8% Afr. – Amer.: 23% Latino: 31% Stud w/Disab.: 6% Foster Youth: not enough data **Baseline** 2015-16: 32%	Latino: 32% Stud w/Disab.: 12% Foster Youth: not enough students
Metric/Indicator Reclassification Rate (Updated for 2018-19 and 2019-20 from EL Progress Indicator due to change in Test from CELDT to ELPAC) **18-19** <15% **Baseline** 2016-17: 77.8%	17-18 11%
Metric/Indicator Rate of students making progress on ELPAC **18-19** Baseline **Baseline** N/A	18-19 outcomes will be baseline.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a: Number of students who are proficient for English Language Arts and Math KSA provides daily intervention and acceleration through small group instruction in the classroom	1a: Number of students who are proficient for English Language Arts and Math KSA provides daily intervention and acceleration through small group instruction in the classroom	1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor	1101 Certificated Teachers - Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1175,1199,1399, 2199

and through additional Guided Reading instruction for identified students. Programs may include: MyOn, GoGuardian, Lexia, Live School, Renaissance Learning, and Zeal Math and ListenWise.

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. Intervention specialists provide that support through small group instruction and push-in class support.

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

In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student. They are trained to analyze data thoroughly to and respond to that data with strategic action.

and through additional Guided Reading instruction for identified students. Programs may include: MyOn, GoGuardian, NewsELA, Khan Academy, Renaissance Learning, and ST Math and ListenWise. Zeal Math does not exist anymore, therefore, we switched to Khan Academy and ST Math.

Two intervention specialists were hired this year to support in the academic growth of our scholars. 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. Intervention specialists provide that support through small group instruction and push-in class support. We use data to make informed decisions about who to provide intervention so that the most vulnerable students get the support they need.

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

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

1903   Instructional Support Coordinator
1175,1199,1399, 2199 Bonuses, Stipends
 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 416,744.25

Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 25,000

Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 35,000

Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 10,000

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

Assessment Materials 4304 4000-4999: Books And Supplies Base 6,000

Bonuses, Stipends
 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 493,381

Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 59,564

Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 7,643

Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 10,000

Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 4,625

Assessment Materials 4304 4000-4999: Books And Supplies Base 578

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
	are trained to analyze data thoroughly to and respond to that data with strategic action.
	These data reports are pulled during professional development and content team meetings.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1b: Annual Progress in English language Proficiency English Learner students at KSA will receive a ELPAC courses throughout the year to ensure they are prepared for the assessment. The course will focus on reading comprehension and writing fluency. We use the materials from the website to prepare our scholars. At ELAC meetings, those same resources are given to parents who are empowered to tutor their children as well. Once ELPAC is complete, all data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language	1b: Annual Progress in English language Proficiency English Learner students at KSA will receive ELPAC courses (ELPAC Bootcamp) throughout the year to ensure they are prepared for the assessment. The course will focus on reading comprehension and writing fluency. We use the materials from the website to prepare our scholars. At ELAC meetings, those same resources are given to parents who are empowered to tutor their children as well. We offer those resources to parents multiple times a year at parent meetings and whole school meetings. Once ELPAC is complete, all data is shared with parents and	1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 9,729	1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Title III 11,774 1901 Dean 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 33,634

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

Teachers will use data such as interim assessments to tailor and guide instruction.
English Language students can receive small group instructional support to support their language development.

1c: Percentage of EL students who reclassify as RFEP

English Learner students at KSA will take the MAP assessment in the Winter to ensure they meet the qualifications for reclassification.

Common Core aligned instruction in all classes. Teachers will infuse the four EL access strategies in ELA classes to ensure scholars are set up for success.

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

LTEL Services

teachers. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera. This support is also provided by the ELA intervention specialist for the students that need more targeted support.

Teachers will use data such as interim assessments to tailor and guide instruction.
English Language students can receive small group instructional support to support their language development.

1c: Percentage of EL students who reclassify as RFEP

English Learner students at KSA will take the MAP assessment in the Winter to ensure they meet the qualifications for reclassification. Having another opportunity to pass assess well, allows children a fair chance to be reclassified.

Common Core aligned instruction in all classes. Teachers will infuse the four EL access strategies in ELA classes to ensure scholars are set up for success.

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

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

LTEL Services

For the 2018-19 we launched, Link-to -Literacy, an intermediate English Language Development (ELD) curriculum for our Long Term EL (ETEL) students. This program has been successful for our scholars' confidence and performance. They have achieved significant growth this year and we anticipate continued growth moving forward. Our LTEL students received designated ELD instruction from a regionally based teacher who pulled groups 2-3 times a week 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.

Analysis

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

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

Overall, the actions and services have been implemented. We are focusing on the quality of the services and measuring the growth in a comprehensive and helpful way. It is imperative that we meet each goal, and high quality services will help to ensure that is happening. For example, although the implementation of ELPAC Boot Camp is fully underway, we want to ensure that our efforts lead to great results.

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

All actions are implemented fully and are effective to different degrees. For example, we are building upon the academic intervention model so that student data is measured more consistently, and that the curriculum is used with fidelity. Although students have grown tremendously as a result of being in the program, there is still room to grow. On the 2018 CA Dashboard, we received performance levels of orange for both ELA and Math. We are currently on track to meeting goals in ELA and math as a result of these interventions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is in salaries due to investment in highly qualified institutional staff.

