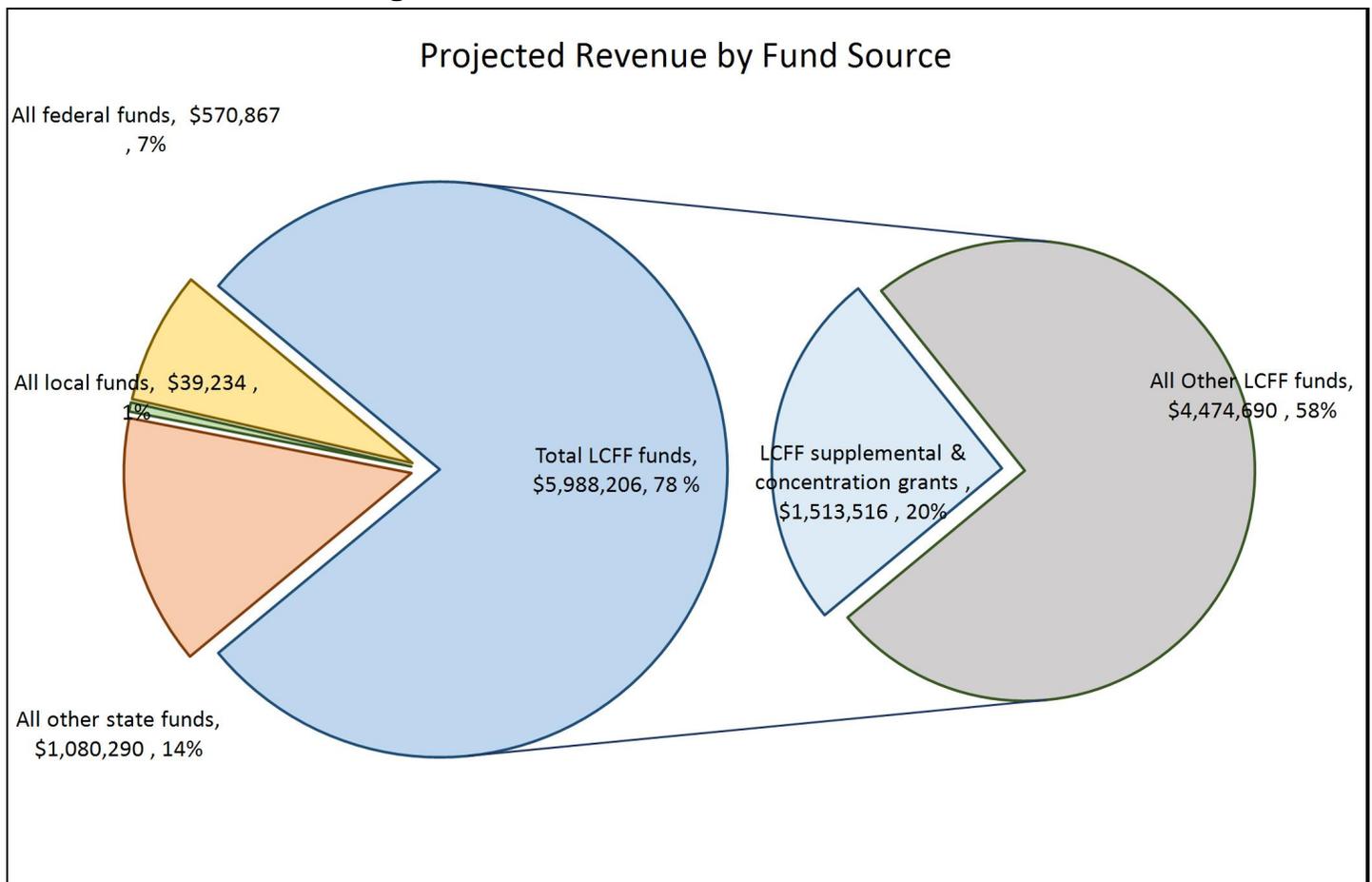


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Promesa Prep
 CDS Code: 19-64733-0131797
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA contact information: Adriana Rodriguez, Founding School Leader

