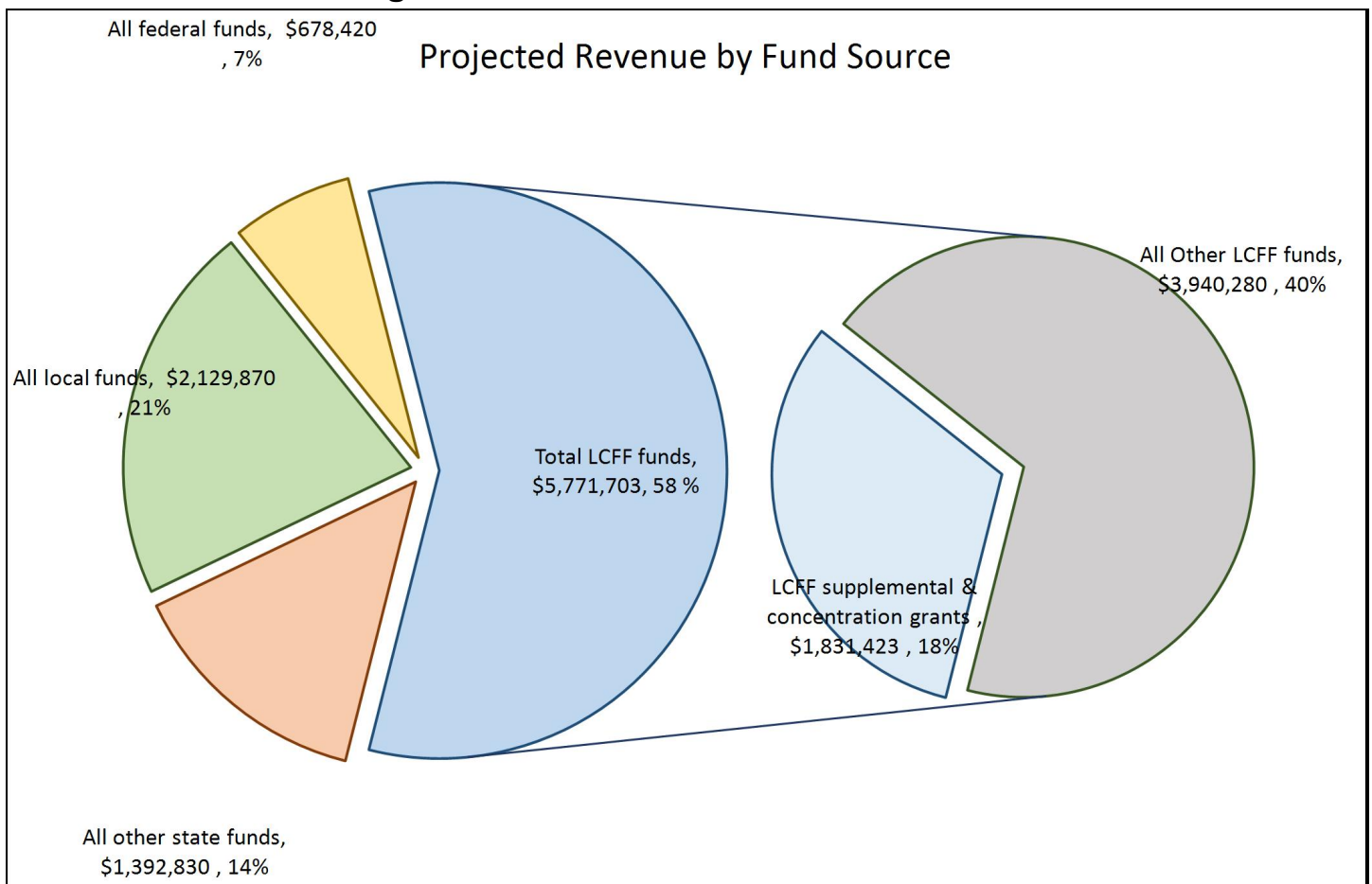# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Corazón Academy

CDS Code: 19-64733-0135517

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

LEA contact information: Colleen Kennedy, Mario Echeverria, Co -School Leaders

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $678,420, 7%

All local funds, $2,129,870, 21%

Total LCFF funds, $5,771,703, 58 %

All other state funds, $1,392,830, 14%

All Other LCFF funds, $3,940,280, 40%

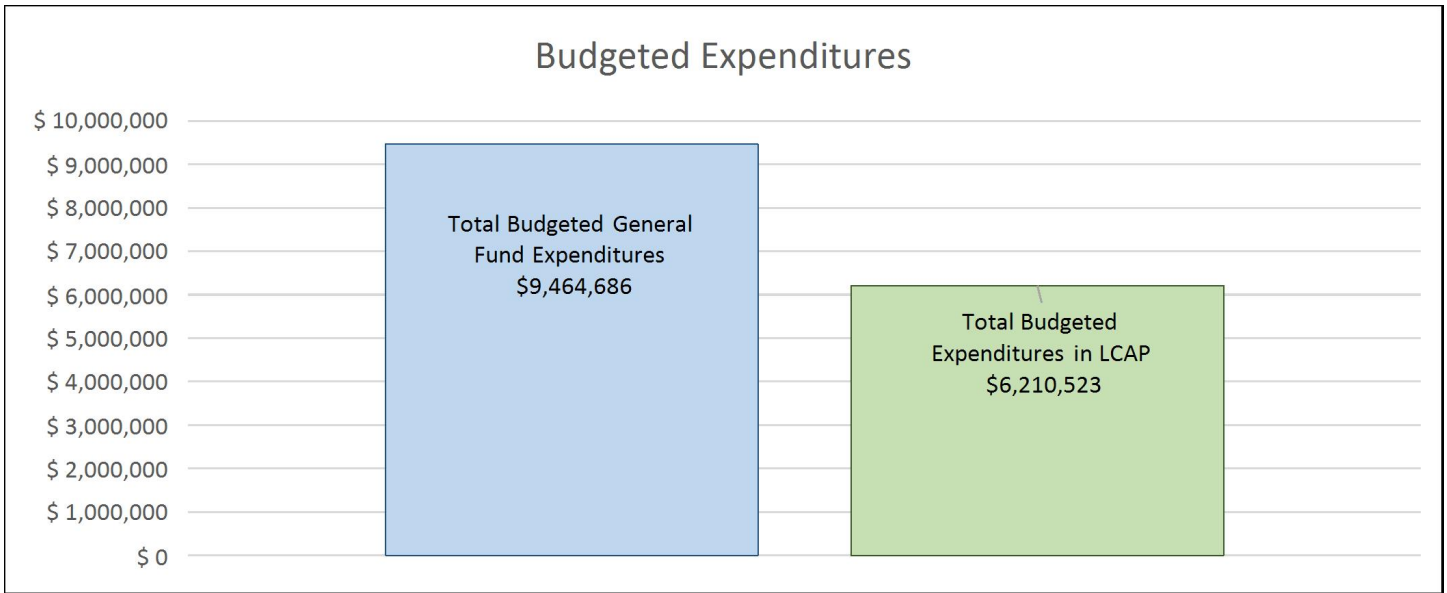LCFF supplemental & concentration grants, $1,831,423, 18%

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

The total revenue projected for KIPP Corazón Academy is $9,972,823, of which $5,771,703 is Local Control Funding Formula (LCFF), $1,392,830 is other state funds, $2,129,870 is local funds, and $678,420 is federal funds. Of the $5,771,703 in LCFF Funds, $1,831,423 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$9,464,686

Total Budgeted Expenditures in LCAP
$6,210,523

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

KIPP Corazón Academy plans to spend $9,464,686 for the 2019-20 school year. Of that amount, $6,210,523 is tied to actions/services in the LCAP and $3,254,163 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.
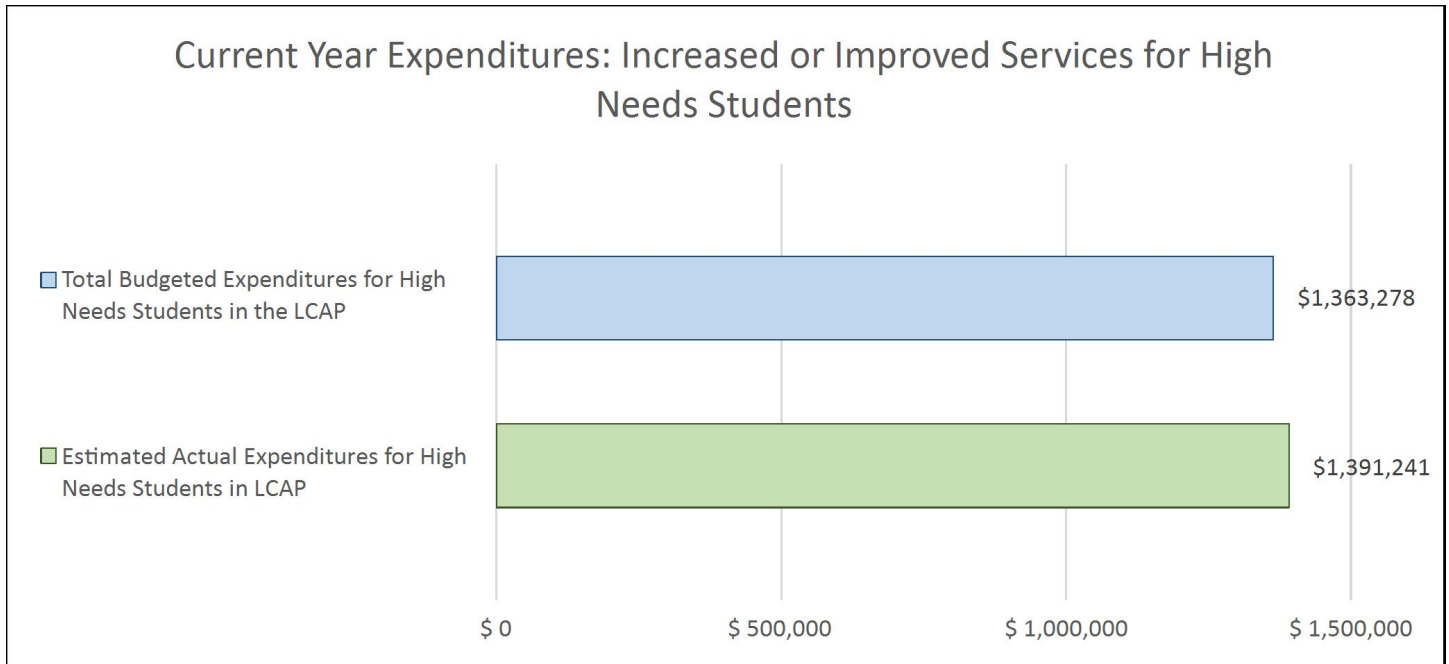
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