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

No changes were made to the goal because the goal yielded great results for our kids and community. We want to stay focused on student achievement until all of our children reach their goals. 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 KSA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent leadership opportunities, like monthly parent action committee meetings **18-19** KSA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent leadership opportunities, like monthly parent action committee meetings, SSC, and ELAC parent committees. **Baseline** 2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent leadership opportunities, like monthly parent action committee meetings	18-19 At the beginning of the year, we communicated when all parent meetings will be held on the parent calendar. We were able to host 1 back to school night, 2 week-long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent leadership opportunities, like monthly parent action committee meetings, SSC, and ELAC parent committees. All of the notes and agendas for the meetings and family events have been scanned and saved. Parents are appreciative of the partnership and support the work we do deeply. They give us quality feedback and are supportive of the work we do.
Metric/Indicator Suspension rate **18-19**	18-19 All students: 2% Low-income: 1% Eng. Lners: 1.9%

Expected	Actual
All students: <3% Low-income: <3% Eng. Lners: <3% Afr. – Amer.: <3% Latino: <3% Stud w/Disab.: <3% Foster Youth: not enough data **Baseline** 2016-17: 1.3%	Afr. – Amer.: 2% Latino: 1% Stud w/Disab.: 2% Foster Youth: not enough students
Metric/Indicator Expulsion rate **18-19** All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data **Baseline** 2016-17:	18-19 All students: 0% Low-income: 0% Eng. Lners: 0% Afr. – Amer.: 0% Latino: 0% Stud w/Disab.: 0% Foster Youth: not enough students
Metric/Indicator Scholars will feel satisfied with their experience at KSA as measured by internally provided surveys. **18-19** All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: not enough data **Baseline** 2016-17: 92%	18-19 All students: 67% Low-income: did not collect this data Eng. Lners: did not collect this data Afr. – Amer.: 72% Latino: 64% Stud w/Disab.: did not collect this data Foster Youth: not enough students
Metric/Indicator Average Daily Attendance	18-19 All students: 95%

Expected	Actual

18-19 All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data **Baseline** 2016-17: 95.1%	Low-income: 94% Eng. Lners: 96% Afr. – Amer.: 94% Latino: 96% Stud w/Disab.: 94% Foster Youth: not enough students
Metric/Indicator Chronic Absenteeism Rate **18-19** All students: <12% Low-income: <12% Eng. Lners: <10% Afr. – Amer.: <12% Latino: <12% Stud w/Disab.: <18% Foster Youth: -not enough data **Baseline** 2016-17: 13%	18-19 All students: 12% Low-income: 14% Eng. Lners: 8% Afr. – Amer.: 13% Latino: 10% Stud w/Disab.: 14% Foster Youth: not enough students

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a: Parent attendance at parent meetings, Sign –in sheets, other engagement indicators	2a: Parent attendance at parent meetings, Sign –in sheets, other engagement indicators Families were given our calendar of events at the beginning of the	Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 10,000	Field Trips 5831 Student Incentives 5839 Transportation 5840 End of Year Field Trips 5841 5000-5999: Services And Other Operating Expenditures

Families will be given our calendar of events at the beginning of the school year.

Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and are welcome to bring children to minimize barriers for attendance. We have on-site staff, who have been trained by LAUSD's translation department to translate all parent meetings.

A variety of communication tools (calls, emails, RemindApp, 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 school messenger system.

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.

The family engagement meetings will be about preparing scholars for college, creating study environments at home, and

school year. Whenever a change is made to the event, we send an email, bulletin or Remind message to inform them.

Parents were notified of meeting date and time at least one month in advance (through our monthly family bulletin) at a time convenient for parents and are welcome to bring children to minimize barriers for attendance. We have on-site staff, who have been trained by LAUSD's translation department to translate all parent meetings. We invested in listening tools so that parents who need interpretation can get the content delivered in real-time. It has made meetings more efficient and parent satisfaction has increased as well. We also try to provide snacks and refreshments because we know evening meetings are challenging for parents with kids to feed. We have hosted Saturday meetings so that more parents can be involved and informed.

A variety of communication tools (calls, emails, RemindApp, newsletters and posters) have been used to inform parents of upcoming events. Our most used method has been our family bulletin that is shared, and our RemindApp. The RemindApp has allowed us to get pertinent information in a quick and frequent way.

	Supplemental & Concentration 98220
Office Manager 2401 2000-2999: Classified Personnel Salaries Base 47,835	2205; 2403 Operations Aide, Ops Support/Receptionist 2000-2999: Classified Personnel Salaries Base 30,479
Postage & Shipping 4352 4000-4999: Books And Supplies Base 2,000	Postage & Shipping 4352 4000-4999: Books And Supplies Base 2,000
Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 12,000	Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 19,574
Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 7,000	Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 25,937
5803-KIPP LA Fees ACE 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 20,609.76	5803-KIPP LA Fees ACE 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 12,537

understanding common core standards.

KSA has partnered with PowerMyLearning to provide laptops to scholars in need and family workshops to help them support their child's learning to and through college.

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

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

Additionally, the parents of English Learners will receive specialized 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)

Use a tiered behavior system to ensure school safety. Teachers will be trained monthly in behavior management strategies to ensure

Families have had 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. They love supporting our school events (Career Day, Community Day, dances, etc.) and enjoy learning about the topics discussed at our parent workshops (Sex Education, Bullying, etc.).

The family engagement meetings have been about preparing scholars for college, creating study environments at home, and understanding common core standards.

KSA has partnered with PowerMyLearning to provide over 60 laptops to scholars in need and family workshops to help them support their child's learning to and through college. The program this year was a great success!

KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. They attend our parent meetings three times a year

they are compliant with KSA's policies and procedures.

KIPP Scholar Academy will implement its 3-tiered behavior plan which includes teacher and administrative interventions for misbehavior. Those interventions include, but are not limited to:
- In school suspension
- Detention
- Restorative Justice projects
- Community Circles
- Community Service

Staff members at KSA will highlight positive behavior more than negative behavior through:
- positive referrals
- Scholar of the Month awards
- field trips
- pay checks

Provide programs for at-risk students like:
- Concerned Black Men
- ImagineMe Etiquette Leadership Program
- Community Build

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

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

to support family engagement efforts.