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

Budget Overview for the 2019-20 LCAP Year

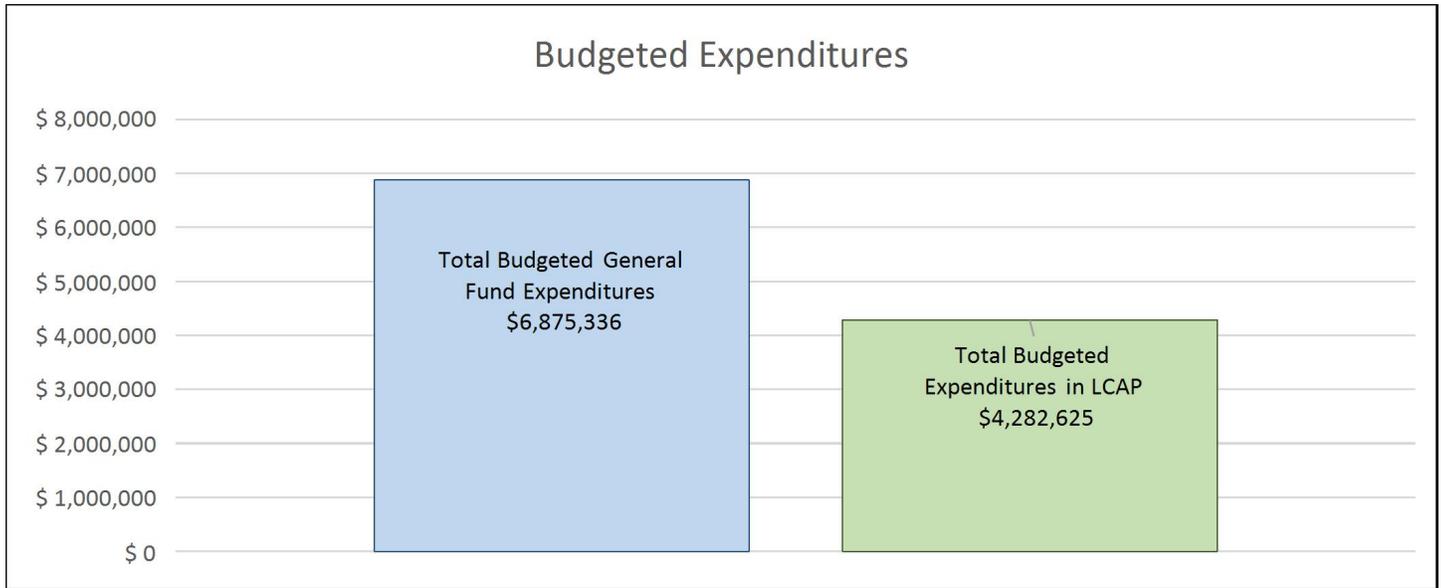


This chart shows the total general purpose revenue KIPP Promesa Prep expects to receive in the coming year from all sources.

The total revenue projected for KIPP Promesa Prep is \$7,678,597, of which \$5,988,206 is Local Control Funding Formula (LCFF), \$1,080,290 is other state funds, \$39,234 is local funds, and \$570,867 is federal funds. Of the \$5,988,206 in LCFF Funds, \$1,513,516 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 Promesa Prep plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

KIPP Promesa Prep plans to spend \$6,875,336 for the 2019-20 school year. Of that amount, \$4,282,625 is tied to actions/services in the LCAP and \$2,592,711 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.