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

In 2019-20, KIPP Corazón Academy is projecting it will receive $1,831,423 based on the enrollment of foster youth, English learner, and low-income students. KIPP Corazón Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, KIPP Corazón Academy plans to spend $1,834,535 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

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

Category	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$1,363,278
Estimated Actual Expenditures for High Needs Students in LCAP	$1,391,241

(Horizontal axis: $0, $500,000, $1,000,000, $1,500,000)

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

In 2018-19, KIPP Corazón Academy's LCAP budgeted $1,363,278 for planned actions to increase or improve services for high needs students. KIPP Corazón Academy estimates that it will actually spend $1,391,241 for actions to increase or improve services for high needs students in 2018-19.

KIPP: Corazón Academy

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)

LEA Name	Contact Name and Title	Email and Phone
KIPP Corazón Academy	Colleen Kennedy, Mario Echeverria Co -School Leaders	ckennedy@kippla.org, mecheverria@kippla.org (323)457-5051

2017-20 Plan Summary
The Story

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

KIPP Corazón Academy is a tuition-free college-preparatory public charter elementary school that opened in the summer of 2017 in South Gate, California. KIPP Corazón is a part of the national KIPP network; it currently serves 436 students in transitional kindergarten through second, as well as fourth and fifth grades, and will expand to serve third and sixth grade in the 2019-20 school year. Further demographic information is included at the bottom of this section.

At KIPP Corazón Academy, we are a community built on revolutionary love. Our vision is to impact our community by driving excellence and demanding equity so future generations will thrive. We enhance our unique heritage and stand on the shoulders of our ancestors to lead with pride and purpose. We are a restorative community built by students, teachers, and family members, whose individual voices are powerful and even greater collectively. We create solutions to fight for a just local and global community. Through rigorous academic instruction, balanced character education, strong relationships, and rich learning experiences, our students will be successful today and in high school, college, and life. We are 21st century leaders who act with a critical consciousness to build a better tomorrow for ourselves, our communities, and our world.

Our recent achievements include that in 2017-18, over 90% of Kindergarten and first grade students met or exceeded norm growth in both math and reading, as measured by the NWEA MAP assessment. In 2018-19, we moved into a facility that will permanently house our TK through fourth

grades. As of this school year, fourth and fifth grade students have demonstrated an average of 1.75 years of growth in reading based on F&P and Accelerated Reader assessments as of March.

School Demographics (Norm Day 2018):
- Low-Income: 85.1%
- English Learners: 31.9%
- Latino: 97%
- Students with Disabilities: 10.8%

LCAP Highlights

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

In the 2017-2018 school year, we worked to increase services and achievement for our low income students, English learners, and foster youth. We increased our achievement in ELA and in math by incorporating professional development for all teachers related to data analysis, strategies to teach English learners, differentiating instruction, building strong relationships with students and families, and content specific professional development (Goal 1, All Students Will Achieve). In addition, we continuously build partnerships with families by conducting home visits with all our families, hosting monthly family workshops with all families, and continuing our Family Leadership Council to give input and promote the vision of the school. We focused on building a positive school culture by implementing restorative practices across our school to build strong classroom and school communities, resolve conflict, and build social emotional skills. In addition, for the 2018-2019 school year, we added positive discipline and restorative justice components to add to our overall student, staff, and community culture equipping educators with trainings and tools that can be implemented immediately (Goal 2, Support Student, Family, and School Engagement). We focused on creating a TK-8th grade experience by collaborating with both the lower and upper school staff to ensure our vision is evident in all aspects of our school.

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

In our first years of operation, we have built a strong culture and sense of pride in our school across all stakeholders in our community: students, families, and staff. We have built strong relationships on all levels, which have resulted in safe, calm, and joyful classrooms. In the 2017-18, school year, over 90% of our students met or exceeded norm growth in ELA and math, as measured by the NWEA MAP assessment. In addition, over 70% of our students scored at or above the 50th percentile in both ELA and math on the NWEA MAP assessment. For the 2018-19 school year, we have built upon our academic successes and continue to lay a strong foundation for our physical education, art, Ethnic Studies, and Spanish programs.

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

We did not receive any red or orange performance colors on the 2018 CA Dashboard.

This year, we are working to continue to improve our ADA and percentage of students who have been chronically absent. We have been working to ensure that all of our students are at school and learning every day by increasing family communication through phone calls each time a student is absent and scheduling meetings with families when attendance is a concern, offering individual and classroom incentives for strong attendance, and organizing support with transportation as needed. As we work to meet these goals, we are going to continue to ask for feedback from families about how we can best support them, hold frequent meetings to follow up on attendance, build in more frequent incentives for strong attendance, and incorporate teachers in the process of following up with families. We have seen higher rates of chronic absenteeism with our Kindergarteners and second graders than our first, fourth, and fifth graders. Our Kindergarteners have higher rates of reported illness or other reasons for absences, and we are working to build strong habits for school attendance starting early in students' careers. Our second graders tend to live a further distance from the school and tend to have greater challenges with transportation. However, thus far, we have decreased our percentage of students with chronic absenteeism by 4% from the 2017-18 to the 2018-19 school year.

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

Performance Gaps

No student group was significantly lower than our whole school outcomes for any indicator according to the California Dashboard. 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of students meeting or exceeding state-established proficiency levels for English Language Arts **18-19** Baseline **Baseline** n/a	18-19 outcomes will be baseline.
Metric/Indicator Rate of students meeting state-established proficiency levels for Math **18-19** Baseline **Baseline** n/a	18-19 outcomes will be baseline.
Metric/Indicator Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test from CELDT to ELPAC)	18-19 TBD

Expected	Actual

Expected	Actual
18-19 TBD **Baseline** n/a	
Metric/Indicator Rate of students making growth on ELPAC **18-19** Baseline **Baseline** n/a	18-19 outcomes will be baseline.
Metric/Indicator Rate of students meeting or exceeding the 50th percentile for grade level achievement as set by the national norm on the NWEA test (K-2 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** n/a	17-18 Spring - Math All students: 73% Low-income: did not collect this data Eng. Learners: 69% Afr. - Amer.: not enough students Latino: 72% Stud. w/ Disab.: 41% Foster Youth: not enough students 17-18 Spring - Reading All students: 71% Low-income: did not collect this data Eng. Learners: 75% Afr. - Amer.: not enough students Latino: 72% Stud. w/ Disab.: 59% 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

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 will use common core aligned curriculum and resources and make any necessary copies for all of our students (paper and copier expenses) on a weekly basis. Common Core aligned curriculum will be provided for all core content so that teachers can focus on lesson internalization and execution.

Blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs may include: Achieve3000, Lexia, Reading Plus, NextGen Math, Newsela, Front Row Math, Renaissance Learning, and ST Math.

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.

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

Teachers use data from interim and unit assessments, checkpoints, and daily independent work and exit slips to drive instruction and differentiation. Teachers leverage assessment materials through curriculum as well as supplemental teacher created resources.

Our teachers use common core aligned curriculum and resources and make any necessary copies for all of our students (paper and copier expenses) on a weekly basis. Common Core aligned curriculum is provided for all core content so that teachers can focus on lesson internalization and execution.

Blended learning models ensure that daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs may include: Achieve3000, Lexia, Reading Plus, NextGen Math, Newsela, Freckle Math, Renaissance Learning, and ST Math.

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.

1101   Certificated Teachers - Intervention
1901   Dean -Intervention
1101   Certificated Teachers - longer school day
1201   Social Worker/Counselor
1903   Instructional Support Coordinator
1175,1199,1399, 2199 Bonuses, Stipends
 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 369,406

Classroom Technology 4401-not rest 4000-4999: Books And Supplies Supplemental & Concentration 25000

Classroom Software 4402-not rest 4000-4999: Books And Supplies Supplemental & Concentration 10000

Staff/Office Computer & Printers 4404-not rest 4000-4999: Books And Supplies Supplemental & Concentration 10000

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

Assessment Materials 4304 4000-4999: Books And Supplies Base 23000

1101   Certificated Teachers - Intervention
1901   Dean -Intervention
1101   Certificated Teachers - longer school day
1201   Social Worker/Counselor
1903   Instructional Support Coordinator
1175,1199,1399, 2199 Bonuses, Stipends
 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 534,483

Classroom Technology 4401-not rest 4000-4999: Books And Supplies Supplemental & Concentration 23,991

Classroom Software 4402-not rest 4000-4999: Books And Supplies Supplemental & Concentration 10,177

Staff/Office Computer & Printers 4404-not rest 4000-4999: Books And Supplies Supplemental & Concentration 6,000

Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 4,125

Assessment Materials 4304 4000-4999: Books And Supplies Base 30,601

In addition, we will conduct extensive data analysis by pulling reports on Illuminate and Kastle. For example, teachers will use previous SBAC & MAP scores to create targeted instructional goals and plans for our students.

PD and on-going coaching for teachers by our instructional coach and direct managers to increase content knowledge and instructional effectiveness.

Upper School Focus - The upper school will add a blended learning lab class that all students will take. Each student will have an individualized goal and receive differentiated instruction at their specific level. Students will also have an opportunity for after school tutoring services based on their specific needs in each content area.