KIPP Scholar Academy has a Code of Respect that we use for the entire school community. We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families.

Additionally, the parents of English Learners have received 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. Our ELAC Coordinator has kept families in the loop on how they can support their child's academic progress.

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

We use a tiered behavior system to ensure school safety. Teachers will be trained monthly in behavior management strategies to ensure they are compliant with KSA's policies and procedures.

KIPP Scholar Academy implements its 3-tiered behavior plan which includes teacher and administrative interventions for misbehavior. Those interventions include, but are not limited to:

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

Positive behavior referrals are given to children that exhibit expected behavior.

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

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

We also insure our facilities for fire and contact with professional security services as needed. We have updated all doors to be safer and more secure. We have also added a video buzz-in system to monitor everyone who comes on campus.

- In school reflection and restoration
- Detention
- Restorative Justice projects
- Community Circles
- Community Service

Staff members at KSA highlight positive behavior more than negative behavior through:
- positive referrals
- Scholar of the Month awards
- field trips
- pay checks

The program by which we do that is called LiveSchool. Teachers are able to give points to scholars for everything we value from uniform to exemplifying our values.

Provide programs for at-risk students like:
- Concerned Black Men
- ImagineMe Etiquette Leadership Program
- Community Build
- Hiring an additional counselor (total of 2 counselors)

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

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

2e School attendance

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

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

Calm Classroom/Trauma Informed Schools: In our effort to reduce the inequities between student group performances and increase achievement for all students, we are implementing Calm Classroom and becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that our students bring with them their past experiences and aids in the healing process for those that have. One component of this approach is to provide a Social-Emotional Learning intervention course called Calm Classroom. Calm Classroom is a mindfulness-based school-wide social and emotional learning program which is composed of three-minute

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

Positive behavior referrals are given to children that exhibit expected behavior.

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

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

We also insure our facilities for fire and contact with professional security services as needed. We have updated all doors to be safer and more secure. We have also

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)

added a video buzz-in system to monitor everyone who comes on campus.

2e School attendance

Both parents and students have been held accountable, by our Registrar, for attendance goals. Our operations managers pull daily attendance reports and report attendance to the administration team (teacher confirm the attendance by noon to ensure attendance data is clean). In addition, the operations managers 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. Our chronic absenteeism rate has decreased from last year and we are projected to make significant growth in this area.

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

Calm Classroom/Trauma Informed Schools: In our effort to reduce the inequities between student group performances and increase achievement for all students, we have implemented Calm Classroom and becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that our

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

Analysis

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

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

All of the services are being implemented with staff to support them and visions and plans to execute them. The plan for parent engagement is solidified before the school year begins and multiple stakeholders work to ensure the vision is actualized. We have the resources we need to fully implement these actions and goals.

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

The effectiveness of these actions and services are high. We received a performance color of red for chronic absenteeism on the 2018 CA Dashboard and a performance color of green for suspension rate. We met local performance indicators related to Goal 2 (Local Climate Survey, Parent Engagement). This year, our parent workshop on bullying was attended by over 125 families, parents provided useful feedback at our LCAP meeting, and chronic absenteeism is down due to effective efforts by staff members and other key stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is in student services such as incentives, transportation, and field trips.

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.

The major change was the addition of the full time Registrar role. This role has allowed an attendance specialist to support us towards reaching the goals we have for attendance. The other actions have remained the same as they have worked in the past. Each year, we look to enhance the work we have done to increase the involvement and engagement of parents and families.

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

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3a: Number of teachers who are compliant In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following: Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires	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. They are told what they need to accomplish so that they are compliant and prepared to teach their grade level and subject. 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	Music 4319 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 7000	Music 4319 Art 4320 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 19,574
		Rent 5601 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 85,456	Rent 5601 5000-5999: Services And Other Operating Expenditures Other 84,255
		2403　　　　Office Associate 2000-2999: Classified Personnel Salaries Supplemental & Concentration 5160	5827 Credentialing 5822 Staff Recruitment 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 20,000
		KIPP School Leadership Program 5824 Other Professional Development 5825 5800: Professional/Consulting Services And Operating	5204, 5824, -KSLP, Start Strong 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 39,750

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

Teacher Retention and Support

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

3b: Curriculum Materials and Supplies

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

Purchased educational supplies and materials that are common core aligned.
- MyOn
- Open-Up Resources
- Bridges Math

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

Teacher Retention and Support

Once our teachers are hired we work with them to maintain and obtain proper documentation. This can look like support them with applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an important factor in student achievement. Our focus is for teachers to take this work seriously from the beginning of the year so that they are not rushing to get all of their documentation at the last minute.

3b: Curriculum Materials and Supplies

Expenditures Supplemental & Concentration 24250	
5803- KIPP LA Fees -Talent, Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 82,000	5803- KIPP LA Fees -Ops, RE and Talent 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 81,994
Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 261773	Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 238,956
Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 22000	Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 31,243
Class sets/library books 4201 4000-4999: Books And Supplies Base 10000	Class sets/library books 4201 4000-4999: Books And Supplies Base 14,000
Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 130,000	Janitorial Services & Supplies 5503 Repair & Maintenance 5602 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 129,593
Classroom Furniture 4403 4000-4999: Books And Supplies Base 8000	Classroom Furniture 4403 4000-4999: Books And Supplies Base 8000

- Next Generation Math

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

Teacher Professional Development

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

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

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

All students, including English Language Learners have lesson plans and assessments that are common core aligned. Teachers work to internalize the curriculum they will teach in the summer and throughout the school year so that their content knowledge is high. They also spend a considerable amount of time on deconstructing common core standards and ELD standards.