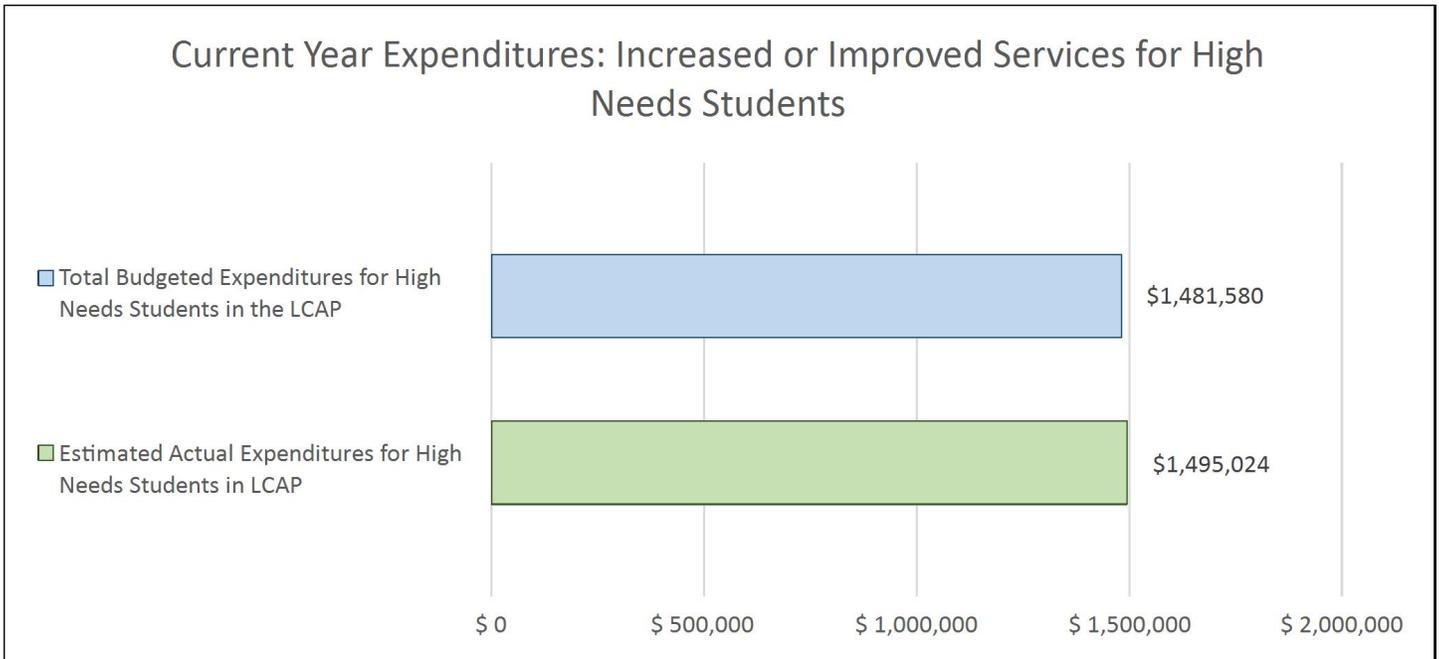
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

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

In 2019-20, KIPP Promesa Prep is projecting it will receive \$1,513,516 based on the enrollment of foster youth, English learner, and low-income students. KIPP Promesa Prep must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, KIPP Promesa Prep plans to spend \$1,514,667 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 Promesa Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Promesa Prep estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, KIPP Promesa Prep's LCAP budgeted \$1,481,580 for planned actions to increase or improve services for high needs students. KIPP Promesa Prep estimates that it will actually spend \$1,495,024 for actions to increase or improve services for high needs students in 2018-19.



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
KIPP Promesa Prep	Adriana Rodriguez Founding School Leader	arodriguez@kippla.org 323-486-6400

2017-20 Plan Summary

The Story

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

KIPP Promesa Prep is a tuition-free public charter elementary school that opened in the summer of 2015 in Boyle Heights, CA. KIPP Promesa Prep currently serves 456 TK-3rd grade students and will add one grade each year until we reach capacity in 2019 with 550 students in TK through fourth grade.

At KIPP Promesa Prep, we believe that when schools provide an excellent education, they provide the path for students and families to transform communities. At KIPP Promesa Prep, every student thrives in a rigorous academic program focused on literacy, nurtures a strong sense of self through character development, and celebrates the enduring legacy of our community. Students will leave KIPP Promesa as proud and driven leaders that take risks, persevere, and positively impact their community and society through their thoughts and actions.

At KIPP Promesa Prep, we focus on the values of Love, Grit, Integrity and Reflection. We believe these values will guide our students in becoming empathetic, loving, strong, and determined leaders of our community.

Our norm day 2018-19 student demographics were as follows:

- 97% Hispanic
- 88.8% qualifying for Free or Reduced lunch
- 27% English Learners
- 10.5% receiving Special Education services



LCAP Highlights

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

The 2018-2019 LCAP centers on three goals:

1. All students will achieve
2. Support student, family and school engagement
3. Create spaces and opportunities for student achievement.