1d: Number of students meeting MAP & SBAC goals

We will ensure high-quality instruction and targeted support. Teachers will use previous MAP & SBAC 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 for grades K-2, and 5.

In addition, we conduct extensive data analysis by pulling reports on Illuminate and Kastle. For example, teachers will use previous SBAC & MAP scores to create targeted instructional goals and plans for our students.

PD and on-going coaching for teachers by our instructional coach and direct managers to increase content knowledge and instructional effectiveness. We leverage Whetstone to drive our development of teacher practice through rapid cycles of coaching and feedback.

The upper school has added a blended learning lab class that all students will take. Each student has an individualized goal and receives differentiated instruction at their specific level. Students also have an opportunity for after school tutoring services based on their specific needs in each content area.

1d: Number of students meeting MAP & SBAC goals

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

Students know their own MAP growth targets and teachers track

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	growth from fall to winter to spring for students in all grades.
Students to be Served Low Income	
Scope of Services Schoolwide	
Locations	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1b: CELDT Scores All CELDT/ELPAC data is shared with parent and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulatives, visuals, realia, or excursions as well as technology needs such a projectors, iPads, and a document camera. We provide yearly training to teachers on how to support EL students through instructional strategies during whole group and small group targeted instruction 1c: Percentage of EL students who EL reclassify as RFEP	1b: CELDT Scores All CELDT/ELPAC data is shared with parents and teachers. Teachers have created plans and participated in PD to ensure that EL students 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. We provide training to teachers on how to support EL students through instructional strategies during whole group and small group targeted instruction. 1c: Percentage of EL students who EL reclassify as RFEP	1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Title I, II, III 1260 1901, 1302 Instructional Admin 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 78079	1101 Certificated Teachers - Intervention 1901- Dean 1000-1999: Certificated Personnel Salaries Base 46,003 1101 Certificated Teachers - Intervention 1901- Dean 1000-1999: Certificated Personnel Salaries Title III 15,381

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

Small group instruction- In phonics, guided reading, Math, and Reader's Workshop, students are taught in small groups or pulled in small groups after the direct instruction portion of the lesson. This enables teachers to work with students at their individual level and to scaffold for their needs.

Sentence frames- Teachers are trained on how to use sentence frames at the beginning of each year. This helps to support English Language Learners in their language development and speaking.

Explicit vocabulary instruction- All lessons include a section where teachers should introduce academic vocabulary to students so that they are able to access the material and are not held back from achievement.

Concrete- visual- abstract progression- In Math, teachers go from the concrete, to visual, to abstract when presenting concepts so that English Language Learners and students with disabilities can

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

In phonics, guided reading, Math, and Reading and Writing Workshop, students are taught in small groups or pulled in small groups after the direct instruction portion of the lesson. This enables teachers to work with students at their individual level and to scaffold for their needs.

Teachers are trained on how to use sentence frames during PD in the fall. This helps to support English Language Learners in their language development and speaking.

All lessons include a section where teachers introduce academic vocabulary to students so that they are able to access the material.

In math, teachers follow curriculum that emphasizes conceptual development and supplement with scaffolds so that English Language Learners and students with disabilities can build deep understanding of mathematical concepts.

LTEL Services

build their conceptual understanding before going to the abstract.

LTEL Services

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

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

For the 2018-19 school year, we have piloted Launch to Literacy (K-2) and Link to Literacy (3-5), an intermediate English Language Development (ELD) curriculum for all students, including our Long Term EL (LTEL) students. We shifted our schedule and academic program so that all students receive designated ELD instruction from their homeroom or ELA teacher multiple times a week. This designated ELD curriculum will cover five components: phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. We understand that our LTEL students have additional needs and this curriculum focuses on building vocabulary, improving the use of language conventions, and increasing comprehension in ELD content. This service, in addition to the integrated ELD program, will elevate student achievement for all students, including our LTELs.

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

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, KIPP Corazón implemented all of the actions and services described above in order to contribute to achieving goal #1, all students will achieve. Small changes were made in implementation as we added upper grades, implemented interventions for upper grade students, drove towards SBAC, and added ELD curriculum to support all of our English Learners, in order to drive academic outcomes for all students, including our English Learners.

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 KIPP Corazón to support student achievement have begun to yield results. At the end of the 2017-18 school year, 73% of our students scored above the 50th percentile in math on the NWEA MAP assessment, and 71% of our students scored above the 50th percentile in reading on the same assessment. Among our English Learners, 69% scored above the 50th percentile in math and 75% scored above the 50th percentile in reading. Thus far in the 2018-19 school year, on the MAP assessment given in January, we saw an increase in the number of students scoring above the 50th percentile compared to the January assessment last year in Kindergarten and in first grade. For our second, fourth, and fifth grade students, we have seen significant growth, especially for students who are new to our school and new to KIPP schools who entered well below grade level, and we are looking forward to continuing to push their progress forward.

Though performance levels for ELA and Math CAASPP outcomes are shown on our 2018 CA Dashboard, these are not representative of our students' performance. Because California's ESSA State Plan requires schools to receive a performance level, Corazón was assigned the authorizing district's grade three results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is in salaries due to investment in highly qualified teachers.

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.

This year, we incorporated time for ELD curriculum into our schedule in order to support all English Learners and Long Term English Learners. We also began implementation of Whetstone, a platform to drive teacher practice through coaching and feedback using rubrics created by KIPP LA. You can find these adjustments in Actual Actions and Services for Goal 1 in our Annual Update. Based on our current and historical performance, we are not making further changes to this goal at this point. Because this is the final year of this LCAP, we are focusing on collecting more data on implementation and impact for all actions and services related to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 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 KCA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement, parent leadership opportunities **18-19** At least 12 opportunities for parent engagement/leadership will be provided such as back to school night, parent-teacher conferences, etc. **Baseline** n/a	18-19 12 opportunities for parent engagement/leadership, including back to school night, parent-teacher conferences, etc.
Metric/Indicator Suspension rate **18-19** All students: <2% Low-income: <2% Eng. Lners: <2%	18-19 All students: 0% Low-income: 0% Eng. Lners: 0% Afr. – Amer.: not enough students Latino: 0% Stud w/Disab.: 0%

Expected	Actual
Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data **Baseline** 2016-17: 0%	Foster Youth: not enough students
Metric/Indicator Expulsion rate **18-19** All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data **Baseline** 2016-17:	18-19 All students: 0% Low-income: 0% Eng. Lners: 0% Afr. – Amer.: not enough students Latino: 0% Stud w/Disab.: 0% Foster Youth: not enough students
Metric/Indicator Students will feel satisfied with their experience at KCA as measured by internally provided surveys. **18-19** 75%+ of students will feel satisfied with their experience at KCA as measured by internally provided surveys. **Baseline** 2016-17:	Spring 18-19 internal student survey, "I feel safe at my school" All students: 93%
Metric/Indicator Average Daily Attendance **18-19** All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data	18-19 All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: not enough students Latino: 95% Stud w/Disab.: 96% Foster Youth: not enough students

Expected	Actual

Baseline
2016-17:

Metric/Indicator
Chronic Absenteeism Rate

18-19
All students: <15%
Low-income: <15%
Eng. Lners: <10%
Afr. – Amer.: <15%
Latino: <15%
Stud w/Disab.: <18%
Foster Youth: -not enough data

Baseline
2016-17:

18-19
All students: 13%
Low-income: 12%
Eng. Lners: 13%
Afr. – Amer.: not enough students
Latino: 12%
Stud w/Disab.: 11%
Foster Youth: not enough students

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a: Parent Engagement We will hold monthly family nights revolving around things like college, math, reading, culture, and more. We will track parent attendance at parent meetings by using Sign –in sheets, other engagement indicators. Families will be given our calendar of events (in color) at the beginning of the school year. Parents will be notified of meeting date and time at least one month in	2a: Parent Engagement We have held monthly family nights based on themes such as college, math, reading, restorative justice, culture, and more. We track attendance on these meetings because we want to ensure families are engaged in all components of the school vision. It is important for us to continue working in having over 75% of families attend our events. Our families have the calendar of events, are reminded on	Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 26000	Field Trips 5831 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 14,000
		Office Manager 2401 2000-2999: Classified Personnel Salaries Supplemental & Concentration 97,858	Office Manager 2401-50% 2000-2999: Classified Personnel Salaries Supplemental & Concentration 46,826
		Postage & Shipping 4352 4000-4999: Books And Supplies Base 4000	Postage & Shipping 4352 4000-4999: Books And Supplies Base 4000

advance at a time convenient for parents and child care will be provided to minimize barriers for attendance. We will also do daily reminders the week of the event using School Messenger, flyers, posters, and phone trees, etc.

We will also have incentives for students/parents to attend, such as a "no homework pass", healthy snack party for the class with the highest attendance, etc.

Families will have several opportunities to be involved on campus. Every morning, families will be invited onto campus for Family Literacy in classrooms. During this time, they will support their student and other students with reading sight words, doing math facts, and morning work. Parents will also pick up students from their classroom, giving them an opportunity to touch base with the teacher about how their child is progressing.

In addition, we will hold mandatory parent conferences twice a year in which teachers will report back on student progress and work with families to come up with a plan to ensure that they meet their goals for the year.

Other opportunities for involvement include volunteering, serving on school based committees such as our Family Leadership Council (FLC), leadership roles and we will

ParentSquare app, and are called directly to remind of all events. Child care is provided at all meetings to help our families fully participate in the themes being presented.

We track data by homeroom and provide incentives for students, such as free dress or a snack party when being the homeroom that has the highest attendance. We also take feedback from our families and see what new themes or topics they would like us to discuss at the school at future family nights. Also, we created KCA Platicas, where we do community circles with our families to continue building relationships with all community members.

For family daily interactions, every morning, families will are invited onto campus for Family Literacy in classrooms. During this time, they support their student and other students with reading sight words, doing math facts, and morning work. Parents also pick up students from their classrooms, giving them an opportunity to touch base with the teacher or staff about how their child is progressing.