Purchased educational supplies and materials that are common core aligned.
- NewsELA
- Open-Up Resources
- Expeditionary Learning (EL Education Curriculum)
- Bridges Math
- Next Generation Math

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

Teacher Professional Development

Teachers 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 strengthen our teachers understanding of our instruction and in the Common Core. Trainings will include and

Administration and coaching Professional Development

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

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

Electives and Enrichments

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

KIPP Scholar provides a robust music program where scholars learn to read and play music, a profound theater program where scholars put on at least one show a year, and a visual arts program where scholars create art for the theater program, murals for the school, and pictures for the hallway.

Starting in 5th grade a scholar will learn to read music at a basic level with nursery rhymes and simple classical tunes using the piano as a gateway instrument. All 5th grade scholars are expected to master basic piano skills. For

cover topics on how to best support and strategies for English language learners.

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 teachers at KIPP LA participate in approximately 24 days of professional development to ensure they are well trained and versed in a number of different areas. Although these are offered specifically for the school sites, KIPP LA provides supplies, spaces, curriculum for these trainings.

Administration and coaching Professional Development

KIPP LA provides monetary support in the form of fees and travel for teacher leaders and principals to attend KSLP for professional development training. These leaders selected for this programming participate in a yearlong program designed at building knowledge in Diversity, Equity and Inclusion, Setting Visions and Goals and Instructional Leadership. Teachers also participate in programming offered by LACOE, universities and other educational organizations.

example, proper fingering, scales, and chords are imperative to learn and help students acquire skills on other instruments. They are also a part of a 5th grade chorus who will learn and perform a wide variety of songs from multiple genres including, but not limited to patriotic, pop, spirituals, and oldies.

When scholars are in 6th - 8th grade, they select an instrument to hone and master. For example, the alto saxophone, trumpets, xylophones, drums , and more.

All students have access to electives which provide opportunities that students would not likely have in courses such as performing arts, music, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. School provides instruments and other supplies for the performing arts program.

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

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

KIPP LA also contracts several different companies to ensure all

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

Electives and Enrichments

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

KIPP Scholar provides a robust music program where scholars learn to read and play music, a profound theater program where scholars put on at least one show a year, and a visual arts program where scholars create art for the theater program, murals for the school, and pictures for the hallway.

Starting in 5th grade a scholar will learn to read music at a basic level with nursery rhymes and simple classical tunes using the piano as a gateway instrument. All 5th grade scholars are expected to master basic piano skills. For example, proper fingering, scales, and chords are imperative to learn and help students acquire skills on other instruments. They are also a part of a 5th grade chorus who will learn and perform a wide variety of songs from multiple genres including, but not limited to

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)

patriotic, pop, spirituals, and oldies.

When scholars are in 6th - 8th grade, they select an instrument to hone and master. For example, the alto saxophone, trumpets, xylophones, drums , and more.

All students have access to electives which provide opportunities that students would not likely have in courses such as performing arts, music, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. School provides instruments and other supplies for the performing arts program.

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

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

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

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

Analysis

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

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

The actions/services for this goal have been fully implemented and are functioning in a strong way. The school is is good repair because facility structures are efficient and allows for all repairs and safety measures to be taken care of with urgency.
Teachers are provided a good amount of professional development so they can grow in their craft and be retained at the school. They receive a large amount of resources as well to support them in the work. Finally, our teachers have voice in what curriculum they teach and KIPP LA's Chief Academic Officer approves the curriculum before we purchase it.

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

The activities that we have for this goal have been effective. At KIPP Scholar Academy, the vast majority of scholars are retained. Our enrichment program provides opportunities for our scholars to engage in the arts, leadership, and science programs. They get exposure to more than what is offered in the traditional classroom setting. The program has raised student satisfaction at the school. Our teachers are also certified and credentialed to teach what they teach. 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).

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.

We are making improvements to our credentialing program supports so that teachers get an earlier start at becoming credentialed. That looks like more support from Human Resources in holding teachers accountable and training teachers on what they can do to efficiently get the work done. Based on our current and historical performance, we are not making further 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?

Parent Action Committee Meetings

All families are invited to join our Parent Action Committee meetings, and we meet monthly to discuss upcoming events and any information that impacts our students. This group of parents mobilizes other parents in a way that staff members can't alone. For example, at KIPP Scholar Academy, we will host a an annual winter concert to fundraise. The concert will involve a collective effort from our KIPP Scholar community, especially parents. They will generate ideas, order supplies, organize resources, and help market the event. It is their event to spearhead, and our staff members will honor the parents who help make the event a reality. The Parent-Action Committee is a vital resource on our campus. Parents have decision-making rights with some budget lines and programming choices.

The parents elect leadership for the committee (president, vice-president, secretary, and historian) and the school leader participates as a representative from the school. If there are issues that arise with parents, the Parent-Action Committee is the forum for it to be raised. If the issue is common among many parents, they are invited to find a way to problem solve around the issue. The committee is a formal place where their voices can be heard.

The Parent-Action Committee will be inducted the first month of the school year so the school leader can (1) have a chance to get to know parents at a deeper level from the beginning and (2) harness parent momentum to reach school goals for the year. All staff members will reach out to parents for assistance with any musical recitals, fundraisers, and volunteer hours throughout the year.

Fundraising/Event Planning

Parents control all fundraisers and have input on how money is raised and spent.

