

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Illuminar Academy

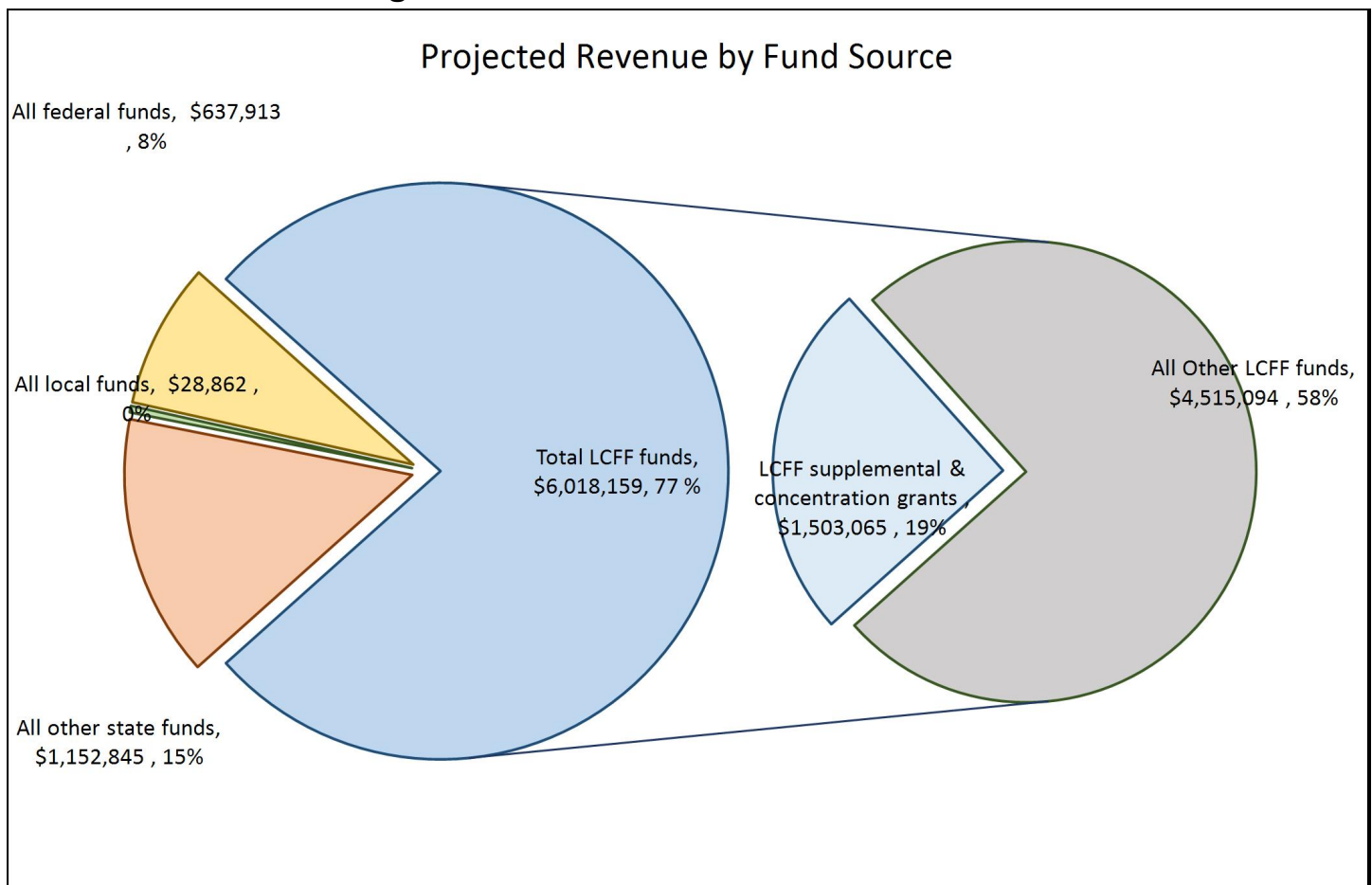
CDS Code: 19-64733-0127670

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

LEA contact information: Tania Hernandez, School Leader

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

Budget Overview for the 2019-20 LCAP Year

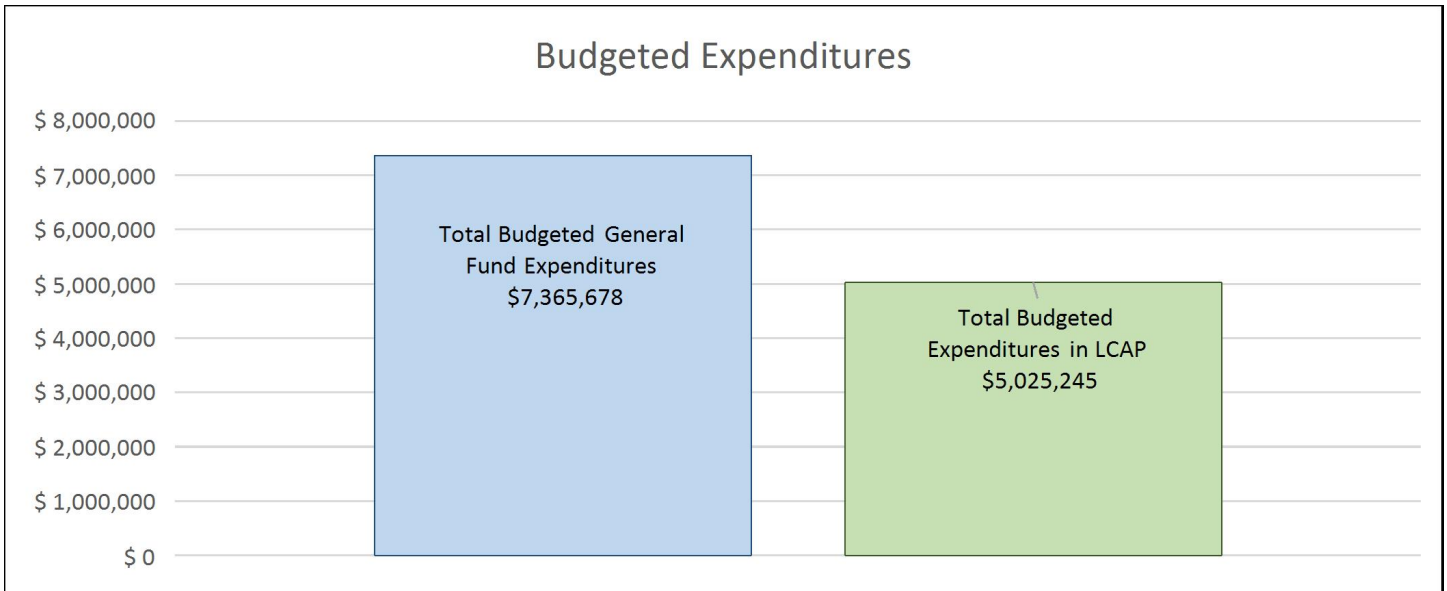


This chart shows the total general purpose revenue KIPP Illuminar Academy expects to receive in the coming year from all sources.

The total revenue projected for KIPP Illuminar Academy is \$7,837,779, of which \$6,018,159 is Local Control Funding Formula (LCFF), \$1,152,845 is other state funds, \$28,862 is local funds, and \$637,913 is federal funds. Of the \$6,018,159 in LCFF Funds, \$1,503,065 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much KIPP Iluminar 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 Iluminar Academy plans to spend \$7,365,678 for the 2019-20 school year. Of that amount, \$5,025,245 is tied to actions/services in the LCAP and \$2,340,433 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.