We hold mandatory parent conferences twice a year in which teachers will report back on student progress and work with families to come up with a plan to ensure that they meet their goals

Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 7000	Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 7,803
Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 5000	Staff/Office Software 4405 4000-4999: Books And Supplies Other 12,375
Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 9000	Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 5,667
	2205, 2403 -Operations Aide, Ops Support/Receptionist 2000-2999: Classified Personnel Salaries Supplemental & Concentration 21,742
	5803 Management fee - Advocacy 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 15,232.94

have at least 1 parent participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. Families had the opportunity to attend a KIPP LA Family Engagement meeting this April.

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 and Expulsion rate (unduplicated pupils)

We will continue the implementation of our Character program to equip our students with coping strategies. To do this successfully, we will continue

for the year. In Upper school, students lead conferences because we want them to be able to communicate what they are learning, how they are progressing in their goals, and what are areas of growth they are continuing to work on.

Other opportunities for our families include volunteering, field trip chaperoning, serving on school based committees such as our Family Leadership Council (FLC), School Site Council (SSC), fundraising, and leadership roles for 2 parents to participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children, our students, and our community.

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. Families had the opportunity to attend a KIPP LA Family Engagement meeting last April and will continue annually as part of the KIPP LA family engagement initiative.

Customer Service is a big part of who we are and we value the experience all our families have at our school. We have trained our school office staff to make sure that we are normed on how we

doing book clubs on best practices, creating materials for our lessons, and bringing in speakers to speak to our students.

We will work to cultivate a positive school culture through a school-wide behavior support plan and ensure that all school personnel are trained on our plan. We will utilize restorative practices to build a culture of community and belonging for our students.

We also will use a tiered behavior system to ensure school safety and run SST meetings for students at risk as a preventative measure. Students will be given multiple opportunities to reflect on their choices and restore harm that was caused.

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

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

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

interact with our community and families.

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

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

We are continuing to proactively support all our students in and out of the class room. We understand that our students have many different experiences in their lives. Our continued approach is to create behavior support systems, include calm classroom techniques, research new studies, and collaborate with our mental health team.

Our school creates a positive school culture through a school-wide behavior support plan and ensures that all school personnel are trained on our plan. We have implement programs from PBIS, positive discipline, and restorative justice to help support our team, students, and families. More importantly we are restorative educators that focus on building

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.

Professional development (and purchasing books) on Responsive Classroom and restorative to help teachers create a safe and warm environment within the classroom.

Continued efforts during our weekly assemblies on safety and making good choices at school. Students receive a certificate and as an incentive they get to eat cookies with the principal and receive a reward from the treasure chest.

For the Upper School, students give feedback on safety at the school and create design projects to ensure that they are being a part of the process of creating a safe learning environment. Student voice is important and student leadership opportunities are given for students to enhance their own learning experience.

To ensure students safety throughout the day, KIPP LA has assigned staff to aid in the proper supervision of students at lunch/play time.

authentic relationships with all our students and families.

We utilize a tiered behavior system for all students. We hold SSPT meetings for students that need extra support in behavior and academics. Students are given opportunities to reflect on their choices through conferences and project restoration.

We have added personnel to support the increase of students and will continue to analyze what the school needs based on current trends in the school.

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

With our new building, we have an intercom system to communicate with all staff in case of any emergencies as well as student support.

We have invested in restorative practices as a school to help ensure we are focusing on students expressing their needs to us everyday. We have student surveys that show us how students are feeling. We have added new professional developments on student culture so our team can create a safe learning environment.

We consistently focus on a component in community meetings

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

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

2e School attendance

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

Parents will join in to celebrate students who have perfect attendance. Perfect attendance will be celebrated once a month.

where students reflect on choices that are made in school so that they are always aware of how to stay safe. Students receive awards and recognition for making good choices on safety and helping build a community in our school.

For Upper school, student council has created safety initiatives to help all students as well as take student feedback to help our school improve.

To ensure students safety throughout the day, KIPP LA has assigned staff to aid in the proper supervision of students at lunch/play time.

Our staff is trained on emergency preparedness and ensures we meet compliance in everything to ensure the safety of everyone. We have emergency kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other items. All our staff continue to be trained in safety procedures through SafeSchools online platform and from professional development by our operations team.

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

2e School attendance
We want our students to feel excited about coming to school

Students receive a certificate and a personal incentive. Per parent feedback from last year's meeting, classes will receive a perfect attendance trophy for having the best weekly attendance on their grade level.

Calm Classroom

In our effort to reduce the inequities between subgroup 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

everyday. Our registrars pull daily attendance reports and report attendance to the administration team and our teachers. In addition, the registrars make daily phone calls to families who are absent. On rainy days we have created incentives when students attend as well as message all families through School Messenger and ParentSquare to plan ahead so they can get to school.

We celebrate students who have perfect attendance and invite all our families. Perfect attendance is celebrated each month. Students receive a certificate and a personal incentive. Classes with perfect attendance receive a trophy and class incentive when their homeroom achieves this goal.

Lastly, our registrars have created new initiatives where they have our teachers call home to show families how much students are missed and the impact it has on schooling.

Calm Classroom

We are proud to say we have implemented clam classroom in every class. Our teachers and staff are trained to be ensure they are all trauma informed educators. This aspect of social emotional learning allows students to be more mindful and refocus throughout the day. We currently have Upper School students come

students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance. We are in its 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)

down and lead Calm Classroom to our Lower School students. This is a way to promote Calm Classroom techniques as well as motivate all our students to see other students who enjoy this initiative.
We have also added Calm Corners in each classroom to help students who need a break to refocus and calm down. We train our teachers on how to help students understand the purpose of Calm Corner and how it should be utilized to promote a safe learning environment for all.

Analysis

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

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

The school has implemented all aspects of goal number 2. There is differentiation of Lower School and Upper School needs based on analysis of data and noticing trends that we need in different grade levels and age levels. The school will continue to focus on revamping approaches so that positive outcomes continue to occur.

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

Overall, we have exceeded the goal of family nights for our families. We have many opportunities for families to have engagement and ensure they feel valued in our school. In terms of suspensions and expulsions, we have not had one to date and it is because of the proactive measures that we have taken in educator development to create a safe learning environment. The goal we are continually working on is attendance. Though our Chronic Absentee students have declined, we know there is much more work that needs to be done. On the 2018 CA Dashboard, we did not yet have performance colors for chronic absenteeism or suspension rate, but we met local performance indicators related to this goal (Parent Engagement, Local Climate Survey).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is due spending in Operations and Advocacy to improve services for parents and students.

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

For attendance, we have added new initiatives that help families see the impact of missing school. Our registrars have started an initiative to have teachers call home to show families how much students are missed as well as trying to figure out other ways to support in what they need in order to come to school each day. Our staff has received training on PBIS, positive discipline, and restorative practices to help support in creating a positive learning environment. We have added new emergency procedures based on our new building and new technology that helps us operate more efficiently and effectively if there ever is a crisis on campus. All of these can be found in the Actual Actions/Services for Goal 2.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of teachers who are compliant **18-19** All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100% **Baseline** n/a	18-19 All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
Metric/Indicator Rate of students will have access to educational supplies and materials that are common core aligned **18-19**	118-19 All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100%

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

Baseline
n/a

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

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

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

Baseline
n/a

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

Metric/Indicator
Rate of students who have access to electives such as: Performing Arts, Spanish, 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
n/a

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

Expected	Actual
Metric/Indicator Ensure that our facility is at "good repair" or better as measured by SARC **18-19** Good Repair **Baseline** n/a	18-19 (17-18 SARC) Exemplary

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3a: Number of teachers who are compliant Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. We carry out measures for annual teacher recruitment and a comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via QuickBase. And to get the best teachers in front of our students, we arrange travel accommodations for potential candidates. 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	3a: Number of teachers who are compliant Within recruitment, we have focused on hiring experienced, credentialed teachers and matching them with positions in order provide a balance of experience on each grade level and department team. We have adjusted our teacher application process to use Lever, which facilitates communication between candidates, school leaders, and the regional talent team. We arrange for travel accommodations in order to recruit high quality teachers from in state and out of state. In addition, we have worked closely with the regional credentialing team in order to support teachers with all needs related to credentialing. We	Rent 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 270,563	Rent 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 271,200
		Art 4320 Athletics 4321 Music 4319 4000-4999: Books And Supplies Supplemental & Concentration 10000	Art 4320 Athletics 4321 Music 4319 4000-4999: Books And Supplies Supplemental & Concentration 11,485
		5803- KIPP LA Fees -Talent & Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 92853	5803- KIPP LA Fees -Talent, RE & Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 99,627
		KIPP School Leadership Program 5824 Other Professional Development 5825 5800: Professional/Consulting	KIPP School Leadership Program 5824 KIPP Summit Travel and Accommodations 5204

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.

We work to hire credentialed teachers and ensure proper placement. We also support teachers with transfer of credentials for from out of state (including support with waivers, testing, etc.)

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

3b: Curriculum Materials and Supplies

In Kindergarten - second grade, all classrooms have at least 10-15 computers to ensure all students have access to blended learning programs which are connected to the common core standards. In fifth grade, all students will have access to Chromebooks to support with daily instruction

also partner with universities in order to ensure that teachers are taking all needed exams and participating in additional coursework, as appropriate, in order to support teachers from within California and out of state.

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

3b: Curriculum Materials and Supplies

In Kindergarten through second grade, all classrooms have at least 10-15 computers to ensure all students have access to blended learning programs which are connected to the common core standards. In second through fifth grade, all students will have access to Chromebooks to support daily instruction and preparation for SBAC.

The programs we use are Common Core aligned. We have Lexia, ST Math, and Accelerated Reader. Our students also have google accounts.