Parent Prep Academy (Parent Orientation)

Parent Prep Academy is a one day event, two Saturdays before summer school begins where parents experience a "day" in the life of their child. The overall purpose of the day is to manage their expectations and introduce them to KIPP culture. It is here that all of

our parents will get to meet each other and start to form relationships with each other and their child's teachers. Parent Prep Academy is designed for the parents of all students since each year brings on new experience.

Parent Volunteer Opportunities
- Field Trips, School Events (includes dances and cultural programs)
- Arrival/Dismissal traffic control
- Supporting Lunch
- Speaking/Presenting in a class or meeting

Stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school. On April 3rd, KSA held an LCFF/LCAP parent meeting so parents could have a say in the way school funding is allocated, and learn about our goals for next school year, our progress towards reaching the goals and whether we met the goal or not.

The first part, educating, focused on providing background and current information that supports stakeholders engagement and understanding of LCFF and the LCAP. Topics covered a general explanation of the LCFF funding formula and how that is linked to the LCAP, the 8 state priorities and what it means for students, parents, teachers, and our promise of supporting students to and through college. We will continue to provide education on the LCFF and LCAP as part of our engagement.

The second part, learning and engaging, focused on presenting 2018-19 goals and providing indicators to our progress for each one of our goals. During this time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. During this presentation, parents were provided feedback forms on which to record their support for each goals as well as suggestions for improvement. Stakeholders were informed that we would use these feedback forms and additional input to revise goals for 2019-20 as needed.

In order to expand on the educating done in the first part, we chose two goals to dive deep into with our stakeholders after all goals were reviewed. We chose the goals around engagement: specifically improving student attendance and parental involvement at school. Stakeholders at the meeting were able to decide which focus group they wanted to participate in. Each group was grounded with the questions: what can we change or do differently to meet our goals and how will we know we have successfully achieved our goals. Each group was also provided with specific data on current engagement rates such as student attendance by grade level/homeroom and overall parent participation percentage by event.

Lastly, revising, focused on pulling all data sources, feedback forms, input from stakeholders, progress and our overall educational program to revise goals.

In order to prepare for the LCAP engagement process, Principals from all KIPP LA schools meet to discuss what stakeholder engagement looks like at each individual school and share best practices. This ensures consistent engagement for our parents that are part of other KIPP schools and also ensures we are imploring the best strategies.

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 almost 87% of students reported that "My school wants me to do well." In addition, over 70% 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. The feedback from families included the following:
- More resources for core content classes (textbooks to take home, study guides, etc.) (see Goal 3, Create Spaces and Opportunities for Student Achievement)
- Offer a Spanish class -- we are currently looking into this as a potential additional enrichment as part of our 2019-20 planning and budgeting process and may begin offering Spanish as soon as 2019-20. Should we decide to move forward with this suggestion, it will be found in the Actual Actions and Services of the 2019-20 Annual Update.
- Allow parents to add input for discipline and explain the discipline policy even more thoroughly (see Goal 2, Support Student, Family, and School Engagement)
- Improving student attendance and chronic absenteeism (see Goal 2, Support Student, Family, and School Engagement).

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

To increase the number of students who meet or exceed state standards in English Language Arts on the SBAC assessment
To increase the number of students who meet or exceed state standards in Math on 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 state-established proficiency levels for English Language Arts	2015-16: 55%	56%	All students: 56% Low-income: 56% Eng. Lners: 8% Afr. – Amer.: 48% Latino: 57% Stud w/Disab.: 14% Foster Youth: not enough data	All students: 57% Low-income: 57% Eng. Lners: 13% Afr. – Amer.: 53% Latino: 62% Stud w/Disab.: 19% 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: 32%	39%	All students: 28% Low-income: 28% Eng. Lners: 8% Afr. – Amer.: 23% Latino: 31% Stud w/Disab.: 6% Foster Youth: not enough data	All students: 30% Low-income: 30% Eng. Lners: 11% Afr. – Amer.: 26% Latino: 34% Stud w/Disab.: 9% Foster Youth: not enough data
Reclassification Rate (Updated for 2018-19 and 2019-20 from EL Progress Indicator due to change in Test from CELDT to ELPAC)	2016-17: 77.8%	80%	<15%	<20%
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)

Low Income

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

Schoolwide

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1a: Number of students who are proficient for English Language Arts and Math KSA provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: MyOn, GoGuardian, Lexia, Live School, Renaissance Learning, and Zeal Math and ListenWise. 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. Intervention specialists provide that support through small group instruction and push-in class support. Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction. In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create	1a: Number of students who are proficient for English Language Arts and Math KSA provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: MyOn, GoGuardian, Lexia, Live School, Renaissance Learning, and Zeal Math and ListenWise. 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. Intervention specialists provide that support through small group instruction and push-in class support. Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction. In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create	1a: Number of students who are proficient for English Language Arts and Math KSA provides daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: NewsELA, GoGuardian, Live School, Renaissance Learning, and Zeal Math and ListenWise. 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. Intervention specialists provide that support through small group instruction and push-in class support. Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction. In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create

targeted instruction for each student. They are trained to analyze data thoroughly to and respond to that data with strategic action.	targeted instruction for each student. They are trained to analyze data thoroughly to and respond to that data with strategic action.	targeted instruction for each student. They are trained to analyze data thoroughly to and respond to that data with strategic action. ATSI - Resource Inequities As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocation. Our needs assessment did not reveal any resource inequities among student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	802307	416,744.25	473,978
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 1101　　Certificated Teachers - longer school day 1201　Social Worker/Counselor 1175,1199,1399, 2199 Bonuses, Stipends
Amount	44577	25,000	42,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Classroom Technology 4401	4000-4999: Books And Supplies Classroom Technology 4401	4000-4999: Books And Supplies Classroom Technology 4401

Amount	27000	35,000	6,750
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Classroom Software 4402	4000-4999: Books And Supplies Classroom Software 4402	4000-4999: Books And Supplies Classroom Software 4402
Amount	20411	10,000	10,000
Source	Supplemental & Concentration	Supplemental & Concentration	Base
Budget Reference	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404
Amount	7140	5000	15,000
Source	Supplemental & Concentration	Supplemental & Concentration	Base
Budget Reference	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405
Amount	5000	6,000	5,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Assessment Materials 4304	4000-4999: Books And Supplies Assessment Materials 4304	4000-4999: Books And Supplies Assessment Materials 4304

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Schoolwide

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

Actions/Services

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

2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services

2017-18 Actions/Services

1b: Annual Progress in English language Proficiency

English Learner students at KSA will receive a CELDT course in August to ensure they are prepared for the assessment. The course will focus on reading comprehension and writing fluency.