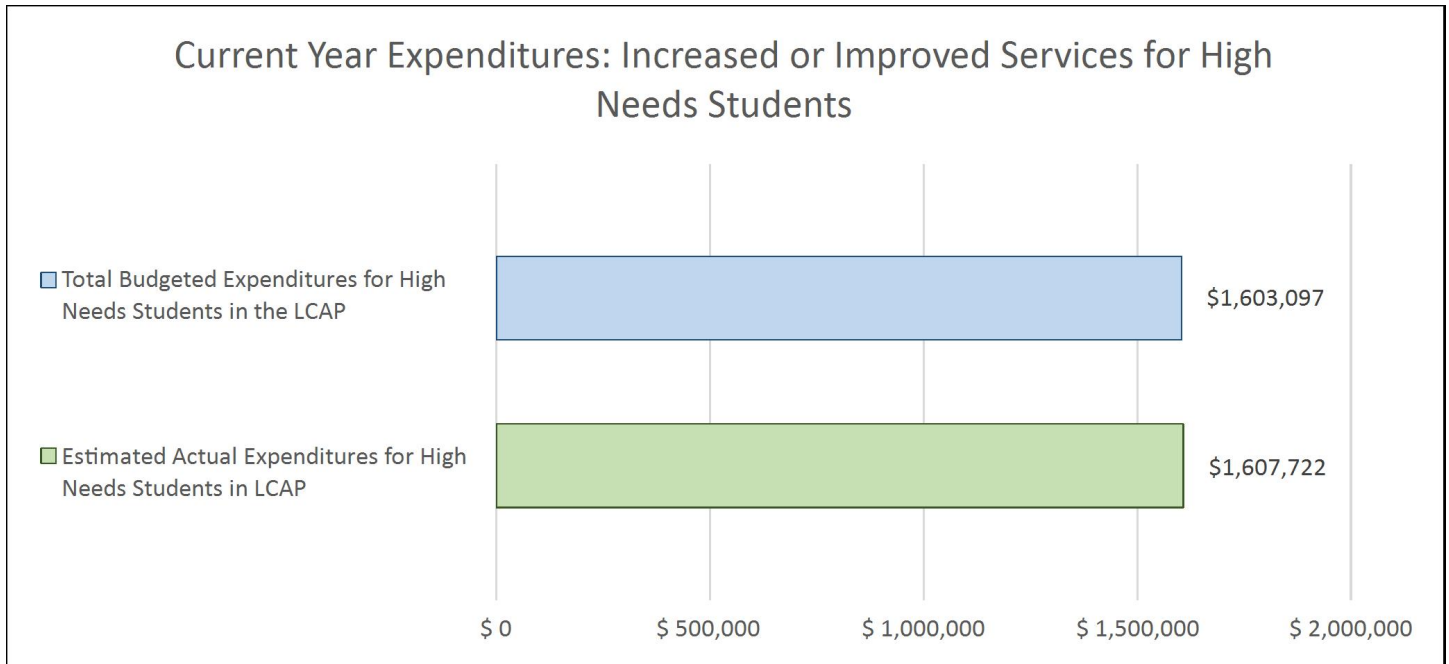
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

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

In 2019-20, KIPP Iluminar Academy is projecting it will receive \$1,503,065 based on the enrollment of foster youth, English learner, and low-income students. KIPP Iluminar 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 Iluminar Academy plans to spend \$1607722 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what KIPP Illuminar 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 Illuminar 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 Illuminar Academy's LCAP budgeted \$1603097 for planned actions to increase or improve services for high needs students. KIPP Illuminar Academy estimates that it will actually spend \$1607722 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
KIPP Iluminar Academy	Tania Hernandez School Leader	thernandez@kippla.org 323-835-3788

2017-20 Plan Summary

The Story

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

OUR FUTURE

KIPP Iluminar Academy opened in August 2013 under the leadership of Founding School Leader Mara Bond. In the 2018-19 the school was lead by a new School Leader, Tania Hernandez. We currently serve grades Transitional Kindergarten, Kindergarten, First Grade, Second Grade, Third Grade and Fourth Grade in the 2018-19 school year.

OUR NAME

In Spanish, "Iluminar" means more than to simply illuminate; it means to enlighten, put in the spotlight, light up, shine, and glow. It is a powerful word that captures the brilliance of light. It illustrates how brightness can be sparked within us when we are in a supportive and nurturing environment. It also represents the inspiration people feel when they discover their passions because in such moments their entire beings fill with light and the spark shines through their persona. This is why we are called KIPP Iluminar Academy because we are a school where students discover their passions and a place where learning is nothing less than an exuberant experience.

WHAT WE BELIEVE

At KIPP Iluminar we truly believe that it is our job to create classrooms that inspire innovation in our students, not only to prepare our students for college, but also to inspire them to make our world a better place. At the heart of the academic program, you will find a belief that learning should be experiential, student-centered, and creative. With this in mind teachers will encourage student initiative and ownership, foster dialogue, promote inquiry, and strengthen the critical thinking skills in

all students. This will foster innovation, and in turn, students will matriculate from KIPP Iluminar Academy as innovative individuals who will go on to take risks for the good of our collective community.

OUR SCHOOL

We are located in East Los Angeles. We serve grades TK through 4th grade with 568 students. We are in the 6th year of our school. See below for Norm Day demographic information.

OUR DATA for 2017-18

- 72.2% scored a 3 or 4 on the Math SBAC
- 67% scored a 3 or 4 on the ELA SBAC

KIPP Iluminar Demographics as of norm day 2018-19

- Total Number of Students enrolled: 568
- Low-Income: 87.5%
- English Learners: 30.5%
- African American: <1%
- Latino: 98%
- Students with Disabilities: 12.3%



LCAP Highlights

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

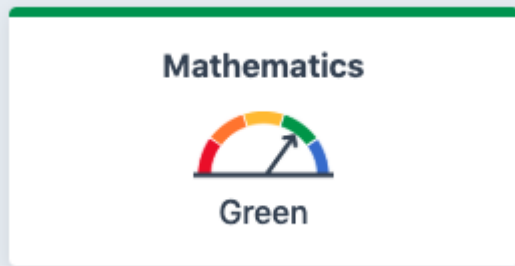
We will continue to focus on three things: 1) building up our instructional knowledge, 2) School-wide systems for data analysis, and 3) ensuring that we are teaching ELA in a way that supports all learners. Evidence of these focus areas can be found in Goal 1, All Students Will Achieve. We want to continue to focus on the quality of our coaching and feedback to help drive student achievement especially because we will have new teachers in the team. For our data-driven instruction, we will continue with the systems set in place this school year and want to ensure that all teachers are executing data-driven practices similarly to share best practices.

Review of Performance

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

Greatest Progress

Our success continues to be the development of teachers at Illuminar. We have worked intensively in coaching teachers in order to improve student achievement. This has led to our success in a low suspension (0.2%) and expulsion (0%) rate for the school year. This development has also helped students feel safe at school, which is directly tied to Goal 2, Support Student, Family, and School Engagement. When students were surveyed, 77.9% said that they felt safe at Illuminar. In addition, our overall ADA continues to be high (96.3%) and we are currently meeting our Chronic Absenteeism goal (at 7.2%). We anticipate that our focus on coaching and targeted professional development will lead to higher academic results this year.



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

Although we were not red in any 2018 Dashboard indicators, our biggest needs are continuing to ensure subgroups (namely English Learners and SPED) are making progress and lowering our chronic absenteeism. As one component of data-driven instruction, Illuminar shares student group data on a weekly basis. We use KASTLE, our regional data system, to track how our student groups perform on weekly quizzes and interim assessments both in ELA and math. Teachers report their students’ data to KASTLE weekly, and then managers analyze the data to provide next steps for improving student group performance. Though we’re meeting our overall goal of keeping chronic absenteeism below 10%, we are mindful that chronic absenteeism has increased this year, particularly in Kindergarten and first grade.

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

Performance Gaps

Our school was orange for suspensions and chronic absenteeism for our students with disabilities in 2018. This year we have focused intensely on coaching teachers (general and special education) on management and instruction to create a positive learning environment. As a result, we are

projected to end the year at a yellow status this school year. For chronic absenteeism, we have implemented a number of systems to improve our overall rates and have leveraged our school registrar for these. We have also met with families to help be a support and provide resources they might need to improve this rate. Our goal is to reduce chronic absenteeism among students with disabilities and have 6% or lower chronic absenteeism schoolwide by the end of the year.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

All students: 68%
 Low-income: 68%
 Eng. Lners: 39%
 Afr. – Amer.: not enough students
 Latino: 68%
 Stud w/Disab.: 35%
 Foster Youth: not enough data

Baseline

2015-16: 78%

17-18

All students: 67%
 Low-income: 66%
 Eng. Lners: 35%
 Afr. – Amer.: not enough students
 Latino: 67%
 Stud w/Disab.: 37%
 Foster Youth: not enough data

Metric/Indicator

Rate of students meeting state-established proficiency levels for Math

18-19

All students: 75%

17-18

All students: 72%
 Low-income: 72%
 Eng. Lners: 48%
 Afr. – Amer.: not enough students

Expected

Low-income: 75%
 Eng. Lners: 45%
 Afr. – Amer.: not enough students
 Latino: 75%
 Stud w/Disab.: 45%
 Foster Youth: not enough data

Baseline
 2015-16: 90.7%

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

18-19
 >25%

Baseline
 2016-17: 75%

Metric/Indicator
 Rate of students at or above the 50% percentile set by the national norm on the NWEA test for grades K-2 for the Fall to Spring MAP

18-19
 Math & ELA:
 All students: 50%
 Low-income: 50%
 Eng. Lners: 50%
 Afr. – Amer.: 50%
 Latino: 50%
 Stud w/Disab.: 50%
 Foster Youth: not enough data

Baseline
 2016-17:
 Math: 66%
 ELA: 49%

Metric/Indicator
 Rate of students making progress on ELPAC

18-19
 Baseline

Actual

Latino: 72%
 Stud w/Disab.: 34%
 Foster Youth: not enough data

17-18
 29%

17-18 Math
 All students: 79%
 Low-income: 77%
 Eng. Lners: 75%
 Afr. – Amer.: not enough students
 Latino: 76%
 Stud w/Disab.: 61%
 Foster Youth: not enough students

17-18 Reading
 All students: 70%
 Low-income: 69%
 Eng. Lners: 64%
 Afr. – Amer.: not enough students
 Latino: 69%
 Stud w/Disab.: 53%
 Foster Youth: not enough students

18-19 outcomes will be baseline.