Our instructional resources and curriculum are also common core

Services And Operating Expenditures Supplemental & Concentration 50000	5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 39,189
2403 Office Associate 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 60,000	2403 Office Associate-75% (25% claimed to supplemental in Goal 2) 5800: Professional/Consulting Services And Operating Expenditures Base 26,750
Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 200259	Electives (Music, PE, Art etc.) 1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 239,659
Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 35000	Curriculum Materials and Books 4101 4000-4999: Books And Supplies Base 53,771
Class sets/library books 4201 4000-4999: Books And Supplies Base 30000	Class sets/library books 4201 4000-4999: Books And Supplies Base 22,735
Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 45000	Janitorial Services & Supplies 5503-25% Repairs & Maintenance (Non-Cap) 5602-25% 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 30320
Repairs & Maintenance (Non-Cap) 5602 5000-5999: Services And Other Operating Expenditures Base 110000	Repairs & Maintenance (Non-Cap) 5602 Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Base 90961

The programs we use are is Common Core aligned. We have Lexia, ST Math, and Accelerated Reader. Our students also have google accounts.

Our instructional resources and curriculum are also common core aligned and NGSS aligned, such as Bridges to Mathematics, Units of Study for Reading and Writing, Core Knowledge, Amplify, etc.

We also purchase additional educational supplies and materials purchased that are common core aligned.

All students, including English Leaners, will have lesson plans and assessments that are common core aligned. To ensure we are focusing on EL development, teachers and administrators may attend professional development sessions outside of school.

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

Teacher Professional Development

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

aligned and NGSS aligned, such as Bridges to Mathematics, Units of Study for Reading and Writing, Core Knowledge, Amplify, etc.

We also purchase additional educational supplies and materials that are common core aligned.

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

Teacher Professional Development

Teachers participate in PD throughout the year as a region and at the school level in unpacking Common Core standards. Topics 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 third party professional development, such as Teachers College or courses at UCLA.

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,

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.

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.

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

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

Programmatic planning and scheduling: School will ensure schedule allows enough time for all students to engage in listed courses.

Hiring of credentialed teachers to teach enrichments. School will create budget that supports the

spaces, curriculum for these trainings.

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

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

Our schedule ensures that all students are able to participate in all core and elective content.

We hire credentialed teachers to teach enrichments. We create a 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, computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. Lastly, enrichment teachers are encouraged to attend

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, 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

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.
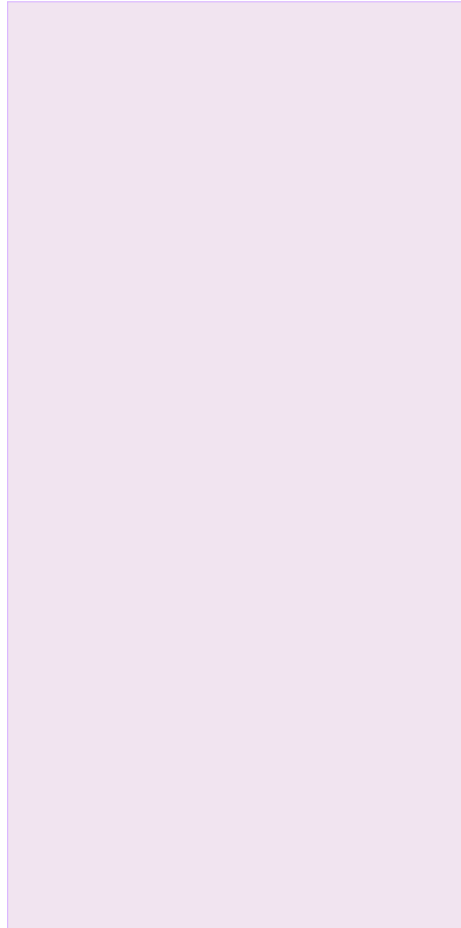
repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance.

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, KIPP Corazón implemented all of the actions and services described above in an effort to achieve goal #3, create spaces and opportunities for student achievement. The largest change is that we moved into our new, permanent facility in January 2019. We also adjusted the platform that we use for teacher applications, recruitment, and communication.

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 KIPP Corazón to support creating opportunities and spaces for student achievement has been effective in meeting our goals. In moving into our new building, we have been able to ensure that we keep our facility in good repair and create spaces for student learning, including the creation of small group intervention spaces, an art room, and spaces for other electives. We have continued to provide high quality, Common Core aligned curriculum, as well as learning experiences through our electives that drive student progress toward state standards and success in high school, college, and life. We have contracted with outside consultants, as appropriate, to support teacher professional development in areas such as guided reading and restorative practices, and we have continued with internal professional development and coaching which drives toward individual goals and whole school priorities. On the 2018 CA Dashboard, we met all local performance indicators related to Goal 3 (Basics: Teachers, Instructional Minutes, 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.

The key changes that were made in this area were related to the speed with which we moved into our permanent facility, as construction was completed ahead of the originally projected date, the new platforms that we've used for teacher recruitment and teacher practice data, and adding additional electives, including Spanish and Ethnic Studies, during the 2018-19 school year. You can find these in Actual Actions and Services for Goal 3 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 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Stakeholders are continuously engaged about the progress of our school through parent meetings, participation in School Site Council and English Learner Advisory Council, weekly bulletins, and other forms of ongoing communication between school and home. On March 27, 2019, KIPP Corazón held its annual LCAP stakeholder engagement meeting. Parents met with Colleen Kennedy and Mario Echeverria, the founding co-school leaders for KIPP Corazón Academy.

We invited all families to attend this meeting to learn about LCFF and give their feedback on our goals for the eight state priorities. The meeting began with an explanation of the Local Control Funding Formula and how it differs from how schools were funded in the past. Attendees learned how the formula is executed and how the schools are going to be held accountable for the funds through the LCAP and the eight state priorities. We presented on the progress of our goals thus far in the school year and what areas need to be strengthened. We asked for family input on the progress of goals as well as feedback on how to improve chronic absenteeism, family night attendance, and creating a unified K-8th grade school for our families and students. Families were placed in cohorts depending on their interest level to provide input and advice to help the school move forward. The leadership team collected all the handouts with feedback and analyzed the feedback given.

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 100% of students reported that "A family member knows my teacher," while nearly 98% of students agreed that "My school wants me to do well."

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. Based on our families' feedback and recommendations, we will be incorporating family events at different times and gain feedback from families on the impact it had (Goal 2, Support Student, Family, and School Engagement). We will also incorporate

testing strategy workshops for families from 2nd through 6th grade to help families with partnering with the school on academic initiatives. We will work on diversifying the workshops being offered to help families with technology, English Language, and parenting courses. We will also incorporate intentional meetings and collaboration to have joint family leadership council initiatives that will help unify the lower and upper schools for Corazón.

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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To increase the number of students who meet or exceed state standards in English Language Arts on the SBAC assessment
To increase the number of students who meet or exceed state standards in Math the SBAC assessment
To increase the number of students making annual progress in Learning English
To increase the number of English Learners who achieve full English language proficiency
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 or exceeding state-established proficiency levels for English Language Arts	n/a	n/a	Baseline	Baseline + 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of students meeting state-established proficiency levels for Math	n/a	n/a	Baseline	Baseline + 3%
Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test from CELDT to ELPAC)	n/a	Baseline (TBD)	TBD	Baseline + 3%
Rate of students making growth on ELPAC	n/a	n/a	Baseline	Baseline + State defined growth
Rate of students meeting or exceeding the 50th percentile for grade level achievement as set by the national norm on the NWEA test (K-2 Fall to Spring)	n/a	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

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1a: Number of students who are proficient for English Language Arts and Math 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 will use common core aligned curriculum and resources and make any necessary copies for all of our students (paper and copier expenses) on a weekly basis. Common Core aligned curriculum will be provided for all core content so that teachers can focus on lesson internalization and execution. Blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs may include: Lexia, Renaissance Learning, and ST Math.	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 will use common core aligned curriculum and resources and make any necessary copies for all of our students (paper and copier expenses) on a weekly basis. Common Core aligned curriculum will be provided for all core content so that teachers can focus on lesson internalization and execution. Blended learning model ensures daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs may include: Lexia, Reading Plus, NextGen Math, Newsela,	1a: Number of students who are proficient for English Language Arts and Math Teachers use data from interim and unit assessments, checkpoints, and daily independent work and exit slips to drive instruction and differentiation. Teachers leverage assessment materials through curriculum as well as supplemental teacher created resources. Our teachers use common core aligned curriculum and resources and make any necessary copies for all of our students (paper and copier expenses) on a weekly basis. Common Core aligned curriculum is provided for all core content so that teachers can focus on lesson internalization and execution. Blended learning models ensure that daily intervention and acceleration is available. This is achieved by purchasing software and hardware for our students and teachers. Programs may include:

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 and Kastle. For example, teachers will use previous MAP scores to create targeted instructional goals and plans for our students.

PD and on-going coaching for teachers by our instructional coach and direct managers to increase content knowledge and instructional effectiveness.

1d: Number of students meeting MAP 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 for grades K-1.

Front Row Math, Renaissance Learning, and ST Math.

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 and Kastle. For example, teachers will use previous SBAC & MAP scores to create targeted instructional goals and plans for our students.

We conduct PD and on-going coaching for teachers by our instructional coach and direct managers to increase content knowledge and instructional effectiveness, and we leverage platforms such as Whetstone to monitor progress in teacher practice.

Upper School Focus - The upper school will add a blended learning lab class that all students will take. Each student will have an individualized goal and receive differentiated instruction at their specific level. Students will also have an opportunity for after school tutoring services based on their specific needs in each content area.

1d: Number of students meeting MAP & SBAC goals

Achieve3000, Lexia, Reading Plus, NextGen Math, Newsela, Freckle Math, Renaissance Learning, and ST Math.

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 conduct extensive data analysis by pulling reports on Illuminate and Kastle. For example, teachers will use previous SBAC & MAP scores to create targeted instructional goals and plans for our students.

PD and on-going coaching for teachers by our instructional coach and direct managers to increase content knowledge and instructional effectiveness. We leverage Whetstone to drive our development of teacher practice through rapid cycles of coaching and feedback.