Once CELDT is complete, all data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

Teachers will use data such as interim assessments to tailor and guide instruction.
English Language students can receive small group instructional support to support their language development.

2018-19 Actions/Services

1b: Annual Progress in English language Proficiency

English Learner students at KSA will receive a ELPAC courses throughout the year to ensure they are prepared for the assessment. The course will focus on reading comprehension and writing fluency. We use the materials from the website to prepare our scholars. At ELAC meetings, those same resources are given to parents who are empowered to tutor their children as well.

Once ELPAC is complete, all data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

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

2019-20 Actions/Services

1b: Annual Progress in English language Proficiency

English Learner students at KSA will receive a ELPAC courses throughout the year to ensure they are prepared for the assessment. The course will focus on reading comprehension and writing fluency. We use the materials from the website to prepare our scholars. At ELAC meetings, those same resources are given to parents who are empowered to tutor their children as well.

Once ELPAC is complete, all data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

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

1c: Percentage of EL students who reclassify as RFEP

English Learner students at KSA will take the MAP assessment in the Winter to ensure they meet the qualifications for reclassification.

Common Core aligned instruction in all classes. Teachers will infuse the four EL access strategies in ELA classes to ensure scholars are set up for success.

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

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

1c: Percentage of EL students who reclassify as RFEP

English Learner students at KSA will take the MAP assessment in the Winter to ensure they meet the qualifications for reclassification.

Common Core aligned instruction in all classes. Teachers will infuse the four EL access strategies in ELA classes to ensure scholars are set up for success.

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

LTEL Services

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

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

1c: Percentage of EL students who reclassify as RFEP

English Learner students at KSA will take the MAP assessment in the Winter to ensure they meet the qualifications for reclassification.

Common Core aligned instruction in all classes. Teachers will infuse the four EL access strategies in ELA classes to ensure scholars are set up for success.

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

LTEL Services

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 the Link to Literacy curriculum focuses on building vocabulary, improving the use of language conventions and increasing comprehension in an ELD content. This service, in addition to the integrated ELD

	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.	program, will elevate our LTEL student achievement. ATSI - Resource Inequities As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocations. Our needs assessment did not reveal any resource inequities among student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	96598	9,729	11,774
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
Amount			33,229
Source			Title III
Budget Reference			1000-1999: Certificated Personnel Salaries 1901 Dean

Action 3

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

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

Students with Disabilities
Specific Student Groups: ATSI Student Group

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	KSA will purchase and administer a reading assessment to all SpEd students at least 3 times a year to progress monitor reading levels. ATSI - Resource Inequities As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocations. Our needs assessment did not reveal any resource inequities among student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	5000
Source			Title I
Budget Reference			4000-4999: Books And Supplies 4304-Reading Assessment

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 Scholar 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
KSA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent	2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent	KSA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent	KSA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent	KSA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 5 family engagement meetings, and parent

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
leadership opportunities, like monthly parent action committee meetings	leadership opportunities, like monthly parent action committee meetings	leadership opportunities, like monthly parent action committee meetings	leadership opportunities, like monthly parent action committee meetings, SSC, and ELAC parent committees.	leadership opportunities, like monthly parent action committee meetings, SSC, and ELAC parent committees.
Suspension rate	2016-17: 1.3%	<2%	All students: <3% Low-income: <3% Eng. Lners: <3% Afr. – Amer.: <3% Latino: <3% Stud w/Disab.: <3% Foster Youth: not enough data	All students: <3% Low-income: <3% Eng. Lners: <3% Afr. – Amer.: <3% Latino: <3% Stud w/Disab.: <3% Foster Youth: not enough data
Expulsion rate	2016-17:	<1%	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data
Scholars will feel satisfied with their experience at KSA as measured by internally provided surveys.	2016-17: 92%	70%+ of scholars will feel satisfied with their experience at KSA as measured by internally provided surveys.	All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: not enough data	All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: not enough data
Average Daily Attendance	2016-17: 95.1%	95%	All students: 95% Low-income: 95%	All students: 95% Low-income: 95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data	Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data
Chronic Absenteeism Rate	2016-17: 13%	<10%	All students: <12% Low-income: <12% Eng. Lners: <10% Afr. – Amer.: <12% Latino: <12% Stud w/Disab.: <18% Foster Youth: -not enough data	All students: <12% Low-income: <12% Eng. Lners: <10% Afr. – Amer.: <12% Latino: <12% Stud w/Disab.: <18% Foster Youth: -not enough data

Planned Actions / Services

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

Action 1

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

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

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

All	

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2a: Parent attendance at parent meetings, Sign –in sheets, other engagement indicators Families will be given our calendar of events at the beginning of the school year. Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and are welcome to bring children to minimize barriers for attendance. We have on-site staff, who have been trained by LAUSD's translation department to translate all parent meetings. A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership	2a: Parent attendance at parent meetings, Sign –in sheets, other engagement indicators Families will be given our calendar of events at the beginning of the school year. Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and are welcome to bring children to minimize barriers for attendance. We have on-site staff, who have been trained by LAUSD's translation department to translate all parent meetings. A variety of communication tools (calls, emails, RemindApp, 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 school messenger system. 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	2a: Parent attendance at parent meetings, Sign –in sheets, other engagement indicators Families will be given our calendar of events at the beginning of the school year. Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and are welcome to bring children to minimize barriers for attendance. We have on-site staff, who have been trained by LAUSD's translation department to translate all parent meetings. A variety of communication tools (calls, emails, RemindApp, 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 school messenger system. 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

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

The family engagement meetings will be about preparing scholars for college, creating study environments at home, and understanding common core standards.