Expected

Actual

Baseline
n/a

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1a: Number of students who are proficient for English Language Arts and Math</p> <p>Teachers will use data such as interim assessments to tailor and guide instruction</p> <p>Blended learning model ensures daily intervention and acceleration is available</p> <p>PD and on-going coaching for teachers using KFET and common core training</p> <p>Will use the program "Illuminate" to create assessments that align to SBAC</p> <p>We will use a combination of Eureka, CGI, Bridges as our math curriculum and Reading Workshop/Writing Workshop as our Reading and Writing curriculum</p>	<p>1a: Number of students who are proficient for English Language Arts and Math</p> <p>KIA has fully implemented a blended learning model that ensures daily intervention and acceleration. KIA's blended learning allows for students to learn in part through online experiences, traditional face-to-face class activities, and small group intervention with the teacher. Our online learning programs have allowed for us to provide students a more personalized learning experience, as programs allow for student control over time, place, path, or pace. The impact of our blended learning model has allowed students to get the reinforcement of certain skills and has given teachers the opportunity to differentiate learning for students by setting up the online learning programs at the students' current reading or math mastery level. We</p>	<p>1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 475,484.13</p> <p>4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 40000</p> <p>4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 36000</p> <p>4405 Staff/Office Software 4000-4999: Books And Supplies</p>	<p>1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 2102- Non-Certificated Instructional Assistants 1175,1199,1399, 2199 Bonuses, Stipends 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 585,728</p> <p>4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 7,122</p> <p>4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 9,000</p> <p>4405 Staff/Office Software 4000-4999: Books And Supplies</p>

We will use Raz Kids, Lexia, and Accelerated Reader to support our students both in school and at home in ELA. We will use ST Math across all grades as well as Zeal to support our students both in school and at home in 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.

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

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

1d: Number of students meeting MAP growth goals

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

have also seen students more invested and motivated when they have more control over the pace and path within the online learning program. Maintaining this model is an integral part of KIA's learning vision and we intend to continue it in 2019-2020.

Teachers at KIA are given professional development each Monday afternoon, during their weekly meeting with their coach, and through other outside professional development opportunities. All academic professional development we provide is aligned with the common core standards and is focused on building teachers' content knowledge of those standards. The KIPP LA region is no longer using KFET. However, each teacher is evaluated based on a set of competencies that are very similar to those in the KFET. The six competencies are: Professionalism, Drive Results, Build Relationships, Manage Self & Others, Classroom Culture, and the Teaching Cycle. KIA teacher development is also evaluated based on rigorous academic goals that are based off common core aligned assessments, such as MAP and SBAC. Teachers fill out their Performance Plan Reflection three times a year. This allows coaches to goal set with teachers at the beginning of the year and monitor their progress throughout

Supplemental & Concentration
5000

4304 Assessment Materials
4000-4999: Books And Supplies
Base 7000

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

Supplemental & Concentration
5000

4304 Assessment Materials
4000-4999: Books And Supplies
Base 3,250

4404 Staff/Office Computer &
Printers 4000-4999: Books And
Supplies Supplemental &
Concentration 3,500

5806, 5807 Substitute Teaching,
Educational Consulting

5000-5999: Services And Other
Operating Expenditures
Supplemental & Concentration
61,746

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

We will use Lexia in K, 1, and 2 to support student's literacy in technology

We will create sight word intervention groups in Kinder and First grade and use our sight word program in order to support students meet their MAP goals.

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

Students to be Served

Low Income

Scope of Services

Schoolwide

Locations

the year and adjust goals as needed. This allows all teachers and coaches at the school to know what our goals are from the start of the year and know exactly what they are working on. Maintaining these practices and structures is an integral part of KIA's learning vision and we intend to continue it in 2019-2020.

At KIA, all of our weekly quizzes and Interim Assessments are created on Illuminate. This gives us valuable data and student reports that give us an idea of where our students lie each week. This also allows manager and teachers to see the data and create a plan to bridge the gaps each week. The impact has been that teachers are able to get together as a grade level and plan a reteach that targets the lowest mastered standard each week. This has led to a lot more collaboration as grade-levels and has created more urgency around responding to the data. This is a practice that we will continue to use a KIA.

At KIA we are using Lucy Calkins for Writing and Reading. This is normed across our school. For Math, our school uses teacher created plans that are aligned to the common core standards. While we don't directly use the Eureka plans, our math planners have used that curriculum as a resource. We are currently using

the Bridges Intervention Math curriculum for our intervention groups. The impact of us using a combination of curriculums have allowed us to choose the best learning resources for our students and use curriculum that had proven results. These are instructional materials that we will continue to use a KIA.

KIA is continuing to use those online programs as a part of our blended learning style. Our online learning programs have allowed for us to provide students a more personalized learning experience, as programs allow for student control over time, place, path, or pace. The impact of our blended learning model has allowed students to get the reinforcement of certain skills and has given teachers the opportunity to differentiate learning for students by setting up the online learning programs at the students' current reading or math mastery level. These programs are also accessible at home and provide families the resource they need to support their students' reading and math skills. These are instructional programs that we will continue to use a KIA.

At KIA, all of our weekly quizzes and Interim Assessments are shown through the online platforms of Illuminate and Kastle. We do not use Tableou. We receive so much valuable data on MAP & SBAC, in

addition to student reports that give us an idea of where our students lie each week. We are also able to see historical data, which has allowed to see where we compare to last year and make end of year projections. This also allows manager and teachers to see the data and create a plan to bridge the gaps each week. The impact has been that teachers are able to get together as a grade level and plan a reteach that targets the lowest mastered standard each week. This has led to a lot more collaboration as grade-levels and has created more urgency around responding to the data. This is a practice that we will continue to use a KIA.

1d: Number of students meeting MAP growth goals

After our winter MAP testing, teachers analyze their classroom and grade level data.

We communicate with students their growth and goals for MAP after completing our winter MAP testing. Students are giving a “map goal card” to track how they are performing and their goal for the EOY. Teachers have MAP trackers in their classroom to track students quartile from beginning of the year to the end of the year.

KIA currently uses Lexia in K-1. It is used in 2nd grade only for students that are reading below

grade level. This is a reading program that students enjoy doing and has supported their ability to learn to read by offering an adaptive assessment and personalized instruction. This is a program that we will continue to use at our school.

We currently have sight word intervention groups identified in each classroom from Kinder to First grade. There are approximately 8-10 students in each class who receive intervention on sight words at least once weekly. Students are tested weekly to determine growth and next steps.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1b: Annual Progress in English language Proficiency</p> <p>All CELDT/ELPAC data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. English language students will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a</p>	<p>1b: Annual Progress in English language Proficiency</p> <p>KIA has partially implemented a system for sharing ELPAC data with teachers and parents. Parents are informed of their students' EL status yearly when ELPAC testing notifications are sent home. All students receive small group instruction to support their development, including with manipulative, visuals, and technology, though we have not yet developed a system for pulling</p>	<p>1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 19048</p>	<p>1901 Dean 1101- Certificated Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 45,250</p>

projectors, iPads, and a document camera.

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

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

CELDT/ELPAC data will be accurate and shared with teachers and families.

