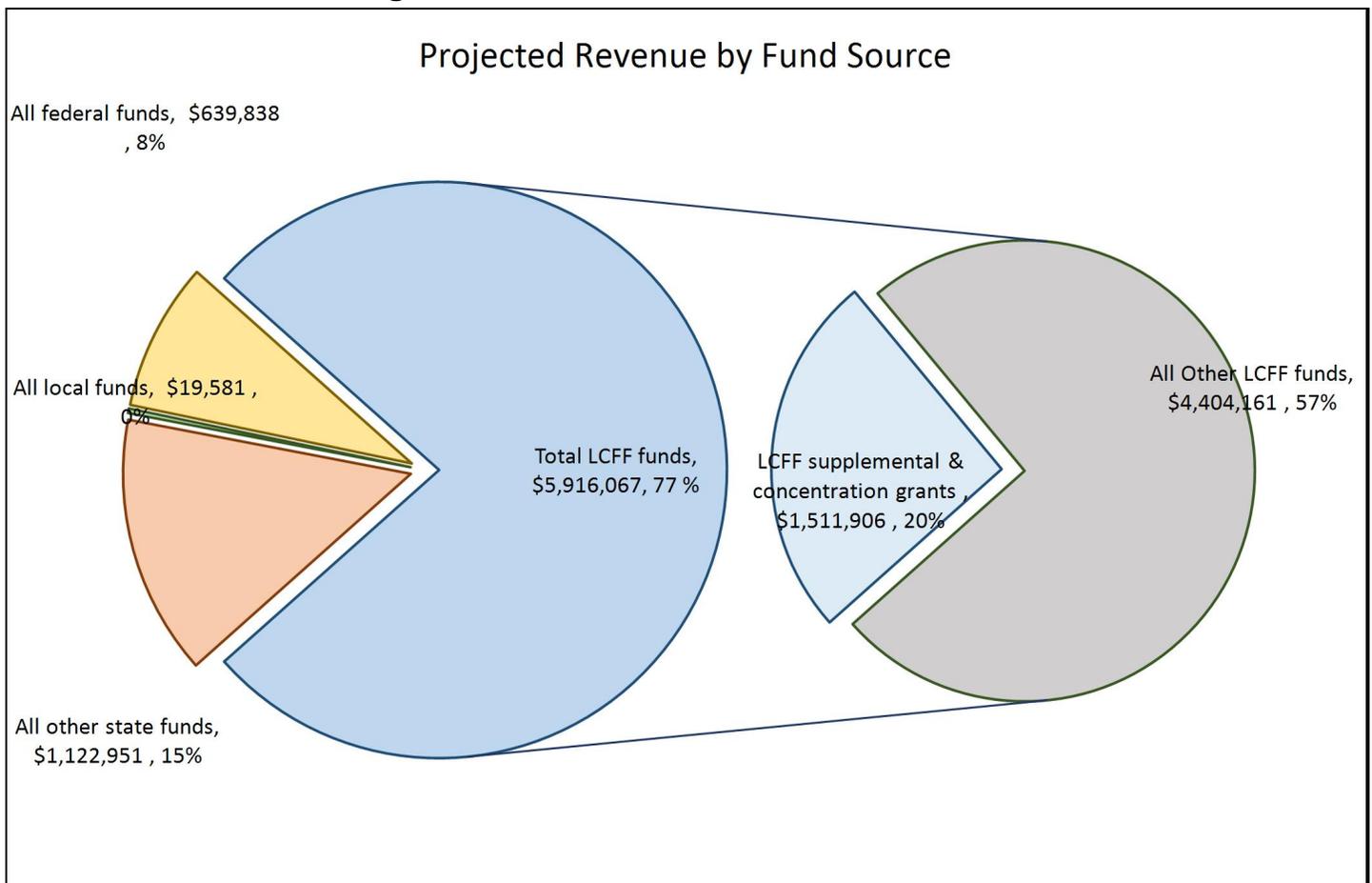


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Vida Prep
 CDS Code: 19-64733-0129460
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA contact information: Aisha Bonner, School Leader

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

Budget Overview for the 2019-20 LCAP Year

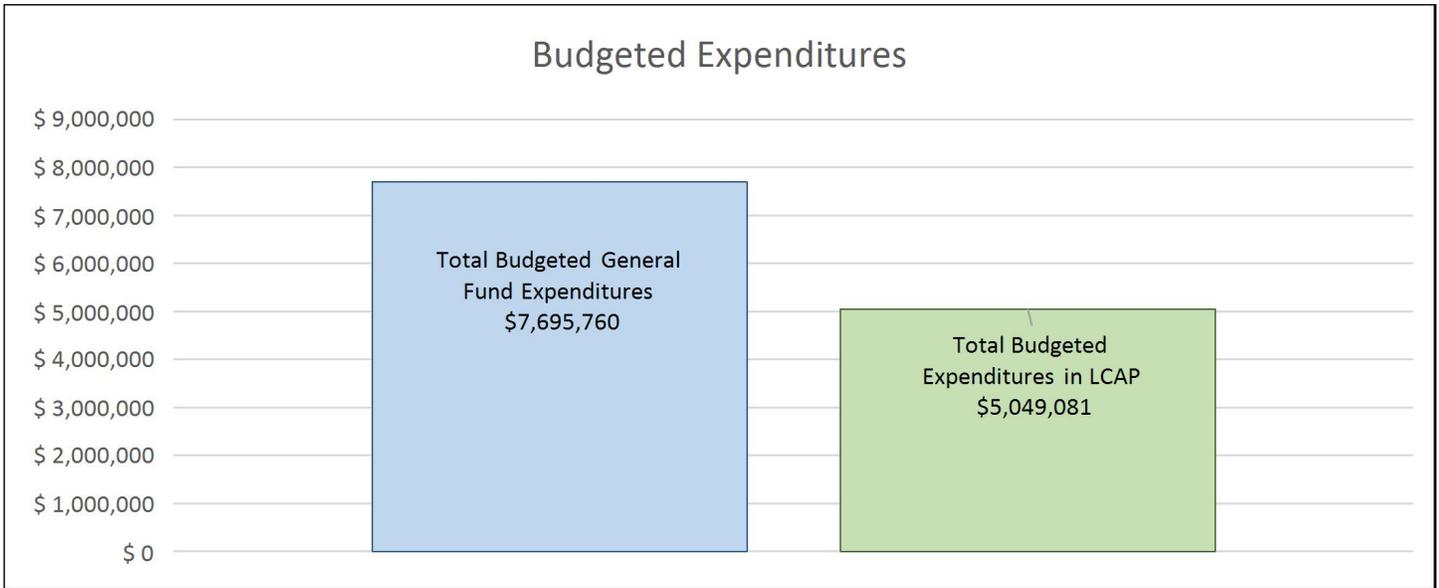


This chart shows the total general purpose revenue KIPP Vida Prep expects to receive in the coming year from all sources.

The total revenue projected for KIPP Vida Prep is \$7,698,437, of which \$5,916,067 is Local Control Funding Formula (LCFF), \$1,122,951 is other state funds, \$19,581 is local funds, and \$639,838 is federal funds. Of the \$5,916,067 in LCFF Funds, \$1,511,906 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

KIPP Vida Prep plans to spend \$7,695,760 for the 2019-20 school year. Of that amount, \$5,049,081 is tied to actions/services in the LCAP and \$2,646,679 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.