We met a majority of our 2018-2019 LCAP expected annual outcomes, including exceeding our targets for student growth on MAP assessments, EL reclassification, student satisfaction, and Average Daily Attendance. In the 2019-2020 school year, our instructional priorities will be literacy, data analysis and school culture. We will continue to prioritize ensuring our students are excelling academically, having high student attendance and strong family partnership. Additionally, we will be adding 4th grade to be a fully founded school. Additionally, we will be adding a Reading Intervention teacher to support reading achievement, increase supports for EL students and continue to implement PBIS school-wide (see Goal 1, All students will achieve).

Review of Performance

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

Greatest Progress

We at KIPP Promesa are most proud of our continued student academic achievement. In the 2017-2018 school year we exceeded our goals with 69% of students meeting or exceeding their Fall to Spring growth goals in ELA and 71% in Math. Additionally, we have been successful in EL Reclassification rates. From Norm Day 2017 to Norm Day 2018, 25.8% of students were reclassified and 39% of eligible students (those in 2nd grade and above) were reclassified. In the 2019-2020 school year we will continue to focus on data analysis and small group instruction to meet the needs of all learners. Going forward, we will continue to prioritize instruction, provide targeted PD on how to support EL students, small group instruction and provide teacher coaching in order to build upon the successes in student achievement data.

Note: Though performance levels for ELA and Math CAASPP outcomes are shown on our 2018 CA Dashboard, these are not representative of our students' performance. Our inaugural class of 3rd grade students will take CAASPP for the first time in May 2019. Because California's ESSA State Plan requires schools to receive a performance level, Promesa was assigned the authorizing district's grade three results.

Suspension Rate



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

Greatest Needs

On the 2018 CA Dashboard, Promesa did not receive a performance level of orange or red for any state indicator, and we met all of our local performance indicators.

In 2019-2020, student attendance and chronic absenteeism rate will remain a priority for our school. The goal for attendance is 95% and we are currently at 95.7%. The goal for chronic absenteeism is to be below 10% and we are currently at 9.2%. We are currently within the goal for both indicators but are close. To address student attendance, we will continue to discuss the importance of attendance during parent nights, implement incentives and work closely with families to create solutions in order to drive attendance. Free dress and parities are scheduled to encourage students to come to school along with personal teacher outreach for those students who are chronically absent. Additionally, we hired a new staff member, the registrar, who regularly tracks students attendance and works with families and teachers to increase attendance data. We will continue to use these strategies going forward to increase our students attendance numbers. See Goal 2, Support Student, Family, and School Engagement, for evidence of the above priorities.

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

Performance Gaps

No student group was two colors lower than our whole school outcomes for any indicator. We are dedicated to ensuring all students succeed. We continuously collect and analyze student group data to monitor for performance gaps and promote equitable achievement.

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

Baseline Year

Baseline

N/A

18-19 outcomes will be baseline.

Metric/Indicator

Rate of students meeting state-established proficiency levels for Math

18-19

Baseline Year

Baseline

N/A

18-19 outcomes will be baseline.

Metric/Indicator

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

18-19

17-18
25%

Expected

Actual

Eng. Lners: >25%

Baseline
N/A

Metric/Indicator
Rate of K-2 students meeting or exceeding their individualized growth goals set by the national norm on the NWEA Fall to Spring test.

18-19
50%

Baseline
2016-17: Reading: 67%, Math: 81%

17-18 - Math
All Students: 70%
Low Income: 71%
Eng. Lners: 64%
Latino: 70%
Afr. - Amer.: not enough students
Stud w/Disab.: 68%
Foster Youth: not enough students

17-18 - Reading
All Students: 69%
Low Income: 68%
Eng. Lners: 65%
Latino: 68%
Afr. - Amer.: not enough students
Stud w/Disab.: 68%
Foster Youth: not enough students

Metric/Indicator
Rate of students making growth on ELPAC

18-19
Baseline

Baseline
n/a

18-19 outcomes will be baseline.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1a: Number of students who are proficient for English Language Arts and Math	KPP has fully implemented small group instruction in our classrooms. Teachers provide	1101 Certificated Teachers - Intervention	1101 Certificated Teachers - Intervention

We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Brain Pop, Raz Kids, Lexia, and ST Math.

This year we will add Accelerated Reader to help monitor and track students' reading progress.

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 students meeting MAP growth goals

We will ensure high-quality instruction and targeted support. Teachers will use previous MAP

targeted instruction across disciplines to groups of 3-5 students, including Guided Reading for all students. As a result, 75% of KPP students are on track to meeting their end of year reading goals, 85% are on track to meeting their math goals and 79% are on track to meeting their ELA goals. This action is an integral part of how KPP supports ELA and math proficiency, and we intend to continue small group instruction in 2019-20.