EL students will receive small group instructional support to support their language development

We will use the Reading Workshop, Writing Workshop, and Read Alouds to differentiate our ELA program to meet the needs of our EL students

1c: Percentage of EL students who reclassify as RFEP

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

There will be a meeting to communication reclassification

only ELL students in small groups. As a result, our ELL students are not currently performing at the same rate as our EO students. Pulling ELL-only small groups will be an important action to implement and we intend to implement it in 2019-2020.

KIA has partially implemented a system for sharing ELPAC data with teachers and parents. Parents are informed of their students' EL status yearly when ELPAC testing notifications are sent home. All students receive small group instruction to support their development, including with manipulative, visuals, and technology, though we have not yet developed a system for pulling only ELL students in small groups. As a result, our ELL students are not currently performing at the same rate as our EO students. Pulling ELL-only small groups will be an important action to implement and we intend to implement it in 2019-2020.

1c: Percentage of EL students who reclassify as RFEP

KIA has fully implemented a system that uses data to tailor and guide our instruction. Teachers give weekly quizzes, analyze the data to inform small group reteach plans, and then note whether a particular student has mastered that skill. Every 4-6 weeks, teachers give a longer interim

1101 Certified Teacher 1000-1999: Certificated Personnel Salaries Title I, II, III 6248

1901 Dean
1101- Certificated Teachers
1000-1999: Certificated Personnel Salaries Title III 21,269

information to families. In this meeting, families will see their child's CELDT/ELPAC score, academic progress, and we will discuss next steps for the child's language development.

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

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

assessment that assesses mastery of the skills and content taught in that cycle. This action is an integral part of KIA's data-driven culture and we intend to continue it in 2019-2020

KIA has partially implemented a system for English Language students to receive small group instructional support. All students, regardless of their first language, receive small group instruction to support their development, including with manipulative, visuals, and technology, though we have not yet developed a system for pulling only ELL students in small groups. Pulling ELL-only small groups will be an important action to implement and we intend to implement it in 2019-2020.

KIA has fully implemented sharing ELPAC data with teachers and families. Before students are tested, families receive notice that their child will be tested due to their status as an English Language Learner. After the ELPAC, families receive their child's printed scores. ELPAC data is also shared with teachers, though we have not fully implemented a system where they use that data to inform instruction. Sharing ELPAC data is an important part of our partnership

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

with families, and we intend to continue it in 2019-2020.

KIA has implemented a system for English Language students to receive small group instructional support. All students, regardless of their first language, receive small group instruction to support their development, including with manipulative, visuals, and technology, though we have not yet developed a system for pulling only ELL students in small groups. Pulling ELL-only small groups will be an important action to implement and we intend to implement it in 2019-2020.

KIA has fully implemented using Reading Workshop, Writing Workshop, and Read Alouds. In both Reading Workshop and Writing Workshop, students work at their developmental level, which differentiates instruction to meet the needs of our students, including our EL students. Reading and Writing Workshop are an important part of KIA's instructional program, and we intend to continue with these curriculums in 2019-2020.

KIA has fully implemented a system that uses data to tailor and guide our instruction. Teachers give weekly quizzes, analyze the data to inform small group reteach plans, and then note whether a particular student has mastered

that skill. Every 4-6 weeks, teachers give a longer interim assessment that assesses mastery of the skills and content taught in that cycle. This action is an integral part of KIA's data-driven culture and we intend to continue it in 2019-2020. KIA has partially implemented a system for English Language students to receive small group instructional support. All students, regardless of their first language, receive small group instruction to support their development, including with manipulative, visuals, and technology, though we have not yet developed a system for pulling only ELL students in small groups. Pulling ELL-only small groups will be an important action to implement and we intend to implement it in 2019-2020.

KIA has partially implemented this indicator. Currently, families receive their child's ELPAC scores via a printed handout, and if their student is eligible to reclassify, they sign the reclassification form. We have a system for meeting with families where we discuss their academic progress and next steps for their language development. We intend to make these systems stronger for the 2019-2020 to ensure that families are well informed about the child's next steps after reclassification.

KIPP Los Angeles has fully implemented the new guidelines in accordance with the updated RFEP guidance from the state. Beginning with the spring 2019 ELPAC, KIPP will require students to obtain an overall performance level of 4 to be considered for reclassification, in conjunction with all other criteria. As the state releases more guidance regarding reclassification, KIPP will continue to update our RFEP policy to remain in compliance.

KIA will partially implement the Launch to Literacy curriculum before the end of the 2018-2019 year. The primary barrier to implementation was determining which content block to shorten to make room for the ELD curriculum. For 2019-2020, all students will receive ELD lessons 3-4 times per week for 10 minutes using the Launch to Link curriculum that will provide instruction in phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. This will be an integral part in ensuring our EL students achieve at the same rates as our EO students.

Action 3

Planned

Actual

Budgeted

Estimated Actual

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, KIA has either fully implemented or partially implemented the actions listed in an effort to achieve goal 1. Small changes were made to our school visions this year around data and we focused on becoming instructional experts through our content team times. We are still working on making sure our assessments are rigorously aligned to end of year summative assessments like MAP and SBAC. We are also working in creating systems that will work for the implementation of our ELD curriculum.

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

Overall the effectiveness of our actions around coaching were strong this year, building on our success on the 2018 CA Dashboard, on which we received a performance color of green for both ELA and math. We prioritized teacher development and restructured our professional development scope and sequence so that teachers could have more time to dig into data and content. The leadership team also used the KIPP framework for coaching this year which has lead to a high level of success in teaching practices for our teachers. The impact has been that teachers are more familiar with student data and are learning to react to the data more quickly. Instructional coaching also looked like coaching our teachers how to use the SBAC blueprints and questions stems to create assessments on Illuminate. Currently, 100% of our 3rd and 4th grade teachers know how to access the blue prints and questions stems to create assessments. In addition, teachers were coached on how to track data using our in house tracking system which has led at least 90% of our teachers being able to name what students are mastering and what they are struggling with.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is in salaries due to investment in highly qualified teachers and other instructional staff.

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

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Support student and family 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

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

18-19

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

Baseline

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

Metric/Indicator

Suspension rate

18-19

All students: <1%
 Low-income: <1%

18-19

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

18-19

All students: 0.2%
 Low-income: 0.2%
 Eng. Lners: 0%
 Afr. – Amer.: not enough students
 Latino: 0.2%

Expected

Eng. Lners: <1%
Afr. – Amer.: <1%
Latino: <1%
Stud w/Disab.: <1%
Foster Youth: not enough data

Baseline
2016-17: 0.2%

Metric/Indicator
Expulsion rate

18-19
All students: <1%
Low-income: <1%
Eng. Lners: <1%
Afr. – Amer.: <1%
Latino: <1%
Stud w/Disab.: <1%
Foster Youth: not enough data

Baseline
2016-17: 0.2%

Metric/Indicator
Rate of Students will feel safe at KIA as measured by internally provided surveys

18-19
All students: >75%
Low-income: >75%
Eng. Lners: >75%
Afr. – Amer.: >75%
Latino: >75%
Stud w/Disab.: >75%
Foster Youth: not enough data

Baseline
2016-17: 86%

Metric/Indicator
Average Daily Attendance

18-19
All students: >95%

Actual

Stud w/Disab.: 1.4%
Foster Youth: not enough students

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

18-19
All students: 78%
Low-income: did not collect this data
Eng. Lners: did not collect this data
Afr. – Amer.: not enough students
Latino: did not collect this data
Stud w/Disab.: did not collect this data
Foster Youth: not enough students

18-19
All students: 96%
Low-income: 96%
Eng. Lners: 96%

Expected

Low-income: >95%
 Eng. Lners: >95%
 Afr. – Amer.: >95%
 Latino: >95%
 Stud w/Disab.: >95%
 Foster Youth: not enough data

Baseline
 2016-17: 96.5%

Metric/Indicator
 Chronic Absenteeism rate

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

Baseline
 2016-17: 6.3%

Actual

Afr. – Amer.: 100%
 Latino: 96%
 Stud w/Disab.: 96%
 Foster Youth: not enough students

18-19
 All students: 7%
 Low-income: 8%
 Eng. Lners: 6%
 Afr. – Amer.: not enough students
 Latino: 7%
 Stud w/Disab.: 9%
 Foster Youth: not enough students

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2a: Parent Engagement</p> <p>Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally, parents will be notified/reminded of meeting date and time at least a</p>	<p>2b/c: Suspension rate: KIA has fully implemented SSPT meetings, a comprehensive behavior system, supplemental counseling services, and teacher training to support student behavior. We have a schoolwide behavior system that all teachers</p>	<p>2401 Office Manager 2403 Office Associate 2000-2999: Classified Personnel Salaries Supplemental & Concentration 116436</p>	<p>2205; 2403 Operations Aide, Ops Support/Receptionist-25% 2000-2999: Classified Personnel Salaries Supplemental & Concentration 31,646</p>

week in advance at a time convenient for parents.