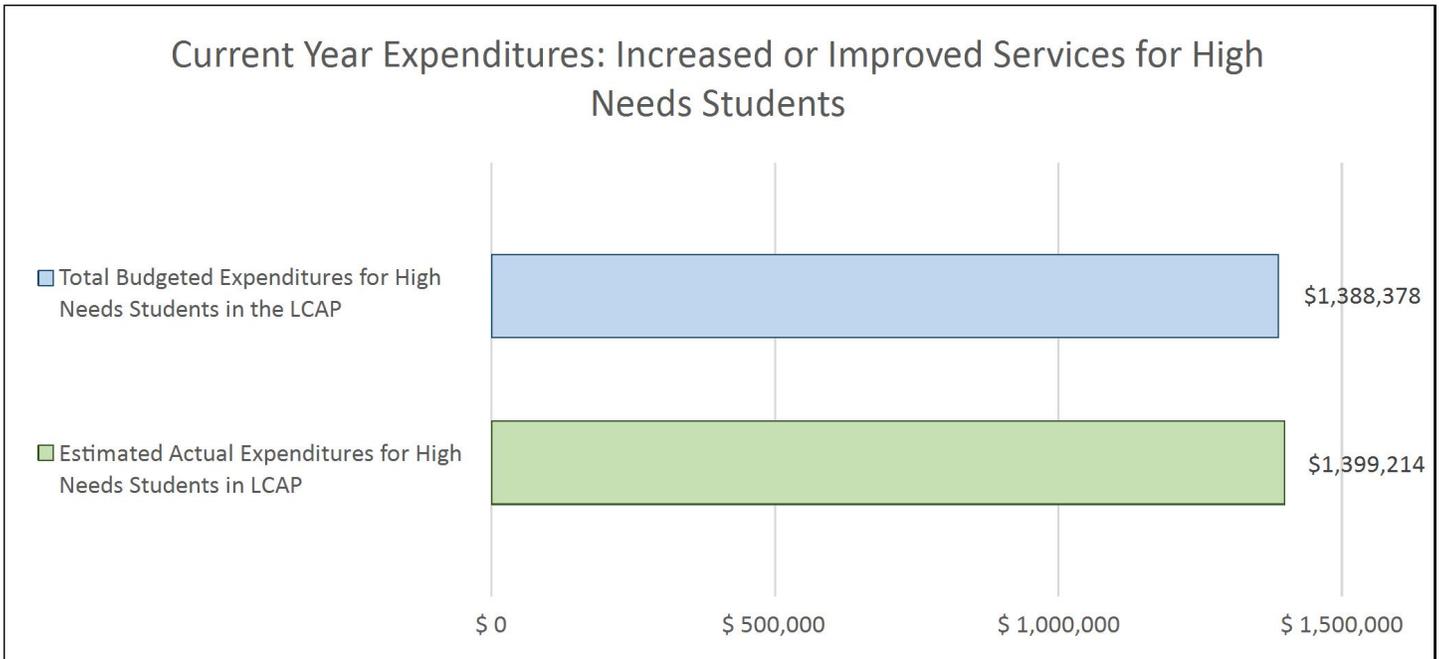
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

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

In 2019-20, KIPP Vida Prep is projecting it will receive \$1,511,906 based on the enrollment of foster youth, English learner, and low-income students. KIPP Vida Prep 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 Vida Prep plans to spend \$1,715,684 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what KIPP Vida Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Vida Prep 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 Vida Prep's LCAP budgeted \$1,388,378 for planned actions to increase or improve services for high needs students. KIPP Vida Prep estimates that it will actually spend \$1,399,214 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 Vida Prep	Aisha Bonner School Leader	abonner@kippla.org 323-605-1625

2017-20 Plan Summary

The Story

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

KIPP Vida Prep is a tuition-free public charter elementary school that opened in the summer of 2014 in Los Angeles. KIPP Vida Prep serves 554 kindergarten through fourth grade students in South Los Angeles.

At KIPP Vida Prep we believe all students will learn and have the ability to unlock their lives' potential. We are a community of learners dedicated to facilitating transformative change through teamwork, innovation, and data-driven instruction. Building strong relationships fosters collaboration to create a rigorous culture of learning—giving our students a competitive edge with access to thrive in secondary education, college, and life.

We cultivate active leaders who take pride in their identity, extend their learning experiences to their homes and communities, and transform the landscape of education and society.

School Demographics Norm Day 2018-19:

Total Enrollment- 554 students

FRL- 89.9%

Latino- 67%
Black/ African American- 30%
Students with Disabilities - 10.1%
English Learners - 32.3%

LCAP Highlights

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

This year, KVP has strengthened its instructional practices through teacher internalization training as well as providing curriculum (see Goal 1, All Students Will Achieve). Our school culture has been shaped with an increased number of family events and opportunities for families to become more involved in their children's learning. Students are celebrated regularly for their academic and behavioral choices which has solidified a clear vision for the culture and climate of our school (see Goal 2, Support Student, Family, and School Engagement).

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

Our greatest progress falls in two categories: Math Internalization and Instruction (Goal 1) and School Culture (Goal 2). Through consistent use of internalization practices and collaboration, our teachers have been delivering quality Math lessons to our students which is evident in the increase of our Math assessments scores. This year, we transitioned our Fun Friday tradition from weekly to bi-weekly in an effort to increase student stamina and determination with making safe choices while at school. Data shows that this year, even with the extended time, students are losing Fun Friday at a significantly lower rate than last school year, indicating our school being a more safe and consistent space for learning.

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

Greatest Needs

On the 2018 dashboard we received a red indicator for Chronic Absenteeism and orange for suspensions and English Language Arts. This year, to address these challenges, we implemented the following practices.

Attendance is a school community effort where we hold regular parent meetings to speak about the importance of attendance but also provide a problem solving space for those who are experiencing challenges and need assistance. We implemented a phone tree system where the classroom teacher, office staff, and administration have a part in making sure families receive daily communication when a child misses a day at school. Our hope is that if parents feel more involved as well as understand the importance of attendance and how much we care about their children, they will be more inclined to ensure they come to school daily. We also have attendance contests and competitions where students and teachers are incentivized to keep attendance high. While our YTD chronic absenteeism rate is still high, we are encouraged that we are on the right track because the rate has declined significantly from last year. More information about these strategies can be found in Goal 2, Support Student, Family, and School Engagement.

Our focus on a culture reset helped ensure improved suspension outcomes. Our students were presented with clear expectations and consistent development through challenging situations, which decreased the number of escalations and general unsafe behavior that could result in a suspension. The regular use of social groups, team and family time, vida time assemblies, character block, calm classroom and use of our PBIS strategies helped shape a more positive and safe learning environment for students, resulting in a YTD suspension rate of 0.2%.

For our student achievement results in ELA, we conducted professional development sessions focused on training teachers in Readers and Writers Workshop. We conducted model lessons and walkthroughs so teacher could receive feedback on their practice. We spent our entire budget on providing more books for classroom libraries and plan to buy more as we are still in need for more leveled libraries. We recently partnered with our KIPP cousins at KIPP Comienza Prep to collaborate on best practices for our ELA block including Guided Reading. This will continue to be a focus of ours next year. Evidence of this focus can be found in Goal number 1 of our LCAP, All Students Will Achieve.