Accelerated Reader has been fully implemented this year in our 2nd and 3rd grade classrooms. Teachers have trackers on their walls where students put a sticker each time they pass a quiz at their level. Accelerated Reader has been a great resource for teachers to use in order to set goals for their students, match them with the appropriate level books, as well as to gain more insight into progress-giving them more data to provide differentiated guided reading instruction.

The first few weeks of the school year were spent getting to know all of our students needs and where they are at through diagnostic tests, meeting with the teacher from the previous year, analyzing MAP and STEP data from the previous year, daily informal observations and home visits.

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 541,441.22

Classroom Technology 4401
 4000-4999: Books And Supplies Supplemental & Concentration 36,000

Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 30,000

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

Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 5,000

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

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 565,945

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

Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 9,750

Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Base 4,687

Staff/Office Software 4405 4000-4999: Books And Supplies Base 16,000

Assessment Materials 4304
 4000-4999: Books And Supplies Base 13,312

5803 -Management Fee - Academics 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 93,498.12

scores to create targeted instruction for each student.

Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring. Assemblies and other pump up activities will be introduced to get students excited about their MAP scores.

Parent workshops will be held to inform and train parents on how to help their students' at home. Parent letters with MAP scores will go out after every assessment.

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

KPP analyzes WSA, UA and Interim data after each assessment where teachers collaborate and share best practices. We also hold quarterly data dives where we dig in to MAP and STEP data and come up with action plans in order to ensure we are creating targeted instruction for our students and filling and gaps in our curriculum.

57% of KPP KIPPsters met their fall to winter growth goals on the MAP assessment in Reading and Math. Our goal is for 75% of students to meet these goals in both Reading and Math, and we fully expect to meet this goal by the end of the year. In order to meet this goal, we will continue to use interim data to tailor and guide instruction, create rigorous CCSS aligned student materials and assessments, implement a blended learning model to ensure we are meeting students where they are at, invest students through assemblies and grit stickers, and analyze data on a weekly basis. Additionally, we will be training parents on how to help their students at home by holding a parent workshop called Achievement Night on March 14, 2019. This workshop will be focused on MAP and SBAC and will provide parents with strategies and resources that they can use at home.

4312 Instructional Supplies 4000-4999: Books And Supplies Supplemental & Concentration
17,500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1b: Annual Progress in English language Proficiency (AMAO1)</p> <p>All CELDT/ELPAC data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development. Plans may include additional needs for 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. English Language students can receive small group instructional support to support their language development.</p> <p>Teachers will begin each day with a morning meeting that is focused on developing oral languages. Other strategies such as think-pair-shares, group work, and public speaking will be incorporated to immerse our students in the English language.</p> <p>Our students will serve as students ambassadors for our school, by greeting visitors, sharing about their experience at KPP and helping recruit future students.</p>	<p>All ELPAC data was shared with the staff during our Reclassification PD. Teachers were provided with a list of all of their EL students. Teachers were also provided with work time so they could input their EL students into their Weekly Lesson plans as well as interventions that they will provide for each of their EL students.</p> <p>Through daily morning meetings, many opportunities to converse with their peers, and adopting a new curriculum for ELD instruction (Data Works) we have seen our students' confidence levels rise. We want our students to be proud and driven leaders who are not afraid to take risks, and one way that we reinforce this is through having student ambassadors greet visitors that enter their classroom.</p> <p>We will hold our annual LCAP stakeholder meeting on March 25th in order to gather written and verbal input and feedback from stakeholders, including families and school personnel. We will update our goals, outcomes, services and actions based on this input.</p> <p>After each WSA, UA and Interim assessment, we disaggregate the data to take a closer look at how our EL students are performing.</p>	<p>1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 21,779</p>	<p>1101Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Title III 15,920</p> <p>1201-Social Worker/Counselor 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 76,607</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.

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.

Teachers analyze the gaps and come up with next steps for intervention in order to best support our students.

Launch-to-Literacy has been fully implemented this year. Students receive 3-4 days of targeted ELD instruction every week. Each week, teachers look through the curriculum and choose sessions that align well with what students are currently learning in their ELA units. This provides our EL students with scaffolding supports and sets them up for success on mastering the CCSS.