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

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

Our goal is that we continue to have more than 65% of families attend our family meetings throughout the year (Achievement Afternoon, Back to School Night, and Conferences)

Also, KIA will utilize a Family and Civic engagement thought partner to help craft a vision for school and family civic engagement and solicit feedback on how to increase participation in addition to existing mechanisms like LCAP/SSC/SPA, etc. meetings.

are trained on at the beginning of the year. SSPTs happen throughout the year, usually once per quarter for students that need it. We have hired an additional counselor to provide services for students. These systems are integral to KIA's minimal suspension rate.

KIA has fully implemented a positive school culture through a school-wide behavior support plan. All school personnel are trained in this plan at the beginning of the year, and teachers may receive additional coaching on it throughout the year as needed. As a result of the consistency in the schoolwide plan, KIA's has a 0% expulsion rate and a student suspension rate of 1.3%. KIA's positive school culture and systems are integral to KIA's minimal suspension rate.

2d: "I feel safe at school" as a 4 or better as measured by internal surveys
 KIA has fully implemented weekly character assemblies where we celebrate students who make our school feel safe by showing love, grit, zest, self-control, or curiosity. Students and families look forward to these weekly assemblies, and they are an important part of our positive school culture. We intend to continue them in the 2019-2020 school year.

4352 Postage for letters sent
 4000-4999: Books And Supplies
 Base 2000

4352 Postage for letters sent
 4000-4999: Books And Supplies
 Base 2,363

4314 Special Event - Food for parent nights
 4000-4999: Books And Supplies Supplemental & Concentration 10000

4314 Special Event - Food for parent nights
 4000-4999: Books And Supplies Supplemental & Concentration 15,000

4405 School Messenger
 4000-4999: Books And Supplies Supplemental & Concentration 800

4405 School Messenger
 4000-4999: Books And Supplies Supplemental & Concentration 800

5504 Fire/Security
 5000-5999: Services And Other Operating Expenditures Base 22000

5504 Fire/Security
 5000-5999: Services And Other Operating Expenditures Base 22000

KIPP LA Fees-Advocacy
 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 29,369.28

KIPP LA Fees-Advocacy
 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 18,834.95

5831, 5839 - Field Trips;
 Student Incentives
 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 29694

2205; 2403 Operations Aide, Ops Support/Receptionist-75%
 2000-2999: Classified Personnel Salaries Base 94,937

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

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

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

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

We will minimize suspensions with SST meetings, a comprehensive behavior system, supplementing counseling services, and training staff on teacher actions to support behavior

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

KIA has fully implemented a system where Operations Aides supervise students at lunch and recess. Operations Aides receive monthly training in good supervision techniques, and they receive feedback once per month. Ensuring that Ops Aides manage lunch and recess allows teachers and admin to meet and collaborate, and we intend to use a similar structure during the 2019-2020 school year.

KIA has fully implemented training and monthly drills as it relates to our Emergency Preparedness Comprehensive Plan. The school safety and emergency preparedness plan is fully reviewed annually and updated throughout the year if there are staff or facility changes. Teachers and staff are provided with a Safety Training once at the beginning of the year (8/11/19), once before the Great Shake drill (8/24/18), and again for the Spring Safety refresher. Students practice monthly during emergency drills. Regular fire, lockdown, and earthquake drills are scheduled so that all students and staff are familiar with the Emergency Preparedness Comprehensive Plan. All KIPP Illuminar classrooms are equipped with emergency materials in the event of a fire, lockdown, or earthquake.

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

Continue to train our teachers on responsive classroom methodologies and have weekly character assemblies where we celebrate students who make our school feel safe

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

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

In the event of an emergency, families will be notified as soon as possible utilizing the automatic School Messenger system. In this event, please make sure to listen to the entire message carefully. It is important for all families to keep their number up to date with the school office so emergency phone calls are received. The student Emergency Card will be used to release students in case of an emergency.

2e Schoo attendance:

KIA has fully implemented systems to hold parents accountable for their child's attendance. All school staff receive a daily email with which students were absent. If their student is absent, parents receive a phone call from a member of the operations team. On days with inclement weather, parents receive a message from the School Messenger system to encourage them to plan ahead and attend school. These actions have led to increased accountability with students who are frequently absent, and we intend to continue these systems in the 2019-2020 school year.

KIA has fully implemented systems to celebrate students and families with excellent attendance. We have quarterly Perfect Attendance breakfasts, and students who have missed minimal days are recognized publicly. We include themed monthly attendance

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

2e School attendance

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

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

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

Students to be Served
All

Location(s)

challenges, and the results are displayed publicly near the front office. These actions have led to increased motivation for strong attendance, and we intend to continue these systems in the 2019-2020 school year.

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, KIA implemented all of the actions and services described above in an effort to achieve goal #2. We changed a few systems this year around how we train and coach our staff in behavior management and relationships as well as new systems for our family engagement. Our attendance rates have dropped this year and our chronic absenteeism has increased. We are currently working in these areas with our registrar to improve our overall attendance.

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

Overall, the strategies put in place this year helped in supporting student, family, and school engagement at KIA which were effective in reaching some of our goals. Our focus on school climate and culture at the start of the year led to a drastic decrease in our referrals. 78% of students report feeling safe at school and our family engagement continues to increase as we provide workshops that our families want (ex. Kaiser presenting to our families this year). We continue to use systems that allow for family participation including the use of Homeroom, School Messenger, our weekly bulletins, and text messages. Nonetheless, our Chronic Absenteeism is high (8.2%) and we are working with families to provide the resources needed to ensure students are coming to school everyday. On the 2018 CA Dashboard, we received a blue performance level for suspension and a green performance level for chronic absenteeism. We also met local performance indicators related to this goal: Parent Engagement and Local Climate Survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Create spaces and opportunities for student achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Maintaining or increasing the rate of teachers who are compliant

18-19

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

Baseline

2016-17: 100%

18-19

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

Metric/Indicator

Maintaining for increasing the rate of students who have access to common core aligned materials

18-19

All students: 100%
 Low-income: 100%
 Eng. Lners: 100%

Expected

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

Baseline
2016-17: 100%

Metric/Indicator
Maintaining for increasing the rate of teachers who attend professional development

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

Baseline
2016-17: 100%

Metric/Indicator
Maintaining for increasing the rate of students who have access to electives at their school

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

Baseline
2016-17: 100%

Actual

Afr. – Amer.: 100%
Latino: 100%
Stud w/Disab.: 100%
Foster Youth: 100%

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

18-19
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

Maintaining for increasing the rate of which our facility meeting good repair as measured by SARC

18-19

Good Repair

Baseline

2016-17: Good Repair

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
<p>3a: Number of teachers who are credentialed</p> <p>In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following:</p> <p>Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement.</p> <p>We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires</p>	<p>3a: Number of teachers who are credentialed</p> <p>By working with our regional offices, we now have tracking systems that allow Illuminar to see the number of teachers that are credentialed and those that are not. Our primary focus is to hire teachers that are credentialed and have experience.</p> <p>Our recruitment starts early in the year and teachers go through a rigorous process both at the regional and school level. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 309381</p> <p>4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 30000</p> <p>4201 Class sets/library books 4000-4999: Books And Supplies Base 10000</p> <p>5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 150000</p> <p>5602 Repair and Maintenance 5000-5999: Services And Other</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 252,386</p> <p>4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 22,500</p> <p>4201 Class sets/library books 4000-4999: Books And Supplies Base 10000</p> <p>5503 Janitorial Services & Supplies 5602 Repair and Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 106703</p> <p>5503 Janitorial Services & Supplies 5602 Repair and Maintenance</p>

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

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

3b: Curriculum Materials and Supplies

All students, including English language learners, will have access to educational supplies and materials that are common core aligned. In grades K and 1st each classroom will have at least 15 computers. In grades 2-4, there will be a ratio of one to one with computers with at least 28 computers in each class.

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.

3b: Curriculum Materials and Supplies

KIA has fully implemented this metric. Nearly all of our classrooms have a ratio of one-to-one with computers. This has allowed us to use many computer programs, which allows us teach in a rotational model with small groups, while other students work at their developmental level on computers. In 2019-2020, we intend to continue with at least one computer for every two students.