The upper school will continue a blended learning lab class that all students will take. Each student has an individualized goal and receives differentiated instruction at their specific level. Students also have an opportunity for after school tutoring services based on their specific needs in each content area.

1d: Number of students meeting MAP & SBAC goals
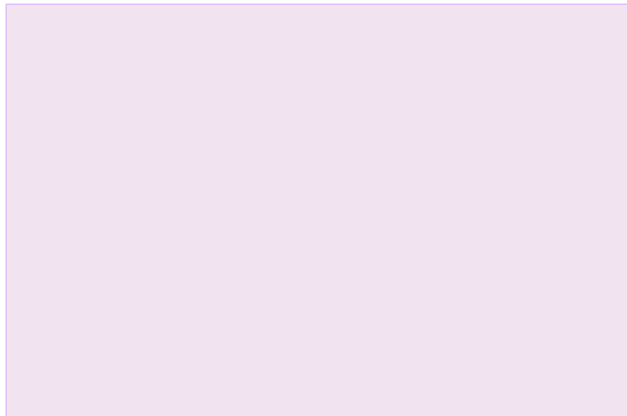
We will ensure high-quality instruction and targeted support. Teachers will use previous MAP & SBAC scores to create targeted instruction for each student.

Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring for grades K-2, and consistently year to year for 4-5.

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

Students know their own MAP growth targets and teachers track growth from fall to winter to spring for students in all grades.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	396800	369,406	763,940
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends
Amount	62000	25000	32,500
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Classroom Technology 4401	4000-4999: Books And Supplies Classroom Technology 4401-not rest	4000-4999: Books And Supplies Classroom Technology 4401-not rest

Amount	63590	10000	11,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Classroom Software 4402	4000-4999: Books And Supplies Classroom Software 4402-not rest	4000-4999: Books And Supplies Classroom Software 4402-not rest
Amount	10622	10000	30,000
Source	Supplemental & Concentration	Supplemental & Concentration	Other
Budget Reference	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404-not rest	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404-not rest
Amount	2542	5000	20,000
Source	Supplemental & Concentration	Supplemental & Concentration	Other
Budget Reference	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405
Amount	25000	23000	15,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Assessment Materials 4304	4000-4999: Books And Supplies Assessment Materials 4304	4000-4999: Books And Supplies Assessment Materials 4304

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Schoolwide

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1b: CELDT Scores All CELDT data will be shared with parent and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulatives, visuals, realia, or excursions. We will also provide technology such as projectors, Chromebooks, and a document camera. We provide yearly training to teachers on how to support EL students through instructional strategies during whole group and small group targeted instruction. 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. EL students will receive small group instructional support to support their language development.	1b: CELDT Scores All CELDT/ELPAC data is shared with parent and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for manipulatives, visuals, realia, or excursions as well as technology needs such a projectors, iPads, and a document camera. We provide yearly training to teachers on how to support EL students through instructional strategies during whole group and small group targeted instruction 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. EL students will receive small group instructional support to support their language development.	1b: CELDT Scores All CELDT/ELPAC data is shared with parents and teachers. Teachers have created plans and participated in PD to ensure that EL students 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. We provide training to teachers on how to support EL students through instructional strategies during whole group and small group targeted instruction. 1c: Percentage of EL students who EL reclassify as RFEP Teachers use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL students receive small group instructional support to support their language development.

Small group instruction- In phonics, guided reading, Math, and Reader's Workshop, students are taught in small groups or pulled in small groups after the direct instruction portion of the lesson. This enables teachers to work with students at their individual level and to scaffold for their needs.

Sentence frames- Teachers are trained on how to use sentence frames at the beginning of each year. This helps to support English Language Learners in their language development and speaking.

Explicit vocabulary instruction- All lessons include a section where teachers should introduce academic vocabulary to students so that they are able to access the material and are not held back from achievement.

Concrete- visual- abstract progression- In Math, teachers go from the concrete, to visual, to abstract when presenting concepts so that English Language Learners and students with disabilities can build their conceptual understanding before going to the abstract.

Small group instruction- In phonics, guided reading, Math, and Reading and Writing Workshop, students are taught in small groups or pulled in small groups after the direct instruction portion of the lesson. This enables teachers to work with students at their individual level and to scaffold for their needs.

Sentence frames- Teachers are trained on how to use sentence frames at the beginning of each year. This helps to support English Language Learners in their language development and speaking.

Explicit vocabulary instruction- All lessons include a section where teachers should introduce academic vocabulary to students so that they are able to access the material and are not held back from achievement.

LTEL Services

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

In phonics, guided reading, Math, and Reading and Writing Workshop, students are taught in small groups or pulled in small groups after the direct instruction portion of the lesson. This enables teachers to work with students at their individual level and to scaffold for their needs.

Teachers are trained on how to use sentence frames during PD in the fall. This helps to support English Language Learners in their language development and speaking.

All lessons include a section where teachers introduce academic vocabulary to students so that they are able to access the material.

In math, teachers follow curriculum that emphasizes conceptual development and supplement with scaffolds so that English Language Learners and students with disabilities can build deep understanding of mathematical concepts.

LTEL Services

We will continue Launch to Literacy (K-2) and Link to Literacy (3-5), an intermediate English Language Development (ELD) curriculum for all students, including our Long Term EL (LTEL) students. We shifted our schedule and academic program so that all students receive designated ELD instruction from their homeroom or ELA teacher multiple times a

integrated ELD program, is elevating our LTEL student achievement.

New EL Action

For the 2018-19 school year, we have piloted Launch to Literacy, a beginning literacy curriculum for English Language Development (ELD). Our EL students receive designated ELD instruction 2-3 times a week. This designated ELD curriculum covers five components: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. This service, in addition to the integrated ELD program, has positively impacted our EL student achievement in ELA.

week. This designated ELD curriculum will cover five components: phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. We understand that our LTEL students have additional needs and this curriculum focuses on building vocabulary, improving the use of language conventions, and increasing comprehension in ELD content. This service, in addition to the integrated ELD program, will elevate student achievement for all students, including our LTELs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	79360	1260	46,003
Source	Supplemental & Concentration	Title I, II, III	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean

Amount		78079	15,381
Source		Supplemental & Concentration	Title III
Budget Reference		1000-1999: Certificated Personnel Salaries 1901, 1302 Instructional Admin	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 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

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 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 Comienza Community 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
KCA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement,	n/a	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement, parent leadership opportunities	At least 12 opportunities for parent engagement/leadership will be provided such as back to school night, parent-teacher conferences, etc.	At least 12 opportunities for parent engagement/leadership will be provided such as back to school night, parent-teacher conferences, etc.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parent leadership opportunities				
Suspension rate	2016-17: 0%	<2%	All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data	All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data
Expulsion rate	2016-17:	<1%	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data
Students will feel satisfied with their experience at KCA as measured by internally provided surveys.	2016-17:	70%+ of students will feel satisfied with their experience at KCA as measured by internally provided surveys.	75%+ of students will feel satisfied with their experience at KCA as measured by internally provided surveys.	75%+ of students will feel satisfied with their experience at KCA as measured by internally provided surveys.
Average Daily Attendance	2016-17:	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 Rate	2016-17:	<10%	All students: <15% Low-income: <15% Eng. Lners: <10% Afr. – Amer.: <15% Latino: <15% Stud w/Disab.: <18% Foster Youth: -not enough data	All students: <15% Low-income: <15% Eng. Lners: <15% 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	2018-19 Actions/Services	2019-20 Actions/Services
2a: Parent Engagement We will hold monthly family nights revolving around things like college, math, reading, culture, and more. We will track parent attendance at parent meetings by using Sign –in sheets, other engagement indicators. Families will be given our calendar of events (in color) at the beginning of the school year. Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance. We will also do daily reminders the week of the event using School Messenger, flyers, posters, and phone trees, etc. We will also have incentives for students/parents to attend, such as a "no homework pass", healthy snack party for the class with the highest attendance, etc. Families will have several opportunities to be involved on campus. Every morning, families will be invited onto campus for Family Literacy in classrooms. During this time, they will support their student and other students with reading sight words, doing math facts, and morning work. Parents will also pick up students from their classroom, giving them an	2a: Parent Engagement We will hold monthly family nights revolving around things like college, math, reading, culture, and more. We will track parent attendance at parent meetings by using Sign –in sheets, other engagement indicators. Families will be given our calendar of events (in color) at the beginning of the school year. Parents will be notified of meeting date and time at least one month in advance at a time convenient for parents and child care will be provided to minimize barriers for attendance. We will also do daily reminders the week of the event using School Messenger, flyers, posters, and phone trees, etc. We will also have incentives for students/parents to attend, such as a "no homework pass", healthy snack party for the class with the highest attendance, etc. Families will have several opportunities to be involved on campus. Every morning, families will be invited onto campus for Family Literacy in classrooms. During this time, they will support their student and other students with reading sight words, doing math facts, and morning work. Parents will also pick up students from their classroom, giving them an opportunity to touch base with the teacher about how their child is progressing.	2a: Parent Engagement We will hold monthly family nights based on themes such as college, math, reading, restorative justice, culture, and more. We will track attendance on these meetings because we want to ensure families are engaged in all components of the school vision. It is important for us to continue working in having over 75% of families attend our events. Our families will have the calendar of events, will be reminded on ParentSquare app, and will be called directly to remind of all events. Child care will be provided at all meetings to help our families fully participate in the themes being presented. We will track data by homeroom and provide incentives for students, such as free dress or a snack party when being the homeroom that has the highest attendance. We will also take feedback from our families and see what new themes or topics they would like us to discuss at the school at future family nights. We will continue with KCA Platicas, where we do community circles with our families to continue building relationships with all community members. For our family daily interactions, every morning, families will be invited onto campus for Family Literacy in classrooms. During this time, they support their student and other students with reading sight

opportunity to touch base with the teacher about how their child is progressing.

In addition, we will hold mandatory parent conferences twice a year in which teachers will report back on student progress and work with families to come up with a plan to ensure that they meet their goals for the year.