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 groups were two colors or lower than our whole school outcomes in any indicator. We are dedicated to ensuring all students succeed. We continuously collect and analyze student group data to monitor for performance gaps and promote equitable achievement.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

All students: 53%
 Low-income: 53%
 Eng. Lners: 44%
 Afr. – Amer.: 27%
 Latino: 67%
 Stud w/Disab.: 10%
 Foster Youth: not enough data

Baseline

2016-17 will be the first year of taking SBAC and that will be our baseline data

17-18 CAASPP

All students: 41%
 Low-income: 29%
 Eng. Lners: 25%
 Afr. – Amer.: 34%
 Latino: 46%
 Stud w/Disab.: 7%
 Foster Youth: not enough students

Metric/Indicator

Rate of students meeting state-established proficiency levels for Math

18-19

17-18 CAASPP

All students: 43%
 Low-income: 40%
 Eng. Lners: 30%

Expected

All students: 58%
 Low-income: 58%
 Eng. Lners: 43%
 Afr. – Amer.: 43%
 Latino: 69%
 Stud w/Disab.: 24%
 Foster Youth: not enough data

Baseline

2016-17 will be the first year of taking SBAC and that will be our baseline data

Metric/Indicator

English Learner Progress

EL Students will advance at least one performance on the CA State English Proficiency Test

AND/ OR be reclassified

18-19

>25%

Baseline

2016-17: 55%

Metric/Indicator

(Math) Rate of students in K-2 meeting or exceeding their individualized growth goals set by the national norm on the NWEA test (Fall to Spring)

18-19

All students: 50%
 Low-income: 50%
 Eng. Lners: 50%
 Afr. – Amer.: 50%
 Latino: 50%
 Stud w/Disab.: 50%
 Foster Youth: not enough data

Baseline

2016-17: 79%

Metric/Indicator

Actual

Afr. – Amer.: 28%
 Latino: 52%
 Stud w/Disab.: 22%
 Foster Youth: not enough students

17-18 reclassification rate
 18%

17-18 MAP
 All students: 52%
 Low-income: 51%
 Eng. Lners: 49%
 Afr. – Amer.: 47%
 Latino: 55%
 Stud w/Disab.: 50%
 Foster Youth: not enough students

17-18 MAP
 All students: 47%

Expected

(ELA)Rate of students in K-2 meeting or exceeding their individualized growth goals set by the national norm on the NWEA test (Fall to Spring)

18-19

All students: 50%
 Low-income: 50%
 Eng. Lners: 50%
 Afr. – Amer.: 50%
 Latino: 50%
 Stud w/Disab.: 50%
 Foster Youth: not enough data

Baseline

2016-17: 75%

Metric/Indicator

Rate of students making progress on ELPAC

18-19

Baseline

Baseline

N/A

Actual

Low-income: 48%
 Eng. Lners: 42%
 Afr. – Amer.: 42%
 Latino: 49%
 Stud w/Disab.: 38%
 Foster Youth: not enough students

18-19 outcomes will be baseline.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1a: Number of students who are proficient for English Language Arts and Math</p> <p>Teachers will use data such as interim assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning.</p>	<p>1a: For this goal, we put a major focus on improving our general instruction by using our Math curriculum (Bridges). By using it as anchor content, we were able to distinctly train our teachers on how to internalize their content and backwards plan from assessments to ensure they are delivering content in a clear and effective way to their students. With Math</p>	<p>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</p>	<p>1101 Certificated Teachers - Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1175,1199,1399, 2199 Bonuses, Stipends 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 702,769</p>

Our teachers utilize common core aligned resources and curricula on a daily and weekly basis.

Blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs will include the following:

- (ELA) Lexia: K-4
- (Math) ST math: K-4
- Accelerated Reader: 3rd grade and 4th grade.

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

PD and on-going coaching for teachers by our instructional coach and direct managers.

1d: Number of students meeting MAP growth goals & SBAC Goals

We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.

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

being the anchor content, we saw an increase in our assessment scores and will continue this practice next year. For ELA, we were able to transfer some of the practices into this area but not with as much success as we saw in Math. Our plan is to solidify these practices in ELA through continued internalization practice as well as proficiency in small group instruction. We will use some of our current programs-- including Lexia, ST Math, and Accelerated Reader-- to provide impactful independent work time while teachers work with small groups.

We have not fully implemented a blended model for learning yet as a school wide practice. Teacher's utilize small group instruction as an opportunity to use computers as well as other modes of learning while they pull groups.

We also worked to solidify our data collection and analysis practices by following a clear scope and sequence, implementing a timeline for when data must be input and rolled up by managers to share with their teams, as well as a data talk protocol meeting that is held weekly so staff is consistently looking at and discussing student achievement data. We continue to conduct extensive data analysis by pulling reports on Illuminate, Tableau, and Kastle. For example, teachers will use previous SBAC &

1000-1999: Certificated Personnel Salaries Supplemental & Concentration 511,352.13

4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 30,000

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

4304 Assessment Materials 4000-4999: Books And Supplies Base 10,000

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

4401 Classroom Technology 4000-4999: Books And Supplies Base 16,399

4402 Classroom Software 4000-4999: Books And Supplies Base 32,000

4304 Assessment Materials 4000-4999: Books And Supplies Base 13,000

4404 Staff/Office Computer & Printers
4405 Staff/Office Software
4000-4999: Books And Supplies Supplemental & Concentration 27000

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

MAP scores to create targeted instruction for each student

1d: All of the above mentioned actions are meant to have a positive impact on our SBAC/MAP results. Our school needed to overcome some distinct challenges before being ready to fully focus on instruction and results. We were diligent about creating that space and I am confident that our results will begin to mirror the success seen in our classrooms daily. Teachers have been continuously trained on how to collect and analyze data to inform their teaching practices. Students and families are made aware of their scores and areas to grow, however we are still working to create systems for students to always know their levels and where they need to grow.

Action 2

**Planned
Actions/Services**

1b: CELDT/ELPAC Scores

All CELDT/ELPAC data is shared with parent 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 manipulatives, visuals, realia, or excursions. As well as technology needs such a

**Actual
Actions/Services**

1b. Earlier this year, our teachers were given a PD on how to support our english language learners in the classroom. We also adopted a new curriculum, "Launch to Literacy", which was used to pull small groups. Our ELPAC coordinator conducted multiple parent meetings to help ensure families were aware of their child's status and provide them with some support/resources that could also

**Budgeted
Expenditures**

1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 38,737

**Estimated Actual
Expenditures**

1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Title III 23,633

1901 Dean 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 15,000

projectors, iPads, and a document camera.

Yearly training on Thinking Maps, which includes trainer and professional development materials. As well as training on the ELA/ ELD framework, and the usage of robust sentence frames.

1c: Percentage of EL students who EL reclassify as RFEP

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

There will be a meeting to communicate reclassification information to families. In meetings, families will see their child's CELDT score, academic progress, and we will discuss next steps for the child's language development.

We will use the new guidelines as stated in the new CA assessments to RFEP our students.

New EL Action
For the 2018-19 we will be piloting, Launch-to-Literacy, a beginning literacy curriculum for English Language Development (ELD). Our EL students will receive

be used at home. She also coordinated testing with our team so ensure each student got ample time to focus and complete their ELPAC test. These factors are expected to have a positive impact on our reclassification data.

We did not implement Thinking Map training this year though we did complete the ELD training and PD session with staff members this year.

1c. Teachers used data such as interim assessments to tailor and guide instruction. This helped teachers create intervention and differentiation plans. ELLs received small group instructional support to support their language development from our Instructional Assistants and Teacher Apprentices. Working in small groups proved to be a positive environment for the students.

The ELPAC coordinator held meetings to communicate reclassification information to families. In meetings, families saw their child's CELDT score, academic progress, and discussed next steps for the child's language development.

New guidelines as stated in the new CA assessments were used to RFEP our students.

The use of Launch to Literacy contributed to the elevation of our

designated ELD instruction 3-4 times a week. This designated ELD curriculum will cover five components: phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. This service, in addition to the integrated ELD program, will elevate our EL student achievement.

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

Students to be Served

English Learners

Scope of Services

Schoolwide

Locations

student scores. The programs focus on phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension coupled with small group instruction proved successful for 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.

Overall, KVP implemented all of the actions and services described above in an effort to achieve goal #1, all students will achieve. Small changes were made in implementation, especially as we continued with implementation of a scripted curriculum to ensure that our actions would lead to an overall increase in student outcomes. We are still working towards ensuring data-driven instruction is streamlined and codified at the teacher level though many of the structures put in to place this year yielded more consistency across the school.