KSA has partnered with PowerMyLearning to provide laptops to scholars in need and family workshops to help them support their child's learning to and through college.

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

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

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

Use a tiered behavior system to ensure school safety. Teachers will be trained monthly in behavior management strategies to ensure they are compliant with KSA's policies and procedures.

KIPP Scholar Academy will implement its 3-tiered behavior plan which includes

Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

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

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

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

teacher and administrative interventions for misbehavior. Those interventions include, but are not limited to:
- In school suspension
- Detention
- Restorative Justice
- Community Circles
- Saturday detention

Staff members at KSA will highlight positive behavior more than negative behavior through:
- positive referrals
- Scholar of the Month awards
- field trips
- pay checks

Provide programs for at-risk students like:
- Concerned Black Men
- EmpowerHer
- Brotherhood
- UCLA Women's Group

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

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

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

Positive behavior referrals are given to children that exhibit expected behavior.

Use a tiered behavior system to ensure school safety. Teachers will be trained monthly in behavior management strategies to ensure they are compliant with KSA's policies and procedures.

KIPP Scholar Academy will implement its 3-tiered behavior plan which includes teacher and administrative interventions for misbehavior. Those interventions include, but are not limited to:
- In school suspension
- Detention
- Restorative Justice projects
- Community Circles
- Community Service

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Provide programs for at-risk students like:
- Concerned Black Men
- ImagineMe Etiquette Leadership Program
- Community Build

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

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

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

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

2e School attendance

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

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We also insure our facilities for fire and contact with professional security services as needed. We have updated all doors to be safer and more secure. We have also added a video buzz-in system to monitor everyone who comes on campus.

2e School attendance

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

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

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

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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.

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ATSI - Resource Inequities

As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocations. Our needs assessment did not reveal any resource inequities among student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10,000	53000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trips 5831	5000-5999: Services And Other Operating Expenditures Field Trips 5831	5000-5999: Services And Other Operating Expenditures Field Trips 5831 Student Incentives 5839 Transportation 5840 End of Year Field Trips 5841

Amount	22792	47,835	19,565
Source	Base	Base	Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Office Manager 2401	2000-2999: Classified Personnel Salaries Office Manager 2401	2000-2999: Classified Personnel Salaries 2205; 2403 Operations Aide, Ops Support/Receptionist
Amount	2000	2,000	3,000
Source	Supplemental & Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Postage & Shipping 4352	4000-4999: Books And Supplies Postage & Shipping 4352	4000-4999: Books And Supplies Postage & Shipping 4352
Amount	5000	12,000	12,000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Special Events 4314	4000-4999: Books And Supplies Special Events 4314	4000-4999: Books And Supplies Special Events 4314
Amount	7140		
Source	Supplemental & Concentration		
Budget Reference	4000-4999: Books And Supplies Staff/Office Software 4405		
Amount	5000	7,000	15,000
Source	Supplemental & Concentration	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Fire/Security 5504	5000-5999: Services And Other Operating Expenditures Fire/Security 5504	5000-5999: Services And Other Operating Expenditures Fire/Security 5504
Amount		20,609.76	12,399
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5803-KIPP LA Fees ACE	5800: Professional/Consulting Services And Operating Expenditures 5803-KIPP LA Fees 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	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

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

All

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

OR

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

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

3b: Curriculum Materials and Supplies

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

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

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

Teacher Professional Development

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

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

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

Administration and coaching Professional Development

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

- Open-Up Resources
- Bridges Math
- Next Generation Math

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

Teacher Professional Development

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Administration and coaching Professional Development

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

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

KIPP Scholar provides a robust music program where scholars learn to read and play music, a profound theater program where scholars put on at least one show a year, and a visual arts program where scholars create art for the theater program, murals for the school, and pictures for the hallway.

Starting in 5th grade a scholar will learn to read music at a basic level with nursery rhymes and simple classical tunes using the piano as a gateway instrument. All 5th grade scholars are expected to master basic piano skills. For example, proper fingering, scales, and chords are imperative to learn and help students acquire skills on other instruments. They are also a part of a 5th grade chorus who will learn and perform a wide variety of songs from multiple genres including, but not limited to patriotic, pop, spirituals, and oldies.

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

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

Electives and Enrichments

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When scholars are in 6th - 8th grade, they select an instrument to hone and master. For example, the alto saxophone, trumpets, xylophones, drums , and more.

All students have access to electives which provide opportunities that students would not likely have in courses such as performing arts, music, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. School provides instruments and other supplies for the performing arts program.

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

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

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

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

songs from multiple genres including, but not limited to patriotic, pop, spirituals, and oldies.

When scholars are in 6th - 8th grade, they select an instrument to hone and master. For example, the alto saxophone, trumpets, xylophones, drums , and more.

All students have access to electives which provide opportunities that students would not likely have in courses such as performing arts, music, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. School provides instruments and other supplies for the performing arts program.