Other opportunities for involvement include volunteering, serving on school based committees such as our Family Leadership Council (FLC), leadership roles and we will have at least 1 parent participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. Families had the opportunity to attend a KIPP LA Family Engagement meeting this April.

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 and Expulsion rate (unduplicated pupils)

In addition, we will hold mandatory parent conferences twice a year in which teachers will report back on student progress and work with families to come up with a plan to ensure that they meet their goals for the year.

Other opportunities for involvement include volunteering, serving on school based committees such as our Family Leadership Council (FLC), leadership roles and we will have at least 1 parent participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. Families had the opportunity to attend a KIPP LA Family Engagement meeting this April.

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

words, doing math facts, and morning work. Parents will also be able to pick up students from their classrooms, giving them an opportunity to touch base with the teacher or staff about how their child is progressing.

We will hold mandatory parent conferences twice a year in which teachers will report back on student progress and work with families to come up with a plan to ensure that they meet their goals for the year. In Upper school, students will lead conferences because we want them to be able to communicate what they are learning, how they are progressing in their goals, and what are areas of growth they are continuing to work on.

Other opportunities for our families will include volunteering, field trip chaperoning, serving on school based committees such as our Family Leadership Council (FLC), School Site Council (SSC), fundraising, and leadership roles for 2 parents to participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children, our students, and our community.

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. Families will have the

We will continue the implementation of our Character program to equip our students with coping strategies. To do this successfully, we will continue doing book clubs on best practices, creating materials for our lessons, and bringing in speakers to speak to our students.

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

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

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

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

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

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

have consistent meetings to keep parents abreast of the students' progress.

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

We will continue the implementation of our Character program to equip our students with coping strategies. To do this successfully, we will continue doing book clubs on best practices, creating materials for our lessons, and bringing in speakers to speak to our students.

We will work to cultivate a positive school culture through a school-wide behavior support plan and ensure that all school personnel are trained on our plan. We will utilize restorative practices to build a culture of community and belonging for our students.

We also will use a tiered behavior system to ensure school safety and run SST meetings for students at risk as a preventative measure. Students will be given multiple opportunities to reflect on their choices and restore harm that was caused.

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

We also use a tiered behavior system to ensure school safety and run SST

opportunity to attend a KIPP LA Family Engagement meeting last April and will continue annually as part of the KIPP LA family engagement initiative.

Customer Service is a big part of who we are and we value the experience all our families have at our school. We have trained our school office staff to make sure that we are normed on how we interact with our community and families.

Additionally, 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 known as our ELPAC council. School will also have consistent meetings to keep parents abreast of the students' progress.

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

We are continuing to proactively support all our students in and out of the class room. We understand that our students have many different experiences in their lives. Our continued approach is to create behavior support systems, include calm classroom techniques, research new studies, and collaborate with our mental health team.

Our school creates a positive school culture through a school-wide behavior support plan and ensures that all school

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency.

Professional development (and purchasing books) on Responsive Classroom and restorative to help teachers create a safe and warm environment within the classroom.

Continued efforts during our weekly assemblies on safety and making good choices at school. Students receive a certificate and as an incentive they get to eat cookies with the principal and receive a reward from the treasure chest.

To ensure students safety throughout the day, KIPP LA has assigned staff to aid in the proper supervision of students at lunch/play time.

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.

meetings for students at risk as a preventative measure.

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

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

Since safety is our #1 priority, we have invested in walkie talkies to better communicate in case of an emergency.

Professional development (and purchasing books) on Responsive Classroom and restorative to help teachers create a safe and warm environment within the classroom.

Continued efforts during our weekly assemblies on safety and making good choices at school. Students receive a certificate and as an incentive they get to eat cookies with the principal and receive a reward from the treasure chest.

For the Upper School, students give feedback on safety at the school and create design projects to ensure that they are being a part of the process of creating a safe learning environment. Student voice is important and student leadership opportunities are given for students to enhance their own learning experience.

To ensure students safety throughout the day, KIPP LA has assigned staff to aid in

personnel are trained on our plan. We have implemented programs from PBIS, positive discipline, and restorative justice to help support our team, students, and families. More importantly we are restorative educators that focus on building authentic relationships with all our students and families.

We utilize a tiered behavior system for all students. We will hold SSPT meetings for students that need extra support in behavior and academics. Students are given opportunities to reflect on their choices through conferences and project restoration.

We will add personnel to support the increase of students and will continue to analyze what the school needs based on current trends in the school.

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

With our new building, we have an intercom system to communicate with all staff in case of any emergencies as well as student support.

We have invested in restorative practices as a school to help ensure we are focusing on students expressing their needs to us everyday. We have student surveys that show us how students are feeling. We have added new professional developments on student culture so our

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

2e School attendance

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

Parents will join in to celebrate students who have perfect attendance. Perfect attendance will be celebrated once a month. Students receive a certificate and a personal incentive. Per parent feedback from last year's meeting, classes will receive a perfect attendance trophy for having the best weekly attendance on their grade level.

the proper supervision of students at lunch/play time.

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

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

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Parents will join in to celebrate students who have perfect attendance. Perfect

team can create a safe learning environment.

We consistently focus on a component in community meetings where students reflect on choices that are made in school so that they are always aware of how to stay safe. Students receive awards and recognition for making good choices on safety and helping build a community in our school.

For Upper school, student council has created safety initiatives to help all students feel safe at school as well as take student feedback to help our school improve.

To ensure student safety throughout the day, KIPP LA has assigned staff to aid in the proper supervision of students at lunch/play time.

Our staff is trained on emergency preparedness and ensures we meet compliance in everything to ensure the safety of everyone. We have emergency kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other items. All our staff continue to be trained in safety procedures through SafeSchools online platform and from professional development by our operations team.

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

attendance will be celebrated once a month. Students receive a certificate and a personal incentive. Per parent feedback from last year's meeting, classes will receive a perfect attendance trophy for having the best weekly attendance on their grade level.

Calm Classroom

In our effort to reduce the inequities between subgroup 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

2e School attendance
We want our students to feel excited about coming to school everyday. Our registrars pull daily attendance reports and report attendance to the administration team and our teachers. In addition, the registrars make daily phone calls to families who are absent. On rainy days we have created incentives when students attend as well as message all families through School Messenger and ParentSquare to plan ahead so they can get to school.

We celebrate students who have perfect attendance and invite all our families. Perfect attendance is celebrated each month. Students receive a certificate and a personal incentive. Classes with perfect attendance receive a trophy and class incentive when their homeroom achieves this goal.

Lastly, our registrars have created new initiatives where they have our teachers call home to show families how much students are missed and the impact it has on schooling.

Calm Classroom

We are proud to say we have implemented clam classroom in every class. Our teachers and staff are trained to be ensure they are all trauma informed educators. This aspect of social emotional learning allows students to be more

increasing their self-esteem and academic performance. We are in its beginning phases of transitioning to Trauma Informed Schools and we believe this will have a positive impact on our students.

mindful and refocus throughout the day. We currently have Upper School students come down and lead Calm Classroom to our Lower School students. This is a way to promote Calm Classroom techniques as well as motivate all our students to see other students who enjoy this initiative. We have also added Calm Corners in each classroom to help students who need a break to refocus and calm down. We train our teachers on how to help students understand the purpose of Calm Corner and how it should be utilized to promote a safe learning environment for all.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	26000	22,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trips 5831	5000-5999: Services And Other Operating Expenditures Field Trips 5831	5000-5999: Services And Other Operating Expenditures Field Trips 5831
Amount	48000	97,858	101,178
Source	Base	Supplemental & Concentration	Base
Budget Reference	2000-2999: Classified Personnel Salaries Office Manager 2401	2000-2999: Classified Personnel Salaries Office Manager 2401	2000-2999: Classified Personnel Salaries Office Manager 2401
Amount	1000	4000	4,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Postage & Shipping 4352	4000-4999: Books And Supplies Postage & Shipping 4352	4000-4999: Books And Supplies Postage & Shipping 4352

Amount	3000	7000	8,000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Special Events 4314	4000-4999: Books And Supplies Special Events 4314	4000-4999: Books And Supplies Special Events 4314
Amount	2542	5000	20,000
Source	Supplemental & Concentration	Supplemental & Concentration	Other
Budget Reference	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405
Amount	2000	9000	20,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Fire/Security 5504	5000-5999: Services And Other Operating Expenditures Fire/Security 5504	5000-5999: Services And Other Operating Expenditures Fire/Security 5504
Amount			31,200
Source			Supplemental & Concentration
Budget Reference			2000-2999: Classified Personnel Salaries 2205; 2403 Operations Aide, Ops Support/Receptionist
Amount			23,753
Source			Supplemental & Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 5803 Management fee - Advocacy

Amount			22,000
Source			Supplemental & Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures 5831- Field Trips

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of teachers who are compliant	n/a	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	n/a	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	n/a	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, Spanish, Science, and PE	n/a	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	n/a	Good Repair	Good Repair	Good Repair

Planned Actions / Services

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

Action 1

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

All

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

OR

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3a: Number of teachers who are compliant Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. We carry out measures for annual teacher recruitment and a comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via QuickBase. And to get the best teachers in front of our students, we arrange travel accommodations for potential candidates. At times, this means, that we have candidates and new hires	3a: Number of teachers who are compliant Recruitment We focus on hiring experienced, credentialed teachers and ensuring proper placement. We carry out measures for annual teacher recruitment and a comprehensive interview process. To do this, we ensure that teachers complete an application that can be viewed via Lever. To get the best teachers in front of our students, we arrange travel accommodations for potential candidates. At times, this means that we have candidates and new hires	3a: Number of teachers who are compliant Within recruitment, we will continue to focus on hiring experienced, credentialed teachers and matching them with positions in order provide a balance of experience on each grade level and department team. We will continue to use Lever, which facilitates communication between candidates, school leaders, and the regional talent team. We arrange for travel accommodations in order to recruit high quality teachers from in state and out of state. In addition, we work closely with the regional credentialing team in order to

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.