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

Overall, the strategies put in place at KVP to support student achievement were effective in making progress towards our goals. Our 2018 Dashboard colors for ELA and Math were orange and yellow, respectively, but our students are making gains in both disciplines. Students are participating in well planned and rigorous lessons while parents are informed of their child's progress and included in a variety of parent engagement opportunities throughout the year. To continue to make progress towards our goals, we will continue to prioritize time for teachers to dedicate to studying content and data. We will share trends and goals with students and families to create a community of achievement at our school.

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.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

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

Baseline

2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities

18-19

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

Metric/Indicator

Suspension rate

18-19

18-19

All students: 0.2%
 Low-income: 0.3%
 Eng. Lners: 0.6%

Expected

All students: <2%
Low-income: <2%
Eng. Lners: <2%
Afr. – Amer.: <2%
Latino: <2%
Stud w/Disab.: <2%
Foster Youth: not enough data

Baseline

2016-17: 0%

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: 0%

Metric/Indicator

Scholars will feel satisfied with their experience at KVP as measured the Healthy Kids California Survey conducted to 3rd and 4th graders.

18-19

70%+ of scholars will feel satisfied with their experience at KVP as measured by internally provided surveys.

Baseline

2016-17: 68% report feeling safe at school

Metric/Indicator

Average Daily Attendance

18-19

All students: 95%
Low-income: 95%
Eng. Lners: 95%
Afr. – Amer.: 95%
Latino: 95%

Actual

Afr. – Amer.: 0%
Latino: 0.3%
Stud w/Disab.: 1.7%
Foster Youth: not enough students

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

18-19

All students: 70%

18-19

All students: 93%
Low-income: 93%
Eng. Lners: 94%
Afr. – Amer.: 93%
Latino: 94%
Stud w/Disab.: 92%
Foster Youth: not enough students

Expected

Stud w/Disab.: 95%
Foster Youth: not enough data

Baseline
2016-17: 93.8%

Metric/Indicator
Chronic Absenteeism

18-19
All students: <18%
Low-income: <18%
Eng. Lners: <10%
Afr. – Amer.: <18%
Latino: <18%
Stud w/Disab.: <18%
Foster Youth: -not enough data

Baseline
2016-17: 19.4%

Actual

18-19
All students: 22%
Low-income: 21%
Eng. Lners: 16%
Afr. – Amer.: 23%
Latino: 21%
Stud w/Disab.: 31%
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
<p>2a: Parent Engagement</p> <p>Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally, parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. We will also do a reminder the day of through</p>	<p>2a. In order to ensure our school is a welcoming and inviting environment for parents, we've implemented a few things to strengthen communication and increase the number of opportunities for families to connect with our staff. Over the summer, we conducted multiple parent academies where families were given information needed for the school year including the</p>	<p>2401 Office Manager 2000-2999: Classified Personnel Salaries Base 48,831</p> <p>4352 Postage for letters sent 4000-4999: Books And Supplies Base 2,000</p> <p>4314 Special Event - Food for parent nights 4000-4999: Books</p>	<p>2205; 2403 Operations Aide, Ops Support/Receptionist 2000-2999: Classified Personnel Salaries Base 32,547</p> <p>4352 Postage for letters sent 4000-4999: Books And Supplies Base 2,000</p> <p>4314 Special Event 4000-4999: Books And Supplies</p>

our school newsletter and school messenger.

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

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

KIPP Vida is working to create a family council that meets regularly to support planning of special events at the school, as well as give input on the academic program and support problem solving around school wide issues that arise.

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.

handbook and a calendar of all events and meetings for the school year. The school leader posts at the entrances during arrival and dismissal each day to greet families and students daily. We have conducted multiple parent night- Literacy, MAP/SBAC, and Back to School Night. We also have monthly Family Council meetings and Coffee with Admin. We also created the role of "Family Engagement Lead" who is a teacher who works with the School Leader to plan family events at our school- Winter Wonderland, Spring Fling, Honoree Gala, Muffins for Mom, and Donuts for Dad.

We celebrate student achievement and growth with our families by having quarterly academic awards assemblies and monthly character awards assemblies.

2b. Our suspension is low due to the culture reset that took place at our school this past fall. We have clear school wide expectations that live in every space of our school. Teachers, parents, and students were both trained on what each expectation looks, sounds, and feels like while on our campus. We also have staff members who compile our PBIS team that regularly attends trainings on how to make sure that positive behavior supports are living at our school as well. As a staff, we spent time over the summer reading literature on restorative justice and the value

And Supplies Supplemental & Concentration 5,000

4405 School Messenger 4000-4999: Books And Supplies Base 5,000

5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 50,000

5803- KIPP LA Fees-Talent & Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 114,177

Supplemental & Concentration 5,000

4405 Software 4000-4999: Books And Supplies Base 15,000

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

5803- KIPP LA Fees-Talent, ACE & Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 117994

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)

We will continue to implement proactive behavioral intervention strategies. All staff will undergo PD throughout the year that will be dedicated to build relationships with students and families, address the root of student behaviors, and create individual student behavior plans that will support the students in the classroom.

Use a tiered behavior system to ensure school safety. Our behavior system is created yearly and laminated to ensure its longevity. We also supply clothespins for our teachers, as well as a budget to reinforce incentives within the school.

Add personnel to support the increase of students. We

of proactive planning when creating a safe place for students to learn.

Our school has also adopted a more clear and comprehensive approach to using our behavior communication tools (clip chart) and new management/ intervention tools (tiered behavior plan).

In working to make KVP a more safe and consistent space for students, we have seen an improvement with attendance for both staff and students. Though there has been some improvement, we still struggle to decrease our chronic absenteeism rates. We have implemented a protocol that involves teachers, office staff, and admin reaching out to families so they receive a daily point of contact when a child is absent. Our wellness check helps reinforce the importance of attendance and communicates to families and students that we miss them when they aren't at school.

have added a full time general education counselor to meet all students social and emotional needs.

- -----

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

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency. We continue to maintain the maintenance of our front door security systems.

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

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 office staff will pull daily attendance reports and report attendance to the administration team. In addition, the operations team 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.

Although not numerically significant we have one of the highest percent of homeless/foster youth in our region. We currently hold attendance meetings with families that are chronically absent. We are working to create a more robust system of intervention and incentives to address our chronically absent students and ensure we are tracking and intervening where problems occur immediately in the school year so

as not to wait until the problem is much bigger and becomes more difficult to manage.

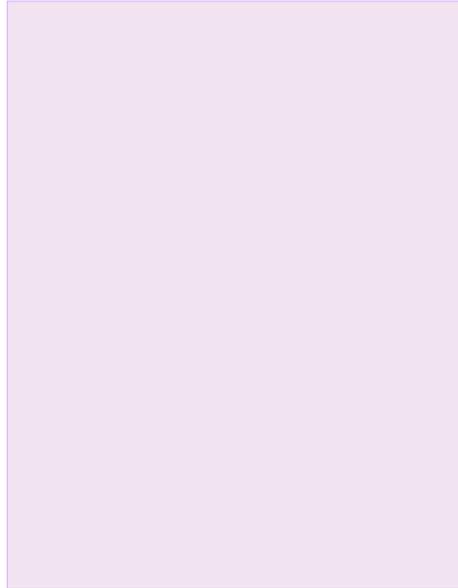
Calm Classroom/Trauma Informed Schools: In our effort to reduce the inequities between student group performances and increase achievement for all students, we are implementing Calm Classroom and becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that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

performance. We are in the beginning phases of transitioning to Trauma Informed Schools and we believe this will have a positive impact on our students.