KIA has fully implemented this metric. All of these programs are being used across the school in their appropriate grade levels. The implementation of these programs has allowed KIA to teach in a rotational model with small groups, while other students work at their developmental level on computers. KIA's use of computer programs is an integral part of the instructional

Operating Expenditures Base
80000

5822 Staff Recruitment
5000-5999: Services And Other
Operating Expenditures Base
25000

5824 KIPP School
Leadership Program
5825 Other
Professional Development
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental &
Concentration 53500

5601 Rent 5000-5999: Services
And Other Operating
Expenditures Supplemental &
Concentration 198548

5204 KIPP Summit Travel and
Accommodations 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental & Concentration
21427

KIPP LA Fees-Talent, Ops 5803
5000-5999: Services And Other
Operating Expenditures
Supplemental & Concentration
116,856

5000-5999: Services And Other
Operating Expenditures Other
154203

5822 Staff Recruitment
5827 Credentialing
5000-5999: Services And Other
Operating Expenditures Base
37500

5204, 5824 -KSLP, Start Strong
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental &
Concentration 56,919

5601 Rent 5000-5999: Services
And Other Operating
Expenditures Supplemental &
Concentration 204,246

5831, 5839 - Field Trips, Student
Incentives 5000-5999: Services
And Other Operating
Expenditures Supplemental &
Concentration 29694

KIPP LA Fees-Talent, Ops 5803
5000-5999: Services And Other
Operating Expenditures
Supplemental & Concentration
123,184

We will offer the following programs on computers: Lexia, Achieve 3000, ST Math, Accelerated Reader, Google Classroom, Raz Kids, and Brain Pop

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

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

Teacher Professional Development

100% of teachers will attend training on common core and develop a strong understanding of mastery. Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency

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

model, and we intend to continue it in the 2019-2020 school year.

KIA has fully implemented the purchasing of educational supplies and materials that are Common Core aligned. Our lessons and curriculum are tied to Common Core standards, which has led to an increased alignment between day-to-day lessons and end-of-year assessments. We intend to continue this action in the 2019-2020 school year.

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

The KIPP Illuminar Academy campus is inspected monthly for safety and cleanliness. Quarterly walkthroughs are completed with our KLA Facilities Manager as part of our Standards Care Walkthroughs. In August of 2015, KIPP Illuminar was moved into a beautiful, brand new facility. Our campus has fully equipped music and dance classrooms and all of our classrooms offer a welcoming and calm environment for all of our students. At this time we will continue to focus on the beautification and upkeep of our campus.

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

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

Administration and coaching
Professional Development

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

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

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

All students will have access to electives during their K-4 education such as: Art, Science, Theater, Dance, Spanish and Music in addition to ELA and math during a school year. This includes all supplies, curriculum, software needed to complete these electives.

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

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

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

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

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, KIA implemented all of the actions and services described above in an effort to achieve goal #3, create spaces and opportunities for student achievement. No changes have been made to our teacher recruitment process and we continue to use the same curriculum materials and supplies as we have done in the past. We continue to target professional development as we know this will be key to teachers' understanding of the content.

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 KIA to support goal #3 were effective in meeting the goal. All the teachers that were hired last year are returning this year. We also have 3 teachers that are in the process of receiving their clear credential and more that will be able to begin the program next year. All instructional programs and materials continue to be available for all of our students including reading/writing workshop, technology programs, and our newly adopted ELD curriculum. Our strategy to focus on professional development has been key this year. Our teachers are in content teams learning how to internalize lessons, units, and lessons. On the 2018 CA Dashboard, we met all local performance indicators related to this goal (Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Access to a Broad Course of Study).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

*Stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school, however, the official LCAP meeting was held on March 28, 2019.

*LCAP Meeting: We invited all families to come to a meeting to learn about LCFF and give their feedback on our goals, actions and services to meet those goals for the eight state priorities. The meeting first started with an explanation of how the schools are going to be held accountable for LCFF funds through the LCAP and the eight state priorities. Next, the meeting shifted to presenting KIAs LCAP. Each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress.

*The second part, learning and engaging, focused on presenting 2018-19 goals and providing indicators to our progress for each one of our goals. During this time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. Simultaneously, stakeholders were following along using an interactive feedback form where they could indicate how satisfied or dissatisfied they were with our goal and/or progress. Stakeholders were informed that we would use these feedback forms, and additional input to revise goals for 2019-20 as needed. We also zoomed into student achievement and focused in on attendance as a new focus area for the 2019-20 school year.

*Next year we will continue to provide updates on all goals and plan to communicate progress to our families in our monthly family workshops.

*Lastly, revising, focused on pulling all data sources, feedback forms, input from stakeholders, progress and our overall educational program to revise goal outcomes, actions and services for 2019-20.

We also consulted with students as part of the planning process for our LCAP and Annual Review. We utilized our internal student survey to gather information on students' opinions of basic services (goal 3), family engagement and culture (goal 2), and academics (goal 1). A bright spot was that over 95% of students reported that "My school wants me to do well." In addition, nearly 94% of students agreed with the statement "A family member knows my teacher."

Impact on LCAP and Annual Update

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

*These meetings set a tone of on-going communication with parents in an open environment where discussions of growths are welcomed – This environment will continue in our LCAP Annual Review meetings.

*The conversations with families help us frame our goals in the LCAP. The school and parents have high expectations that our students will learn and our goals/expenditures in LCAP will reflect that.

*Families responded well to the LCAP meeting and they provided written and verbal feedback on our goal. As each goal was presented families provided real-time feedback to the school administrator and also completed a survey form aligned to the goals. Stakeholder feedback reinforced existing LCAP goals, actions, and services, and will impact our implementation in 2019-20 and beyond. Feedback given included 1) motivating students to attend school by using incentives like stickers, free dress, and no homework passes 2) providing supports and speaking to families that are struggling with attendance and 3) having students choose attendance incentives (see Goal 2, Support Student, Family, and School Engagement).

*Breaking the LCAP engagement process down into sections helps with the understanding, pacing, and effectiveness of our engagement efforts. This has been a best practice year after year.

*Focusing on educating our stakeholders allows them to understand the LCFF/LCAP requirements and how they fit with our mission and vision, this sets a solid foundation for meaningful feedback.

*As described, the goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress. Parents and other attendees responded well to the LCAP goals as evidenced by the written and verbal feedback on our goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

To increase the number of 3-4 grade students who meet or exceed State Standards in English Language Arts on the SBAC assessment

To increase the number of 3-4 grade students who meet or exceed State Standards in Math on the SBAC assessment

To increase the number of English Learners who achieve full English language proficiency

To increase the number of K-2 students who are at or above the 50% percentile set by the national norm on the NWEA test.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of students meeting state-established proficiency levels for English Language Arts	2015-16: 78%	55%	All students: 68% Low-income: 68% Eng. Lners: 39% Afr. – Amer.: not enough students Latino: 68% Stud w/Disab.: 35%	All students: 68% Low-income: 68% Eng. Lners: 42% Afr. – Amer.: not enough students Latino: 68% Stud w/Disab.: 38%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Foster Youth: not enough data	Foster Youth: not enough data
Rate of students meeting state-established proficiency levels for Math	2015-16: 90.7%	55%	All students: 75% Low-income: 75% Eng. Lners: 45% Afr. – Amer.: not enough students Latino: 75% Stud w/Disab.: 45% Foster Youth: not enough data	All students: 75% Low-income: 75% Eng. Lners: 48% Afr. – Amer.: not enough students Latino: 75% Stud w/Disab.: 48% Foster Youth: not enough data
Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in English Language Test)	2016-17: 75%	75%	>25%	>25%
Rate of students at or above the 50% percentile set by the national norm on the NWEA test for grades K-2 for the Fall to Spring MAP	2016-17: Math: 66% ELA: 49%	Math & ELA: 50%	Math & ELA: All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data	Math & ELA: All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data
Rate of students making progress on ELPAC	n/a	n/a	Baseline	Baseline + state defined growth

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Blended learning model ensures daily intervention and acceleration is available

PD and on-going coaching for teachers using KFET and common core training

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

Unchanged Action

2018-19 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

Blended learning model ensures daily intervention and acceleration is available

PD and on-going coaching for teachers using KFET and common core training

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

Unchanged Action

2019-20 Actions/Services

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

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

Blended learning model ensures daily intervention and acceleration is available

PD and on-going coaching for teachers using Whetstone and common core training

Will use the program "Illuminate" to create assessments that align to SBAC

We will use a combination of Eureka, CGI, Bridges as our math curriculum and Reading Workshop/Writing Workshop as our Reading and Writing curriculum

We will send teachers to Reading and Writing Workshop professional development during the summer in order for them to support students in English Language Arts.