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

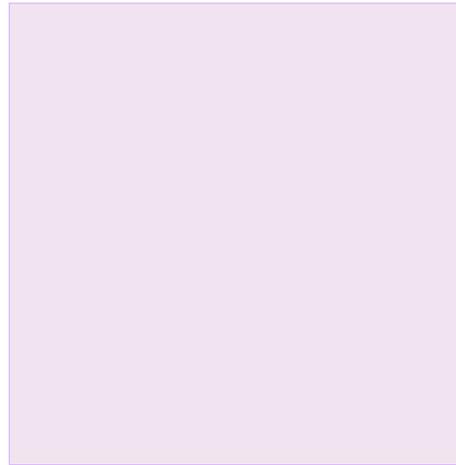
Students to be Served

English Learners

Scope of Services

Schoolwide

Locations



Analysis

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

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

The overall implementation of these actions are going well. We have been implementing all of these actions consistently. With continued targeted intervention and analysis of data, we are on track to meeting this goal. We are pleased with the growth that students made on the Winter MAP assessment and are in the process of using that data to drive instruction even further to meet the needs of all of our learners.

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

The actions and services outlined above have been highly effective in achieving our first LCAP goal. Our LCAP indicator for English Learner progress is the percentage of students who advance at least one performance level on the CA State English Proficiency Test and/or reclassify. Our reclassification rate from Norm Day 2017 to Norm Day 2018 was 25%, meeting our expected annual outcome. We look forward to reporting our EL students' progress on the ELPAC in 2019, after two years of assessment. Until then, we are monitoring our EL students' progress on internal assessments (MAP) and unit assessments. The percentage of students who met their individualized fall to spring growth goals on the MAP assessment for the 2017-2018 school year was 70% in Math and 69% in Reading, surpassing our expected annual measurable outcome of 50%.

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

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.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

KPP will provide 1 back to school night, 2 week long parent-teacher conference opportunities, and 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: <1.5%
 Low-income: <1.5%

18-19

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

18-19

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

Expected

Eng. Lners: <1.5%
Afr. – Amer.: <1.5%
Latino: <1.5%
Stud w/Disab.: <1.5%
Foster Youth: not enough data

Baseline
2016-17: 0%

Metric/Indicator
Expulsion rate

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

Baseline
2016-17: 0%

Metric/Indicator
Students will feel satisfied with their experience at KPP as measured by internally provided surveys.

18-19
All students: 70%
Low-income: 70%
Eng. Lners: 70%
Afr. – Amer.: 70%
Latino: 70%
Stud w/Disab.: 70%
Foster Youth: not enough data

Baseline
2016-17: 70%+ of students will feel satisfied with their experience at KPP as measured by internally provided surveys.

Metric/Indicator
Average Daily Attendance Rate

18-19

Actual

Stud w/Disab.: 0%
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: 83%
Low-income: did not collect this data
Eng. Lners: did not collect this data
Afr. – Amer.: not enough students
Latino: 88%
Stud w/Disab.: did not collect this data
Foster Youth: not enough students

18-19
All students: 96%
Low-income: 96%

Expected

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

Baseline
 2016-17: 95%

Metric/Indicator
 Chronic Absenteeism Rate

18-19
 All students: <11%
 Low-income: <11%
 Eng. Lners: <11%
 Afr. – Amer.: <11%
 Latino: <11%
 Stud w/Disab.: <10%
 Foster Youth: not enough data

Baseline
 2016-17: 12%

Actual

Eng. Lners: 97%
 Afr. – Amer.: not enough students
 Latino: 96%
 Stud w/Disab.: 96%
 Foster Youth: not enough students

18-19
 All students: 8%
 Low-income: 9%
 Eng. Lners: 3%
 Afr. – Amer.: not enough students
 Latino: 9%
 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
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	KPP has met a metric related to goal 2 by holding Back to School Night in September, Quarter 1 conferences in October/November, Quarter 3 conferences in March, Math Achievement Night in November, MAP Achievement	Field Trips 5831 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 24,000	5831 Field Trips 5839 Student Incentives 5841 End of Year Field Trips 5840 Student Transportation 5800: Professional/Consulting Services And Operating

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 5 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school 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

Night in March, parent education nights, and monthly Parent Advisory Council meetings.