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

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

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

Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular

	professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites.	professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites. ATSI - Resource Inequities As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocations. Our needs assessment did not reveal any resource inequities among student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	7000	14,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Music 4319	4000-4999: Books And Supplies Music 4319 Athletics 4321	4000-4999: Books And Supplies Music 4319 Art 4320 Athletics 4321
Amount	698671	85,456	350,653
Source	Supplemental & Concentration	Supplemental & Concentration	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Rent 5601	5000-5999: Services And Other Operating Expenditures Rent 5601	5000-5999: Services And Other Operating Expenditures Rent 5601

Amount	5000	5160	16000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Athletics 4321	2000-2999: Classified Personnel Salaries 2403 Office Associate	2000-2999: Classified Personnel Salaries 5827 Credentialing 5822 Staff Recruitment
Amount	9250	24250	31,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824 Other Professional Development 5825	5800: Professional/Consulting Services And Operating Expenditures 5204, 5824, -KSLP, Start Strong
Amount	15000	82,000	81,091
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Other Professional Development 5825	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees -Talent, Ops	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees -Ops, RE and Talent
Amount	252635	261773	219,786
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105

Amount	25000	22000	30,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Curriculum Materials and Books 4101	4000-4999: Books And Supplies Curriculum Materials and Books 4101	4000-4999: Books And Supplies Curriculum Materials and Books 4101 Class sets/library books 4201
Amount	13000	10000	2,636,860
Source	Base	Base	LCFF Base & Other
Budget Reference	4000-4999: Books And Supplies Class sets/library books 4201	4000-4999: Books And Supplies Class sets/library books 4201	1000-3999: Salaries and Benefits 1000-3999: Salaries and Benefits
Amount	95000	130,000	52500
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503	5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503	5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503 Repair & Maintenance 5602
Amount	8000	8000	10,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Classroom Furniture 4403	4000-4999: Books And Supplies Classroom Furniture 4403	4000-4999: Books And Supplies Classroom Furniture 4403

Goals, Actions, & Services

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$975,697	34%%

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

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

School 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, Talent, Advocacy, and Real Estate services increased by additional staff in regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased School Leaders and Teachers focus on academics. School invests in technology to increase support for students, teachers and admin which improves overall services for all students and 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
$945,154	34%%

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

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

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LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$908,029	32.23%%

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

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.
    - o 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?

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	1,242,557.01	1,477,311.00	2,181,521.00	1,242,557.01	4,159,585.00	7,583,663.01
Base	102,835.00	112,237.00	200,792.00	102,835.00	88,000.00	391,627.00
LCFF Base & Other	0.00	0.00	0.00	0.00	2,636,860.00	2,636,860.00
Other	0.00	84,255.00	0.00	0.00	350,653.00	350,653.00
Supplemental & Concentration	1,139,722.01	1,269,045.00	1,980,729.00	1,139,722.01	1,034,069.00	4,154,520.01
Title I	0.00	0.00	0.00	0.00	5,000.00	5,000.00
Title III	0.00	11,774.00	0.00	0.00	45,003.00	45,003.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,242,557.01	1,477,311.00	2,181,521.00	1,242,557.01	4,159,585.00	7,583,663.01
1000-1999: Certificated Personnel Salaries	688,246.25	777,745.00	1,151,540.00	688,246.25	738,767.00	2,578,553.25
1000-3999: Salaries and Benefits	0.00	0.00	0.00	0.00	2,636,860.00	2,636,860.00
2000-2999: Classified Personnel Salaries	52,995.00	30,479.00	22,792.00	52,995.00	35,565.00	111,352.00
4000-4999: Books And Supplies	142,000.00	176,801.00	174,268.00	142,000.00	152,750.00	469,018.00
5000-5999: Services And Other Operating Expenditures	232,456.00	358,005.00	808,671.00	232,456.00	471,153.00	1,512,280.00
5800: Professional/Consulting Services And Operating Expenditures	126,859.76	134,281.00	24,250.00	126,859.76	124,490.00	275,599.76

* 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	1,242,557.01	1,477,311.00	2,181,521.00	1,242,557.01	4,159,585.00	7,583,663.01
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	688,246.25	765,971.00	1,151,540.00	688,246.25	693,764.00	2,533,550.25
1000-1999: Certificated Personnel Salaries	Title III	0.00	11,774.00	0.00	0.00	45,003.00	45,003.00
1000-3999: Salaries and Benefits	LCFF Base & Other	0.00	0.00	0.00	0.00	2,636,860.00	2,636,860.00
2000-2999: Classified Personnel Salaries	Base	47,835.00	30,479.00	22,792.00	47,835.00	0.00	70,627.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	5,160.00	0.00	0.00	5,160.00	35,565.00	40,725.00
4000-4999: Books And Supplies	Base	48,000.00	55,821.00	83,000.00	48,000.00	73,000.00	204,000.00
4000-4999: Books And Supplies	Supplemental & Concentration	94,000.00	120,980.00	91,268.00	94,000.00	74,750.00	260,018.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	0.00	5,000.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Base	7,000.00	25,937.00	95,000.00	7,000.00	15,000.00	117,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	84,255.00	0.00	0.00	350,653.00	350,653.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	225,456.00	247,813.00	713,671.00	225,456.00	105,500.00	1,044,627.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	126,859.76	134,281.00	24,250.00	126,859.76	124,490.00	275,599.76

* 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	507,473.25	621,199.00	1,003,033.00	507,473.25	602,731.00	2,113,237.25
Goal 2	99,444.76	188,747.00	51,932.00	99,444.76	114,964.00	266,340.76
Goal 3	635,639.00	667,365.00	1,126,556.00	635,639.00	3,441,890.00	5,204,085.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00

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

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

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