We work to hire credentialed teachers and ensure proper placement. We also support teachers with transfer of credentials for from out of state (including support with waivers, testing, etc.)

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

3b: Curriculum Materials and Supplies

In Kindergarten - first grade, all classrooms have at least 10-15 computers to ensure all students have access to blended learning programs which are connected to the common core standards.

The programs we use are is Common Core aligned. We have Lexia, ST Math,

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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3b: Curriculum Materials and Supplies

In Kindergarten - second grade, all classrooms have at least 10-15 computers to ensure all students have access to blended learning programs which are connected to the common core standards. In second grade, each classroom has 15-20 chromebooks. In fourth and fifth grade,

support teachers with all needs related to credentialing. We also partner with universities in order to ensure that teachers are taking all needed exams and participating in additional coursework, as appropriate, in order to support teachers from within California and out of state.

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

3b: Curriculum Materials and Supplies

In Kindergarten through second grade, all classrooms have at least 10-15 computers to ensure all students have access to blended learning programs which are connected to the common core standards. In third through sixth grade, all students will have access to Chromebooks to support daily instruction and preparation for SBAC.

The programs we use are Common Core aligned. We have Lexia, ST Math, and Accelerated Reader. Our students also have google accounts.

Our instructional resources and curriculum are also common core aligned and NGSS aligned, such as Bridges to Mathematics,

and Accelerated Reader. Our students also have google accounts.

Our instructional resources and curriculum are also common core aligned and NGSS aligned, such as Bridges to Mathematics, Units of Study for Reading and Writing, Core Knowledge, Amplify, etc.

We also purchase additional educational supplies and materials purchased that are common core aligned.

All students, including English Leaners, will have lesson plans and assessments that are common core aligned. To ensure we are focusing on EL development, teachers and administrators may attend professional development sessions outside of school.

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

Teacher Professional Development

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.

all students have access to Chromebooks to support with daily instruction.

The programs we use are Common Core aligned. We have Lexia, ST Math, and Accelerated Reader. Our students also have google accounts.

Our instructional resources and curriculum are also common core aligned and NGSS aligned, such as Bridges to Mathematics, Units of Study for Reading and Writing, Core Knowledge, Amplify, etc.

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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

Units of Study for Reading and Writing, Core Knowledge, Amplify, etc.

We also purchase additional educational supplies and materials that are common core aligned.

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

Teacher Professional Development

Teachers participate in PD throughout the year as a region and at the school level in unpacking Common Core standards. Topics 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 third party professional development, such as Teachers College or courses at UCLA.

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.

We track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party

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

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

Programmatic planning and scheduling: School will ensure schedule allows 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

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.

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sessions, or through the national KIPP network.

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

Our schedule ensures that all students are able to participate in all core and elective content.

We hire credentialed teachers to teach enrichments. We create a 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, computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. Lastly, enrichment teachers are 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

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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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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	117675	270,563	234,628
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Rent	5000-5999: Services And Other Operating Expenditures Rent	1000-1999: Certificated Personnel Salaries Rent-5601
Amount	2000	10000	14,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Art 4320	4000-4999: Books And Supplies Art 4320 Athletics 4321 Music 4319	4000-4999: Books And Supplies Art 4320 Athletics 4321 Music 4319
Amount	2000	92853	155,347.97
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Athletics 4321	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, RE & Ops

Amount	0	50000	60000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824 Other Professional Development 5825	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824 KIPP Summit Travel and Accommodations 5204
Amount	15000	60,000	50,006
Source	Supplemental & Concentration	Supplemental & Concentration	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Other Professional Development 5825	5800: Professional/Consulting Services And Operating Expenditures 2403 Office Associate	5800: Professional/Consulting Services And Operating Expenditures 2403-Office Associate -75%
Amount	118,000	200259	383,285
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105
Amount	15000	35000	50,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Curriculum Materials and Books 4101	4000-4999: Books And Supplies Curriculum Materials and Books 4101	4000-4999: Books And Supplies Curriculum Materials and Books 4101
Amount	15000	30000	30,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Class sets/library books 4201	4000-4999: Books And Supplies Class sets/library books 4201	4000-4999: Books And Supplies Class sets/library books 4201

Amount	20000	45000	57,500
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503	5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503	5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503 Repairs & Maintenance (Non-Cap) 5602
Amount	15000	110000	3,989,801
Source	Base	Base	LCFF Base & Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs & Maintenance (Non-Cap) 5602	5000-5999: Services And Other Operating Expenditures Repairs & Maintenance (Non-Cap) 5602	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	Percentage to Increase or Improve Services
$$1,831,423	35%%

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 available; PD and on-going coaching for teachers and common core training; In KIPP's charter wide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL, Math and other subjects to close charter wide achievement gap. Hiring of credentialed teachers for enrichment and elective courses. Increased services in operations and community engagement. In addition, Corazon will operate a new and significantly improved facility than basic school facilities. This is a significant improvement for students and families.
Increased services are primerly for unduplicated students which also befts 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 available; PD and on-going coaching for teachers and common core training; In KIPP's charter wide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL, Math and other subjects to close charter wide achievement gap. Hiring of credentialed teachers for enrichment and elective courses. Increased services in operations and community engagement. In addition, Corazon will operate a new and significantly improved facility than basic school facilities. This is a significant improvement for students and families.

Increased services are primerly for unduplicated students which also befits all students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,069,737	35%%

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 available; PD and on-going coaching for teachers and common core training; In KIPP's charter wide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL, Math and other subjects to close charter wide achievement gap. Hiring of credentialed teachers for enrichment and elective courses. Increased services in operations and community engagement. In addition, Corazon moved into a new and significantly bettered facility than basic school facilities. This is a significant improvement for students and families.

Increased services are primerly for unduplicated students which also befits 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 available; PD and on-going coaching for teachers and common core training; In KIPP's charter wide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL, Math and other subjects to close charter wide achievement gap. Hiring of credentialed teachers for enrichment and elective courses. Increased services in operations and community engagement. In addition, Corazon moved into a new and significantly bettered facility than basic school facilities. This is a significant improvement for students and families.

Increased services are primerly for unduplicated students which also befits all students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$512,066	0%

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).

N/A First year of operation

N/A First year of operation

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - 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	1,574,278.00	1,684,103.94	1,026,131.00	1,574,278.00	6,210,522.97	8,810,931.97
Base	211,000.00	280,488.00	261,675.00	211,000.00	266,181.00	738,856.00
Charter school program grant	0.00	0.00	0.00	0.00	0.00	0.00
LCFF Base & Other	0.00	0.00	0.00	0.00	3,989,801.00	3,989,801.00
Other	0.00	12,375.00	0.00	0.00	120,006.00	120,006.00
Supplemental & Concentration	1,362,018.00	1,375,859.94	764,456.00	1,362,018.00	1,819,153.97	3,945,627.97
Title I, II, III	1,260.00	0.00	0.00	1,260.00	0.00	1,260.00
Title III	0.00	15,381.00	0.00	0.00	15,381.00	15,381.00

* 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	1,574,278.00	1,684,103.94	1,026,131.00	1,574,278.00	6,210,522.97	8,810,931.97
1000-1999: Certificated Personnel Salaries	649,004.00	835,526.00	594,160.00	649,004.00	1,443,237.00	2,686,401.00
1000-3999: Salaries and Benefits	0.00	0.00	0.00	0.00	3,989,801.00	3,989,801.00
2000-2999: Classified Personnel Salaries	97,858.00	68,568.00	48,000.00	97,858.00	132,378.00	278,236.00
4000-4999: Books And Supplies	164,000.00	187,063.00	204,296.00	164,000.00	234,500.00	602,796.00
5000-5999: Services And Other Operating Expenditures	460,563.00	412,148.00	164,675.00	460,563.00	121,500.00	746,738.00
5800: Professional/Consulting Services And Operating Expenditures	202,853.00	180,798.94	15,000.00	202,853.00	289,106.97	506,959.97

* 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	1,574,278.00	1,684,103.94	1,026,131.00	1,574,278.00	6,210,522.97	8,810,931.97
1000-1999: Certificated Personnel Salaries	Base	0.00	46,003.00	0.00	0.00	46,003.00	46,003.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	647,744.00	774,142.00	594,160.00	647,744.00	1,381,853.00	2,623,757.00
1000-1999: Certificated Personnel Salaries	Title I, II, III	1,260.00	0.00	0.00	1,260.00	0.00	1,260.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	15,381.00	0.00	0.00	15,381.00	15,381.00
1000-3999: Salaries and Benefits	LCFF Base & Other	0.00	0.00	0.00	0.00	3,989,801.00	3,989,801.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	48,000.00	0.00	101,178.00	149,178.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	97,858.00	68,568.00	0.00	97,858.00	31,200.00	129,058.00
4000-4999: Books And Supplies	Base	92,000.00	111,107.00	59,000.00	92,000.00	99,000.00	250,000.00
4000-4999: Books And Supplies	Charter school program grant	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	12,375.00	0.00	0.00	70,000.00	70,000.00
4000-4999: Books And Supplies	Supplemental & Concentration	72,000.00	63,581.00	145,296.00	72,000.00	65,500.00	282,796.00
5000-5999: Services And Other Operating Expenditures	Base	119,000.00	96,628.00	154,675.00	119,000.00	20,000.00	293,675.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	341,563.00	315,520.00	10,000.00	341,563.00	101,500.00	453,063.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	26,750.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	50,006.00	50,006.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	202,853.00	154,048.94	15,000.00	202,853.00	239,100.97	456,953.97

* 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	521,745.00	670,761.00	639,914.00	521,745.00	933,824.00	2,095,483.00
Goal 2	148,858.00	127,645.94	66,542.00	148,858.00	252,131.00	467,531.00
Goal 3	903,675.00	885,697.00	319,675.00	903,675.00	5,024,567.97	6,247,917.97

* 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					