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

Students to be Served
All

Location(s)



Analysis

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

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

Overall, all of the above mentioned actions are alive and well at our school. They all work together to help ensure we are creating a safe environment for students to learn.

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

Overall, we have seen an increase in satisfaction from families, students, and staff. Perception data tells us that over 70% of our students "feel safe at school" and parents often comment at school events about the joy and positivity they experience while at the school. Interactions between major stakeholders is positive and respectful with limited instances of hostility or discomfort. Attendance at our family events has been at a steady increase throughout the school year with our last Family Council Meeting having one of the largest turnouts. Working to ensure communication is often and consistent has helped improve the general culture of our school. After receiving a performance color of red in chronic absenteeism on the 2018 dashboard, our chronic absenteeism rate has declined by 3% (YTD). Similarly, though we received a performance color of orange for suspension rate on the 2018 Dashboard, suspensions have declined 1% in the 2018-19 school year. We have consistently met local performance indicators tied to this goal (Parent Engagement and Local Climate Survey).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

We have opted to change one of our metrics measuring school culture in order to improve regional alignment and have greater access to survey respondents' demographic information. Rather than gathering students' sense of safety from the Healthy Kids Survey, we used an internal survey. You can find this in Expected Annual Measurable Outcomes for Goal 2 in our Annual Update. We implemented Positive Behavioral Intervention and Support (PBIS) in the 2018-19 school year. You can find this in Actual Actions and Services for Goal 2 in our Annual Update.

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 core teachers who are compliant for the subject

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

Metric/Indicator

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

18-19

18-19

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

Expected

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

Baseline
2016-17: 100%

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

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

Baseline
2016-17: 100%

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

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

Baseline
2016-17: 100%

Metric/Indicator

Actual

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

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

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

18-19 (17-18 SARC)

Expected

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

18-19
Good Repair

Baseline
2016-17: Good Repair

Actual

Good Repair

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3a: Number of teachers who are compliant</p> <p>Recruitment</p> <p>We focus on hiring experienced, credentialed teachers and ensure proper placement.</p> <p>Annual Teacher recruitment and comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via our online applicant tracking system. A phone screen and resume review is completed by our regional talent acquisition team. After these phases in the interview process if we deem the teacher as a strong and qualified candidate we pay for their travel arrangements (if necessary) to come to Los Angeles for a day interview. At times, this means,</p>	<p>Teachers endure a fair and rigorous process during their recruitment and hiring processes with KIPP LA and our school. They complete an online application, participate in an initial phone interview by or regional talent acquisition team, and is then referred to the school leader to begin the interview process. The candidate is brought to the school site to conduct both formal and informal interviews with the school administrative team, school staff, and students. They complete a demo lesson and conduct classroom/school observations. Our regional team supports new teachers with clearing their credentials (if needed) and ensuring they are compliant to teach in our schools. This process is important in creating a space for children to achieve.</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 317,970</p> <p>4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 30,000</p> <p>4201 Class sets/library books 4000-4999: Books And Supplies Base 15,000</p> <p>5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 45,000</p> <p>5602 Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Base 60,000</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 342,347</p> <p>4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 29,000</p> <p>4201 Class sets/library books 4000-4999: Books And Supplies Base 20,000</p> <p>5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 40,347</p> <p>5602 Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 69,000</p>

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

Hiring of credentialed teachers and ensuring proper placement. Supporting teachers with transfer of credentials from out of state.

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.

In order to retain high quality and credentialed teachers, KIPP LA will implement a salary scale in the 18-19 school year so salary trajectory is transparent and teachers are able to plan more easily for their futures within KIPP LA.

3b: Curriculum Materials and Supplies

It was especially important to me to create an environment where both my students and teachers were supported and challenged when it comes to achieving our goals. Being able to retain a qualified and dedicated team of teachers will also positively impact students achievement.

By adopting curriculum, our school was able to focus on teacher internalization of lessons as opposed to creating them. This allowed for more opportunities for teachers to learn about the content they were teaching before they delivered lessons to their students. Creating a space where both teachers and students understand the importance of continuous learning is imperative in creating space for children to achieve.

Lastly, in an effort to ensure the growth and development of the whole child, we offer 5 specials classes where students explore and learn art, science, theater, dance and Spanish. These classes reinforce important character and academic skills learned by students in homeroom as well as creates space for students to learn more distinct skills and achieve in a variety of ways.

5822 Staff Recruitment
5000-5999: Services And Other
Operating Expenditures
Supplemental & Concentration
20,000

5824 KIPP School
Leadership Program
5825 Other
Professional Development
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental &
Concentration 34,250

5204-KIPP Summit Travel and
Accommodations 5000-5999:
Services And Other Operating
Expenditures Supplemental &
Concentration 23,344

5601 Rent 5000-5999: Services
And Other Operating
Expenditures Supplemental &
Concentration 201,548

5822 Staff Recruitment 5000-
5999: Services And Other
Operating Expenditures
Supplemental & Concentration
12,000

5204, 5824, -KSLP, Start Strong
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental &
Concentration 45,172

Music 4319
Art 4320
Athletics 4321
4000-4999: Books And Supplies
Supplemental & Concentration
4,000

5601 Rent 5000-5999: Services
And Other Operating
Expenditures Supplemental &
Concentration 207,246

Students in third and fourth grade all have access to their own Chromebooks. In Kindergarten through second grade, students have at least 10-15 computers to help with blended learning.

In terms of software, our software is Common Core aligned. We have:

- Lexia and ST Math for all grades
- Accelerated Reader for grades third and fourth

We have adopted curriculum in all core subjects. We will be using Bridges for Math, Reading Workshop and Writing Workshop for reading and writing, Amplify for Science, and Foundations for Phonics.

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

Teachers will participate in PD throughout the year as a region and at the school level to support with understanding and mastery of teaching the Common Core standards. Topics will include strategies for EL students in gaining content knowledge and English language proficiency, unpacking standards, creating comprehensive scope and sequences, internalizing lessons, etc. Teachers also have the option of attending

3rd party professional development, such as Teachers

College or courses at UCLA.

3d: All students will have access to electives such as: Art, Spanish and, PE.

Programmatic planning and scheduling: School will create schedules that will allow enough time for all students to engage in listed courses.

School will create budget that supports the hiring of needed teachers to offer courses to all students.

In addition, each enrichment will have their own budget to ensure students are receiving rich, hands-on units, in addition to field trips that connect to their learning.

Lastly, enrichment teachers will be encouraged to attend external professional development to continue evolving the instructional 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.

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

Students to be Served

All

Location(s)

Analysis

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

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

Overall, all of the above actions have been implemented and are alive on our campus. We continue to participate in rigorous hiring processes which has lead to better teacher retention this year. Student achievement has been positively impacted by our continued focus on teacher internalization and the general improvement of instruction. We will continue to focus in this area next year.

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

Overall teachers and students are continuously learning at our school. With the adaptation of clear internalization practices and the increase in professional development on specific content areas, teachers are able to master more of the material prior to instruction. Students are pushed to mastery through more precise data collection and are able to identify their mistakes so they can improve their learning. Learning spaces across the school are more consistent and focused. We have consistently met all local performance indicators related to this goal (Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards, Access to a Broad Course of Study).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 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?

Prior to the annual LCAP meeting, we surveyed our students (3GR and 4GR) as well used data from our staff survey. We consulted the feedback given at our monthly coffee with admin meetings as well. From this information, we determined the two areas on which to gather focused feedback were:

1. Improving parent engagement with student learning
2. Improving student attendance and decreasing chronic absenteeism

We presented to parents on all our LCAP goals and current progress toward meeting them on April 4, 2019. Parents had many opportunities to ask questions and confirm understanding. The first part of the presentation focused on giving a broad overview of what the LCAP is and what the goal categories are. The second part of the meeting focused on presenting our 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. Simultaneously, stakeholders were following along using an interactive feedback form where they could indicate the level of which they agreed with our goal and/or progress. Stakeholders were informed that we would use these feedback forms, and additional input to revise goals for 2019-20 as needed. Many attendees chose to work together or discuss their ideas with one another.