KPP has continued to keep parents informed on a weekly basis through our family bulletin that is sent home every Friday and give reminders by using the Remind app, all calls and putting posters up around the school.

At KPP, we believe that families are our greatest partners and we encourage parents to be involved in their child's education as much as possible. We have an open door policy that allows parents to come in and volunteer either in the office or in the classroom. We give parents leadership opportunities through KIPP LA's regional Family Ambassador program, which we currently have 7 parents participating in.

Regular and ongoing observations and surveys are given to ensure that our office staff is normed on how we interact with our community and families. KPP holds monthly ELAC meetings where our EL data is discussed as well as strategies to help support EL students at home.

Year 1 implementation of PBIS has gone very well. As a school that is constantly striving to reflect and improve our practices, we decided to adopt PBIS in an effort to cultivate a systematic approach in

2403 Office Associate
2205 Operations Aide
2000-2999: Classified Personnel Salaries Supplemental & Concentration 96120

Postage & Shipping 4352 4000-4999: Books And Supplies Supplemental & Concentration 3,000

Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 7,000

Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 5,000

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

5803 - KIPP LA Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 58830

Expenditures Supplemental & Concentration 37,727

2205; 2403, 2402 Operations Aide, Ops Support/Receptionist 2000-2999: Classified Personnel Salaries Supplemental & Concentration 89,302

Postage & Shipping 4352 4000-4999: Books And Supplies Supplemental & Concentration 3,000

Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 7,000

Staff/Office Software 4405 4000-4999: Books And Supplies Base 16,000

Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 23,093

5803 - KIPP LA Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 14,846

2401 Office Manager 2000-2999: Classified Personnel Salaries Base 45,034

development of their child's language proficiency at home at parent workshop nights. Schools will also have consistent meetings to keep parents abreast of the students' progress.

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

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

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

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

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

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

teaching behavioral expectations through positive reinforcement. We have training the staff by delivering 5 PDs so far this year. The implementation of PBIS is a tiered process, and we are continuing to learn and grow through feedback, analyzing behavioral data and monthly staff surveys.

Here is a comparison of the number of referrals from last year to this year:

2017-2018 School Year (clip system)

K-2 (340 students enrolled)
63 Referrals

2018-2019 School Year (PBIS)

K-3 (455 students enrolled)
30 Referrals

KIPP has not suspended or expelled any students in the 2018-19 school year, meeting our LCAP goal of maintaining a suspension rate below 1.5% and an expulsion rate below 1%.

Student safety is our number one priority. During each lunch and recess, we have 4 Operations Aides that are supervising students.

KIPP Promesa conducts monthly emergency drills which include fire, earthquake, and lockdown drills. During these drills teachers evacuate students and take attendance to ensure this can be done quickly in an emergency. Every year the business

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

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

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

2e School attendance

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

operations manager attends professional developments catered towards emergency preparedness to ensure all emergency supplies are not just stocked but are also kept up with. Teachers attend trainings throughout the year as well to ensure they are up to date on what needs to get done during an emergency.

Our year-to-date Average Daily Attendance is 95.7% and chronic absenteeism rate is 10.9%. We are on track to meeting our ADA goal of 95% and exceeding our chronic absenteeism goal of maintaining a rate below 11.5%.

The admin team receives weekly updates on attendance by grade level. The business operations manager along with the registrar identify students who have below 80% attendance and schedule personal calls and meetings to support families and learn the barrier they have with regards to attendance.

During meetings our registrar goes over attendance data for students. She asks questions to know exactly what barriers there exist for the family that affects attendance. During the meeting the family makes a commitment regarding attendance. This can be only missing one day of school a month and only if the student is sick or unable to come to school.

We will have monthly meetings for students who are chronically absent. Parents will be presented with data and strategies to help ensure their students get back on track.

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

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

This year many incentives were put in place to support with our attendance goals. Incentives include prizes for classes as they earn a number of perfect attendance days. For example if a class earns 50 days of perfect attendance they get an attendance shirt. There are also incentives for students who earn perfect attendance every month. This can range from popcorn party, to bubble party, to free dress. All of these incentives are put in place to not only support our ADA goals but to also rewards students who come to school every day.