We will send teachers to CGI training to support our students both in school and at home in math.

We will use Raz Kids, Lexia, and Accelerated Reader to support our students both in school and at home in ELA. We will use ST Math across all grades as well as Zeal to support our students both in school and at home in 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.

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

Will use the program "Illuminate" to create assessments that align to SBAC

We will use a combination of Eureka, CGI, Bridges as our math curriculum and Reading Workshop/Writing Workshop as our Reading and Writing curriculum

We will use Raz Kids, Lexia, and Accelerated Reader to support our students both in school and at home in ELA. We will use ST Math across all grades as well as Zeal to support our students both in school and at home in 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.

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

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

Will use the program "Illuminate" to create assessments that align to SBAC and track data using Kastle

We will use a combination of Eureka, CGI, Bridges as our math curriculum and Reading Workshop/Writing Workshop as our Reading and Writing curriculum

We will use Raz Kids, Lexia, and Accelerated Reader to support our students both in school and at home in ELA. We will use ST Math across all grades to support our students both in school and at home in math. In 3rd and 4th we will use Next Gen.

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.

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

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

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

1d: Number of students meeting MAP Quartile Goals

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

Students will know their own MAP growth targets and teachers will track data from beginning, mid, and end of year.

We will use Lexia and Raz Kids in K, 1, and 2 to support student's literacy in technology.

We will create sight word intervention groups in Kinder and First grade and use our sight word program in order to support students meet their MAP goals.

1d: Number of students meeting MAP growth goals

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

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

We will use Lexia in K, 1, and 2 to support student's literacy in technology

We will create sight word intervention groups in Kinder and First grade and use our sight word program in order to support students meet their MAP goals.

1d: Number of students meeting MAP growth goals

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

Students will know their own MAP goals and teachers will use a visual for students to be able to track these.

We will use Lexia in K, 1, and 2 to support student's literacy in technology

We will create sight word intervention groups in Kinder and First grade and use our sight word program in order to support students meet their MAP goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	728422	475,484.13	668,881
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	53369	40000	9,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology
Amount	26836	36000	8,750
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4402 Classroom Software	4000-4999: Books And Supplies 4402 Classroom Software	4000-4999: Books And Supplies 4402 Classroom Software
Amount	3597	5000	10000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4405 Staff/Office Software	4000-4999: Books And Supplies 4405 Staff/Office Software	4000-4999: Books And Supplies 4405 Staff/Office Software

Amount	10000	7000	10,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials
Amount	24920	15000	7000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers
Amount			53,410.00
Source			Supplemental & Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures 5806, 5807 Substitute Teaching Consulting

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
<p>1b: Annual Progress in English language Proficiency</p> <p>All CELDT data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. English language students will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.</p> <p>Teachers will use data such as interim assessments to tailor and guide instruction.</p> <p>English Language students can receive small group instructional support to support their language development.</p> <p>CELDT data will be accurate and shared with teachers and families.</p> <p>EL students will receive small group instructional support to support their language development</p> <p>We will use the Reading Workshop, Writing Workshop, and Read Alouds to differentiate our ELA program to meet the needs of our EL students</p>	<p>1b: Annual Progress in English language Proficiency</p> <p>All CELDT/ELPAC data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. English language students will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera.</p> <p>Teachers will use data such as interim assessments to tailor and guide instruction.</p> <p>English Language students can receive small group instructional support to support their language development.</p> <p>CELDT/ELPAC data will be accurate and shared with teachers and families.</p> <p>EL students will receive small group instructional support to support their language development</p> <p>We will use the Reading Workshop, Writing Workshop, and Read Alouds to differentiate our ELA program to meet the needs of our EL students</p>	<p>1b: Annual Progress in English language Proficiency</p> <p>All ELPAC data is shared with families and teachers. This helps teachers create intervention and differentiation plans. English language students will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors and a document camera.</p> <p>We will use an ELD curriculum and this will be used at least 30 minutes throughout the week across all grades.</p> <p>Teachers will use data such as interim assessments to tailor and guide instruction.</p> <p>English Language students can receive small group instructional support to support their language development.</p> <p>ELPAC data will be accurate and shared with teachers and families.</p> <p>EL students will receive small group instructional support to support their language development</p>

1c: Percentage of EL students who reclassify as RFEP

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

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

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

1c: Percentage of EL students who reclassify as RFEP

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

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

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

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

We will use the Reading Workshop, Writing Workshop, and Read Alouds to differentiate our ELA program to meet the needs of our EL students

1c: Percentage of EL students who reclassify as RFEP

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	252908	19048	20953
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		6248	12549
Source		Title I, II, III	Title I, II, III
Budget Reference		1000-1999: Certificated Personnel Salaries 1101 Certified Teacher	1000-1999: Certificated Personnel Salaries 1101 Certified Teacher

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	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Support student and family 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 Illuminar Academy as measured by surveys
 To achieve or maintain school attendance rates and decrease chronic absenteeism

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
KIA will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement	2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/parent leadership opportunities	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/parent leadership opportunities	1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings/parent leadership opportunities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
meetings/parent leadership opportunities	meetings/parent leadership opportunities			
Suspension rate	2016-17: 0.2%	<1.5%	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
Expulsion rate	2016-17: 0.2%	<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
Rate of Students will feel safe at KIA as measured by internally provided surveys	2016-17: 86%	At least 75% of Students will feel safe at KIA as measured by internally provided surveys	All students: >75% Low-income: >75% Eng. Lners: >75% Afr. – Amer.: >75% Latino: >75% Stud w/Disab.: >75% Foster Youth: not enough data	All students: >75% Low-income: >75% Eng. Lners: >75% Afr. – Amer.: >75% Latino: >75% Stud w/Disab.: >75% Foster Youth: not enough data
Average Daily Attendance	2016-17: 96.5%	>95%	All students: >95% Low-income: >95% Eng. Lners: >95% Afr. – Amer.: >95% Latino: >95% Stud w/Disab.: >95%	All students: >95% Low-income: >95% Eng. Lners: >95% Afr. – Amer.: >95% Latino: >95% Stud w/Disab.: >95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Foster Youth: not enough data	Foster Youth: not enough data
Chronic Absenteeism rate	2016-17: 6.3%	<10%	All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <10% Latino: <10% Stud w/Disab.: <10% Foster Youth: not enough data	All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <10% Latino: <10% Stud w/Disab.: <10% Foster Youth: not enough data

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2a: Parent Engagement

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

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

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

Our goal is that we continue to have more than 65% of families attend our family meetings throughout the year (Achievement Afternoon, Back to School Night, and Conferences)

Also, KIA will utilize a Family and Civic engagement thought partner to help craft a

2018-19 Actions/Services

2a: Parent Engagement

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

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

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2019-20 Actions/Services

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Also, KIA will utilize a Family and Civic engagement thought partner to help craft a

vision for school and family civic engagement and solicit feedback on how to increase participation in addition to existing mechanisms like LCAP/SSC/SPA, etc. meetings.

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

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

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

We will minimize suspensions with SST meetings, a comprehensive behavior system, supplementing counseling services, and training staff on teacher actions to support behavior

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

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

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

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We work to cultivate a positive school culture through a school-wide behavior

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

Continue to train our teachers on responsive classroom methodologies and have weekly character assemblies where we celebrate students who make our school feel safe

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

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

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

2e School attendance

support plan and ensure that all school personnel are trained on our plan.

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

Continue to train our teachers on responsive classroom methodologies and have weekly character assemblies where we celebrate students who make our school feel safe

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support plan and ensure that all school personnel are trained on our plan.

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

We will use summer pd to focus on building relationships and classroom management.

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

Continue to train our teachers on responsive classroom methodologies and have weekly character assemblies where we celebrate students who make our school feel safe

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

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

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

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	24960	116436	35,375
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2401 Office Manager 2403 Office Associate	2000-2999: Classified Personnel Salaries 2205; 2403 Operations Aide, Ops Support/Receptionist
Amount	3000	2000	2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent
Amount	7000	10000	15,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights
Amount	800	800	800
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4405 School Messenger	4000-4999: Books And Supplies 4405 School Messenger	4000-4999: Books And Supplies 4405 School Messenger
Amount	22000	22000	22,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security

Amount		29,369.28	18,668
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures KIPP LA Fees-Advocacy	5000-5999: Services And Other Operating Expenditures KIPP LA Fees-Advocacy
Amount			106,124
Source			Base
Budget Reference			2000-2999: Classified Personnel Salaries 2205; 2403 Operations Aide, Ops Support/Receptionist
Amount			27000
Source			Supplemental & Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures 5831, 5839 Field Trips, Student Incentives

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Create spaces and opportunities for student achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

To provide and maintain Basic Services for students and schools by:

Maintaining for increasing the rate of teachers who are appropriately credentialed, and/or on the path to be credentialed for core content.