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 nearly 94% of students reported that "My school wants me to do well." In addition, Over 92% 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.

Regarding family engagement, parents asserted the importance of them taking the lead to make sure they are aware of happenings at school. They also praised the use of paper, email, and phone call reminders for events and things happening at school. The push was for more consistency in communication to make sure families remain aware throughout the year. Our strategies for parent communication are outlined in Goal 2, Support Student, Family, and School Engagement.

Regarding chronic absenteeism, parents suggested keeping student incentives that are tied directly to attendance, things like class parties, free dress, and additional field trips (see Goal 2, Support Student, Family, and School Engagement). A concern with these suggested next steps is around equitable access for our students whose families may have reasons for chronic absenteeism beyond what a student incentive can address. We do not want students to feel "punished" for not having strong attendance if the reason for their weak attendance is beyond their individual control. This is something we will continue working through to improve our rate of attendance. There were also suggestions around connecting families and organizing carpools.

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of students meeting state-established proficiency levels for English Language Arts	2016-17 will be the first year of taking SBAC and that will be our baseline data	TBD	All students: 53% Low-income: 53% Eng. Lners: 44% Afr. – Amer.: 27% Latino: 67% Stud w/Disab.: 10%	All students: 56% Low-income: 56% Eng. Lners: 47% Afr. – Amer.: 30% Latino: 70% Stud w/Disab.: 13%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Foster Youth: not enough data	Foster Youth: not enough data
Rate of students meeting state-established proficiency levels for Math	2016-17 will be the first year of taking SBAC and that will be our baseline data	TBD	All students: 58% Low-income: 58% Eng. Lners: 43% Afr. – Amer.: 43% Latino: 69% Stud w/Disab.: 24% Foster Youth: not enough data	All students: 61% Low-income: 61% Eng. Lners: 46% Afr. – Amer.: 46% Latino: 70% Stud w/Disab.: 27% Foster Youth: not enough data
English Learner Progress EL Students will advance at least one performance on the CA State English Proficiency Test AND/ OR be reclassified	2016-17: 55%	60%	>25%	>25%
(Math) Rate of students in K-2 meeting or exceeding their individualized growth goals set by the national norm on the NWEA test (Fall to Spring)	2016-17: 79%	50%	All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data	All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data
(ELA)Rate of students in K-2 meeting or exceeding their	2016-17: 75%	50%	All students: 50% Low-income: 50% Eng. Lners: 50%	All students: 50% Low-income: 50% Eng. Lners: 50%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
individualized growth goals set by the national norm on the NWEA test (Fall to Spring)			Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data	Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data
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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

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

Teachers will use data such as interim assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning.

Our teachers create common core aligned resources and make copies for all of our students (paper and copier expenses) on a weekly basis.

Blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs will include the following:

- (ELA) Lexia: K-4
- (Math) ST math: K-4
- Accelerated Reader and Zeal: 3rd grade and 4th grade.

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.

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

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

Teachers will use data such as interim assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning.

Our teachers utilize common core aligned resources and curricula on a daily and weekly basis.

Blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs will include the following:

- (ELA) Lexia: K-4
- (Math) ST math: K-4
- Accelerated Reader: 3rd grade and 4th grade.

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

PD and on-going coaching for teachers by our instructional coach and direct managers.

1d: Number of students meeting MAP growth goals & SBAC Goals

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

Teachers will use data such as interim assessments to tailor and guide instruction. To create rigorous assessments, PD materials, such as books, will be purchased to leverage common core aligned questioning.

Our teachers utilize common core aligned resources and curricula on a daily and weekly basis.

Blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs will include the following:

- (ELA) Lexia: K-4
- (Math) ST math: K-4
- Accelerated Reader: 3rd grade and 4th grade.

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

PD and on-going coaching for teachers by our instructional coach and direct managers.

1d: Number of students meeting MAP growth goals & SBAC Goals

PD and on-going coaching for teachers by our instructional coach and direct managers.

1d: Number of students meeting MAP growth goals & SBAC Goals

We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.

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

We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.

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

We will ensure high-quality instruction and targeted support. Teachers will use previous MAP scores to create targeted instruction for each student.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	690701	511,352.13	718,959
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	56815	30,000	36,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology
Amount	19511	32,000	10,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4402 Classroom Software	4000-4999: Books And Supplies 4402 Classroom Software	4000-4999: Books And Supplies 4402 Classroom Software
Amount	12000	10,000	10,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials
Amount	11470	15000	25000
Source	Supplemental & Concentration	Supplemental & Concentration	Base
Budget Reference	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers 4405 Staff/Office Software	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers 4405 Staff/Office Software	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers 4405 Staff/Office Software

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)

Scope of Services:

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

Location(s):

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

English Learners

Schoolwide

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1b: CELDT Scores

All CELDT data is shared with parent 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 manipulatives, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

Yearly training on Thinking Maps, which includes trainer and professional development materials. As well as training on the ELA/ ELD framework, and the usage of robust sentence frames

1c: Percentage of EL students who EL reclassify as RFEP

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

1b: CELDT/ELPAC Scores

All CELDT/ELPAC data is shared with parent 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 manipulatives, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

Yearly training on Thinking Maps, which includes trainer and professional development materials. As well as training on the ELA/ ELD framework, and the usage of robust sentence frames.

1c: Percentage of EL students who EL reclassify as RFEP

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

1b: CELDT/ELPAC Scores

All CELDT/ELPAC data is shared with parent 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 manipulatives, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.

1c: Percentage of EL students who EL reclassify as RFEP

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

There will be a meeting to communicate reclassification information to families. In meetings, families will see their child's CELDT score, academic progress, and we

support to support their language development.

There will be a meeting to communicate reclassification information to families. In meetings, families will see their child's CELDT score, academic progress, and we will discuss next steps for the child's language development.

We will use the new guidelines as stated in the new CA assessments to RFEP our students.

support to support their language development.

There will be a meeting to communicate reclassification information to families. In meetings, families will see their child's CELDT score, academic progress, and we will discuss next steps for the child's language development.

We will use the new guidelines as stated in the new CA assessments to RFEP our students.

New EL Action

For the 2018-19 we will be piloting, Launch-to-Literacy, a beginning literacy curriculum for English Language Development (ELD). Our EL students will receive designated ELD instruction 3-4 times a week. This designated ELD curriculum will cover five components: phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. This service, in addition to the integrated ELD program, will elevate our EL student achievement.

will discuss next steps for the child's language development.

We will use the new guidelines as stated in the new CA assessments to RFEP our students. We will continue use of Launch-to-Literacy, a beginning literacy curriculum for English Language Development (ELD). Our EL students will receive designated ELD instruction 3-4 times a week. This designated ELD curriculum will cover five components: phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. This service, in addition to the integrated ELD program, will elevate our EL student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	252590	38,737	15,510
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
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 1901 Dean
Amount			23,633
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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

To increase parent engagement by sustaining or improving number of opportunities for parent involvement at school
 To increase student engagement and securing school safety
 To increase student satisfaction with KIPP Vida Preparatory 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
KVP will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement	2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
meetings, and parent leadership opportunities	meetings, and parent leadership opportunities			
Suspension rate	2016-17: 0%	<1.5%	All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data	All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data
Expulsion rate	2016-17: 0%	<1%	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data
Scholars will feel satisfied with their experience at KVP as measured the Healthy Kids California Survey conducted to 3rd and 4th graders.	2016-17: 68% report feeling safe at school	70%+ of scholars will feel satisfied with their experience at KVP as measured by internally provided surveys.	70%+ of scholars will feel satisfied with their experience at KVP as measured by internally provided surveys.	70%+ of scholars will feel satisfied with their experience at KVP as measured by internally provided surveys.
Average Daily Attendance	2016-17: 93.8%	95%	All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data	All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	2016-17: 19.4%	<15%	All students: <18% Low-income: <18% Eng. Lners: <10% Afr. – Amer.: <18% Latino: <18% Stud w/Disab.: <18% Foster Youth: -not enough data	All students: <15% Low-income: <15% Eng. Lners: <10% Afr. – Amer.: <15% Latino: <15% Stud w/Disab.: <15% Foster Youth: -not enough data

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2a: Parent Engagement

Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally, parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. We will also do a reminder the day of through our school newsletter and school messenger.

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

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

In addition, food will be provided to motivate parents to attend, such as homeroom and or grade level incentives.

KIPP LA has hired staff to focus and commit to school family engagement goals

2018-19 Actions/Services

2a: Parent Engagement

Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally, parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. We will also do a reminder the day of through our school newsletter and school messenger.

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

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

KIPP Vida is working to create a family council that meets regularly to support planning of special events at the school, as well as give input on the academic program and support problem solving around school wide issues that arise.

2019-20 Actions/Services

2a: Parent Engagement

Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally, parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. We will also do a reminder the day of through our school newsletter and school messenger.

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

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

The family council will continue to meet monthly to discuss events and other important happenings at the school in an effort to include more parent voice in school based decisions.

to increase engagement with parents as well as the community. This includes advocacy efforts.

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

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

We will continue to implement proactive behavioral intervention strategies. All staff will undergo PD throughout the year that will be dedicated to build relationships with students and families, address the root of student behaviors, and create individual student behavior plans that will support the students in the classroom.

Use a tiered behavior system to ensure school safety. Our behavior system is created yearly and laminated to ensure its longevity. We also supply clothespins for our teachers, as well as a budget to reinforce incentives within the school.

Add personnel to support the increase of students. We

have added a full time general education counselor to meet all students social and emotional needs.

We will be working with LAEP, an outside agency, to do professional development

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)

We will continue to implement proactive behavioral intervention strategies. All staff will undergo PD throughout the year that will be dedicated to build relationships with students and families, address the root of student behaviors, and create individual student behavior plans that will support the students in the classroom.

Use a tiered behavior system to ensure school safety. Our behavior system is created yearly and laminated to ensure its longevity. We also supply clothespins for

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.

Staff will receive ongoing training on proper communication with families. We will also continue with our Family Engagement Lead position.

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

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

We will continue to implement proactive behavioral intervention strategies. All staff will undergo PD throughout the year that will be dedicated to build relationships with students and families, address the root of student behaviors, and create individual student behavior plans that will support the students in the classroom.

Use a tiered behavior system to ensure school safety. Our behavior communication system is created yearly and laminated to ensure its longevity. We also supply clothespins for our teachers, as well as a budget to reinforce incentives

with our teachers on teaching in trauma informed classrooms.

- -----

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

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency. We continue to maintain the maintenance of our front door security systems.

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

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.

our teachers, as well as a budget to reinforce incentives within the school.

Add personnel to support the increase of students. We

have added a full time general education counselor to meet all students social and emotional needs.

- -----

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

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency. We continue to maintain the maintenance of our front door security systems.

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

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

within the school. With further concrete implementation of our interventions and positive reinforcements, school culture will continue to solidify.

Add personnel to support the increase of students. We

have added a full time general education counselor to meet all students social and emotional needs.

- -----

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

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency. We continue to maintain the maintenance of our front door security systems.

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

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

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 office staff 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.

As a growing school we are still getting to know our families and the needs. Although not numerically significant we have one of the highest percent of homeless/foster youth in our region. We currently hold attendance meetings with families that are chronically absent. Something we can do in the future is identify the students that are at-risk of being chronically absent and do interventions earlier.

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 office staff will pull daily attendance reports and report attendance to the administration team. In addition, the operations team 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.

Although not numerically significant we have one of the highest percent of homeless/foster youth in our region. We currently hold attendance meetings with families that are chronically absent. We are working to create a more robust system of intervention and incentives to address our chronically absent students and ensure we are tracking and intervening where problems occur immediately in the school year so as not to

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

Parents will join in to celebrate students who have perfect attendance. Students also receive incentives if their classes have the highest attendance for the month. We will also continue our 6 week attendance challenges to encourage increased attendance.

We currently hold attendance meetings with families that are chronically absent. We are working to create a more robust system of intervention and incentives to address our chronically absent students and ensure we are tracking and

wait until the problem is much bigger and becomes more difficult to manage.

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

intervening where problems occur immediately in the school year so as not to wait until the problem is much bigger and becomes more difficult to manage.

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

Informed Schools and we believe this will have a positive impact on our students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20996	48,831	33,870
Source	Base	Base	Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2205; 2403 Operations Aide, Ops Support/Receptionist
Amount	3000	2,000	2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent
Amount	5000	5,000	8,000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights
Amount	800	5,000	15,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4405 School Messenger	4000-4999: Books And Supplies 4405 School Messenger	4000-4999: Books And Supplies 4405 Software

Amount	10000	50,000	80,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5504 Fire/Security	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security
Amount		114,177	123027
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees-Talent & Ops	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees-Talent, ACE & Ops

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3a: Number of teachers who are compliant

Recruitment

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

Annual Teacher recruitment and comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via QuickBase, and an initial interview completed in HireVue. After these phases in the interview process if we deem the teacher as a strong and qualified

2018-19 Actions/Services

3a: Number of teachers who are compliant

Recruitment

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

Annual Teacher recruitment and comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via our online applicant tracking system. A phone screen and resume review is completed by our regional talent acquisition team. After these phases in the interview process if

2019-20 Actions/Services

3a: Number of teachers who are compliant

Recruitment

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

Annual Teacher recruitment and comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via our online applicant tracking system. A phone screen and resume review is completed by our regional talent acquisition team. After these phases in the interview process if

candidate we pay for their travel arrangements (if necessary) to come to Los Angeles for a day interview. 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.

Hiring of credentialed teachers and ensuring proper placement. Supporting teachers with transfer of credentials from out of state.

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.

In order to retain high quality and credentialed teachers, KIPP LA will implement salary increases in the form of bonuses for the 16 -17 school year.

3b: Curriculum Materials and Supplies

we deem the teacher as a strong and qualified candidate we pay for their travel arrangements (if necessary) to come to Los Angeles for a day interview. 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 in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees.

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Students in third and fourth grade all have access to their own Chromebooks. In Kindergarten through second grade, students have at least 10-15 computers to help with blended learning.

In terms of software, our software is Common Core aligned. We have:

- Lexia and ST Math for all grades
- Accelerated Reader and Zeal for grades third and fourth

We will be adopting curriculum in Math and ELA. We will be using Bridges for Math and EL for Curriculum.

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

Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition.

Topics will include strategies for EL students in gaining content knowledge and English language proficiency, unpacking standards, creating comprehensive scope and sequences, internalizing lessons, etc. Teachers also have the option of attending

3rd party professional development, such as Teachers

College or courses at UCLA.

Track attendance records for all scheduled professional development pertaining to

more easily for their futures within KIPP LA.

3b: Curriculum Materials and Supplies

Students in third and fourth grade all have access to their own Chromebooks. In Kindergarten through second grade, students have at least 10-15 computers to help with blended learning.