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
Maintaining or increasing the rate of teachers who are compliant	2016-17: 100%	100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%	Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
Maintaining for increasing the rate of students who have access to common core aligned materials	2016-17: 100%	100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
Maintaining for increasing the rate of teachers who attend professional development	2016-17: 100%	100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
Maintaining for increasing the rate of students who have access to electives at their school	2016-17: 100%	100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100% Stud w/Disab.: 100% Foster Youth: 100%
Maintaining for increasing the rate of which our facility meeting good repair as measured by SARC	2016-17: Good Repair	Good Repair	Good Repair	Good Repair

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

3a: Number of teachers who are credentialed

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

Recruitment

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

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

Unchanged Action

2018-19 Actions/Services

3a: Number of teachers who are credentialed

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

Recruitment

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

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

Unchanged Action

2019-20 Actions/Services

3a: Number of teachers who are credentialed

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

Recruitment

We ensure the school has adequate resources to hire staff to fulfill basic academic services. We focus on hiring

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

Teacher Retention and Support

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

3b: Curriculum Materials and Supplies

All students, including English language learners, will have access to educational supplies and materials that are common core aligned. In grades K and 1st each

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

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3b: Curriculum Materials and Supplies

classroom will have at least 15 computers. In grades 2-4, there will be a ratio of one to one with computers with at least 28 computers in each class.

We will offer the following programs on computers: Lexia, Achieve 3000, ST Math, Accelerated Reader, Google Classroom, Raz Kids, and Brain Pop

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

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

Teacher Professional Development

100% of teachers will attend training on common core and develop a strong understanding of mastery. Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency

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

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We will offer the following programs on computers: Lexia, Achieve 3000, Next Gen (3rd-4th), ST Math, Accelerated Reader, Google Classroom, Raz Kids, Typing Club and Brain Pop

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

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

Administration and coaching Professional Development

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

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

Electives and Enrichments

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

All students will have access to electives during their K-4 education such as: Art,

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

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Science, Theater, Dance, Spanish and Music in addition to ELA and math during a school year. This includes all supplies, curriculum, software needed to complete these electives.

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

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

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

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

All students will have access to electives during their K-4 education such as: Art, Science, Theater, Dance, Spanish and Music in addition to ELA and math during a school year. This includes all supplies, curriculum, software needed to complete these electives.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	286830	309381	264,508
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher
Amount	25000	30000	18,750
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies
Amount	20000	10000	10,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books
Amount	159000	150000	261973
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies 5602 Repairs & Maintenance 5601 Rent

Amount	35500	80000	172,500
Source	Base	Base	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures 5602 Repair and Maintenance	5000-5999: Services And Other Operating Expenditures 5602 Repair and Maintenance	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies 5602 Repairs & Maintenance
Amount	22000	25000	11000
Source	Base	Base	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5822 Staff Recruitment	5000-5999: Services And Other Operating Expenditures 5822 Staff Recruitment	5000-5999: Services And Other Operating Expenditures 5822 Staff Recruitment 5826 Credentialing
Amount	39250	53500	63,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development	5800: Professional/Consulting Services And Operating Expenditures 5824, 5825 -KSLP, Start Strong
Amount	829160	198548	3,067,914
Source	Supplemental & Concentration	Supplemental & Concentration	LCFF Base & Other
Budget Reference	5000-5999: Services And Other Operating Expenditures 5601 Rent	5000-5999: Services And Other Operating Expenditures 5601 Rent	1000-3999: Salaries and Benefits 1000-3999: Salaries and Benefits

Amount	14000	21427	6,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5204 KIPP Summit Travel and Accommodations	5800: Professional/Consulting Services And Operating Expenditures 5204 KIPP Summit Travel and Accommodations	5000-5999: Services And Other Operating Expenditures 4319, 4320, 4321 Music, Art, Athletics
Amount		116,856	122,090
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures KIPP LA Fees-Talent, Ops 5803	5000-5999: Services And Other Operating Expenditures KIPP LA Fees-Talent, RE, Ops 5803

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,503,065

Percentage to Increase or Improve Services

36%%

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

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

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

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

helped to increase efficiency in school management and operations. This also increased School Leaders and Teachers focus on academics. School invests in technology to increase support for students, teachers and admin which improves overall services for all students and primarily for unduplicated students. Facility costs increased to improve Janitorial school environment for effective learning.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1466589

36%%

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

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

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

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LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,360,239

30.53%%%

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

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

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

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Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

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

(b) “High school dropout rate” shall be calculated as follows:

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

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

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,779,097.41	1,954,474.95	2,588,552.00	1,779,097.41	5,025,245.00	9,392,894.41
Base	176,000.00	192,550.00	321,460.00	176,000.00	168,874.00	666,334.00
LCFF Base & Other	0.00	0.00	0.00	0.00	3,067,914.00	3,067,914.00
Other	0.00	154,203.00	0.00	0.00	172,500.00	172,500.00
Supplemental & Concentration	1,596,849.41	1,586,452.95	2,267,092.00	1,596,849.41	1,603,408.00	5,467,349.41
Title I, II, III	6,248.00	0.00	0.00	6,248.00	12,549.00	18,797.00
Title III	0.00	21,269.00	0.00	0.00	0.00	0.00

* 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	1,779,097.41	1,954,474.95	2,588,552.00	1,779,097.41	5,025,245.00	9,392,894.41
1000-1999: Certificated Personnel Salaries	810,161.13	904,633.00	1,268,160.00	810,161.13	966,891.00	3,045,212.13
1000-3999: Salaries and Benefits	0.00	0.00	0.00	0.00	3,067,914.00	3,067,914.00
2000-2999: Classified Personnel Salaries	116,436.00	126,583.00	24,960.00	116,436.00	141,499.00	282,895.00
4000-4999: Books And Supplies	155,800.00	78,535.00	174,522.00	155,800.00	91,300.00	421,622.00
5000-5999: Services And Other Operating Expenditures	621,773.28	787,804.95	1,067,660.00	621,773.28	694,641.00	2,384,074.28
5800: Professional/Consulting Services And Operating Expenditures	74,927.00	56,919.00	53,250.00	74,927.00	63,000.00	191,177.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,779,097.41	1,954,474.95	2,588,552.00	1,779,097.41	5,025,245.00	9,392,894.41
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	803,913.13	883,364.00	1,268,160.00	803,913.13	954,342.00	3,026,415.13
1000-1999: Certificated Personnel Salaries	Title I, II, III	6,248.00	0.00	0.00	6,248.00	12,549.00	18,797.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	21,269.00	0.00	0.00	0.00	0.00
1000-3999: Salaries and Benefits	LCFF Base & Other	0.00	0.00	0.00	0.00	3,067,914.00	3,067,914.00
2000-2999: Classified Personnel Salaries	Base	0.00	94,937.00	24,960.00	0.00	106,124.00	131,084.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	116,436.00	31,646.00	0.00	116,436.00	35,375.00	151,811.00
4000-4999: Books And Supplies	Base	49,000.00	38,113.00	58,000.00	49,000.00	40,750.00	147,750.00
4000-4999: Books And Supplies	Supplemental & Concentration	106,800.00	40,422.00	116,522.00	106,800.00	50,550.00	273,872.00
5000-5999: Services And Other Operating Expenditures	Base	127,000.00	59,500.00	238,500.00	127,000.00	22,000.00	387,500.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	154,203.00	0.00	0.00	172,500.00	172,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	494,773.28	574,101.95	829,160.00	494,773.28	500,141.00	1,824,074.28
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	74,927.00	56,919.00	53,250.00	74,927.00	63,000.00	191,177.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	603,780.13	741,865.00	1,100,052.00	603,780.13	800,543.00	2,504,375.13
Goal 2	180,605.28	215,274.95	57,760.00	180,605.28	226,967.00	465,332.28
Goal 3	994,712.00	997,335.00	1,430,740.00	994,712.00	3,997,735.00	6,423,187.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00

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

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

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