In terms of software, our software is Common Core aligned. We have:

- Lexia and ST Math for all grades
- Accelerated Reader for grades third and fourth

We have adopted curriculum in all core subjects. We will be using Bridges for Math, Reading Workshop and Writing Workshop for reading and writing, Amplify for Science, and Foundations for Phonics.

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

Teachers will participate in PD throughout the year as a region and at the school level to support with understanding and mastery of teaching the Common Core standards. Topics will include strategies for EL students in gaining content knowledge and English language proficiency, unpacking standards, creating comprehensive scope and sequences, internalizing lessons, etc. Teachers also have the option of attending

more easily for their futures within KIPP LA.

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common core transition 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.

3d: All students will have access to electives such as: Art, Spanish and, PE.

Programmatic planning and scheduling: School will create schedules that will allow enough time for all students to engage in listed courses.

Hiring of credentialed teachers to teach enrichments. School will create budget that supports the hiring of needed teachers to offer courses to all students.

In addition, each enrichment will have their own budget to ensure students are receiving rich, hands-on units, in addition to field trips that connect to their learning.

All students have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics,

3rd party professional development, such as Teachers

College or courses at UCLA.

3d: All students will have access to electives such as: Art, Spanish and, PE.

Programmatic planning and scheduling: School will create schedules that will allow enough time for all students to engage in listed courses.

School will create budget that supports the hiring of needed teachers to offer courses to all students.

In addition, each enrichment will have their own budget to ensure students are receiving rich, hands-on units, in addition to field trips that connect to their learning.

Lastly, enrichment teachers will be encouraged to attend external professional development to continue evolving the instructional 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

3rd party professional development, such as Teachers

College or courses at UCLA.

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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

computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives.

Lastly, enrichment teachers will be encouraged to attend external professional development to continue evolving the instructional 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.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	309356	317,970	354,712
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher
Amount	40000	30,000	20,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies
Amount	12000	15,000	20,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books
Amount	145000	45,000	70,000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies
Amount	47000	60,000	40,000
Source	Base	Base	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5602 Repair and Maintenance	5000-5999: Services And Other Operating Expenditures 5602 Repair and Maintenance	5000-5999: Services And Other Operating Expenditures 5602 Repair and Maintenance

Amount	18000	20,000	18,000
Source	Base	Supplemental & Concentration	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5822 Staff Recruitment	5000-5999: Services And Other Operating Expenditures 5822 Staff Recruitment	5000-5999: Services And Other Operating Expenditures 5822 Staff Recruitment
Amount	48500	34,250	70,500
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development	5800: Professional/Consulting Services And Operating Expenditures 5204, 5824, -KSLP, Start Strong
Amount	19000	23,344	4,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5204-KIPP Summit Travel and Accommodations	5000-5999: Services And Other Operating Expenditures 5204-KIPP Summit Travel and Accommodations	5000-5999: Services And Other Operating Expenditures Music 4319 Art 4320 Athletics 4321
Amount	668573	201,548	207,473
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5601 Rent	5000-5999: Services And Other Operating Expenditures 5601 Rent	5000-5999: Services And Other Operating Expenditures 5601 Rent

Amount			3,143,397
Source			LCFF Base & Other
Budget Reference			1000-3999: Salaries and Benefits 1000-3999: Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$\$1,511,906

Percentage to Increase or Improve Services

37%%

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

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

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. Used for Intervention and Apprentice Teachers pay to implement blended learning model that ensures daily intervention and acceleration. Increased staffing to improve services and increase intervention. Safety of schools are improved with an addition of Afternoon Aid Staffing. As always KIPP has high end up to date technology and computers for each student and staff.

KIPP LA hires only credentialed teachers and ensures proper placement for all teachers. We also support teachers with transfer of credentials for from out of state.

KVP works collaboratively to ensure all grade levels are receiving the support they need so that students become prolific readers and exceptional writers. Where appropriate or necessary, KVP will seek outside assistance with professional development for ELL. Further, selected teachers will attended targeted third-party professional development and then provide professional development to the remaining teachers.

Facility quality is monitored internally using operational and custodial staff, as well as through regional oversight visits.

All these areas experienced increased/improved services primerly to meet the needs of our students which also benefited all students.

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. Used for Intervention and Apprentice Teachers pay to implement blended learning model that ensures daily intervention and acceleration. Increased staffing to

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Facility quality is monitored internally using operational and custodial staff, as well as through regional oversight visits. All these areas experienced increased/improved services primerly to meet the needs of our students which also benefited all students.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,399,214

37%%

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

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

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All these areas experienced increased/improved services primerly to meet the needs of our students which also benefited all students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1349652

31.24%%

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.

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Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,609,209.13	1,851,454.00	2,390,312.00	1,609,209.13	5,049,081.00	9,048,602.13
Base	220,831.00	239,946.00	313,796.00	220,831.00	190,000.00	724,627.00
LCFF Base & Other	0.00	0.00	0.00	0.00	3,143,397.00	3,143,397.00
Supplemental & Concentration	1,388,378.13	1,587,875.00	2,076,516.00	1,388,378.13	1,692,051.00	5,156,945.13
Title III	0.00	23,633.00	0.00	0.00	23,633.00	23,633.00

* 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	1,609,209.13	1,851,454.00	2,390,312.00	1,609,209.13	5,049,081.00	9,048,602.13
1000-1999: Certificated Personnel Salaries	868,059.13	1,083,749.00	1,252,647.00	868,059.13	1,112,814.00	3,233,520.13
1000-3999: Salaries and Benefits	0.00	0.00	0.00	0.00	3,143,397.00	3,143,397.00
2000-2999: Classified Personnel Salaries	48,831.00	32,547.00	20,996.00	48,831.00	33,870.00	103,697.00
4000-4999: Books And Supplies	144,000.00	163,399.00	160,596.00	144,000.00	146,000.00	450,596.00
5000-5999: Services And Other Operating Expenditures	399,892.00	408,593.00	897,573.00	399,892.00	419,473.00	1,716,938.00
5800: Professional/Consulting Services And Operating Expenditures	148,427.00	163,166.00	58,500.00	148,427.00	193,527.00	400,454.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,609,209.13	1,851,454.00	2,390,312.00	1,609,209.13	5,049,081.00	9,048,602.13
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	868,059.13	1,060,116.00	1,252,647.00	868,059.13	1,089,181.00	3,209,887.13
1000-1999: Certificated Personnel Salaries	Title III	0.00	23,633.00	0.00	0.00	23,633.00	23,633.00
1000-3999: Salaries and Benefits	LCFF Base & Other	0.00	0.00	0.00	0.00	3,143,397.00	3,143,397.00
2000-2999: Classified Personnel Salaries	Base	48,831.00	32,547.00	20,996.00	48,831.00	0.00	69,827.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	0.00	0.00	0.00	0.00	33,870.00	33,870.00
4000-4999: Books And Supplies	Base	62,000.00	127,399.00	72,800.00	62,000.00	92,000.00	226,800.00
4000-4999: Books And Supplies	Supplemental & Concentration	82,000.00	36,000.00	87,796.00	82,000.00	54,000.00	223,796.00
5000-5999: Services And Other Operating Expenditures	Base	110,000.00	80,000.00	210,000.00	110,000.00	98,000.00	418,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	289,892.00	328,593.00	687,573.00	289,892.00	321,473.00	1,298,938.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	10,000.00	0.00	0.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	148,427.00	163,166.00	48,500.00	148,427.00	193,527.00	390,454.00

* 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	637,089.13	829,801.00	1,043,087.00	637,089.13	839,102.00	2,519,278.13
Goal 2	225,008.00	252,541.00	39,796.00	225,008.00	261,897.00	526,701.00
Goal 3	747,112.00	769,112.00	1,307,429.00	747,112.00	3,948,082.00	6,002,623.00
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					