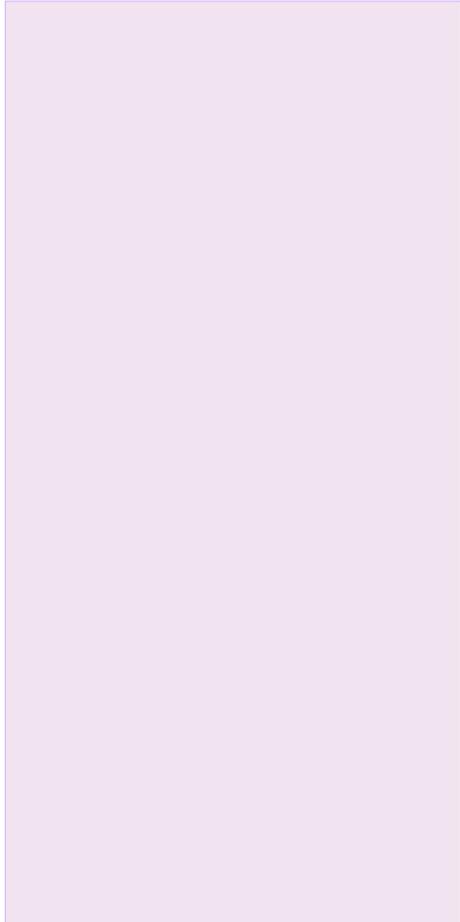
KPP has put a strong emphasis on Calm Classroom this year. Teachers include in the Weekly Lesson Plans at least 3 times when they will practice Calm Classroom. Additionally, each morning during our Pump-Up assembly we engage in a Calm Classroom activity to ensure we are starting of the day in a mindful way. Students have reported really enjoying participating in Calm Classroom and have even begun to facilitate the activities for their peers.

long-term support, and ongoing evidence of positive outcomes. Calm Classroom has a proven track record of empowering students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance. We are in the beginning phases of transitioning to Trauma Informed Schools and we believe this will have a positive impact on our students.

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

Students to be Served
All

Location(s)



Analysis

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

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

Overall, the implementation of these actions are going great. We consistently encourage parent engagement in many forms, we have adopted PBIS this year, we conduct month safety drills and we emphasize attendance by including it in our weekly bulletin and incentivizing it.

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

The actions and services outlined above have been highly effective in achieving goal 2. KPP has not suspended or expelled any students in the 2018-19 school year, meeting our LCAP goal of maintaining a suspension rate below 1.5% and an expulsion rate below 1%. We received a performance level of green for suspension on the 2018 CA Dashboard.

83% of students reported feeling safe at KPP on an internal survey distributed this fall. Our goal is for 70% of students to feel satisfied with their KPP experience as measured by these surveys.

Our year-to-date Average Daily Attendance is over 95% and our chronic absenteeism rate is 9.4%. We are on track to meeting our ADA goal of 95% and exceeding our chronic absenteeism goal of maintaining a rate below 11.5%. We received a performance color of yellow for chronic absenteeism on the 2018 CA Dashboard, but our YTD chronic absenteeism rate is lower than last year's and we anticipate receiving a green performance color on the 2019 Dashboard.

We also met local performance indicators on the 2018 CA Dashboard tied to this goal: Parent Engagement and Local Climate Survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

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

Baseline

2016-17: 100%

18-19

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

Metric/Indicator

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

18-19

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

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

Baseline
2016-17: 100%

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

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

Baseline
2016-17: 100%

Actual

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

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

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

Expected

Actual

Metric/Indicator

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

18-19

Good Repair

Baseline

2016-17: Good Repair

18-19 (17-18 SARC)

Good Repair

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3a: Number of teachers who are compliant</p> <p>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 that come to our school from out of</p>	<p>Through recruitment season, an extensive hiring process, a hiring team that includes admin and teachers, and ensuring that all of our teachers have taken the proper tests and hold the proper credentials, we are excited and thrilled that 100% of KPP's teachers are returning next year.</p> <p>Teacher retention is very important to us as we know it is a key factor in student achievement. Records are kept on each teacher so that we are aware of anyone that needs to clear their credential or any other proper documentation.</p> <p>At KPP, all of our students, including our English Language Learners, have access to curriculum and assessments that are aligned to the CCSS. These lessons and assessments are</p>	<p>5601 Rent & 5602 R&M 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 146000</p> <p>Art 4320 4000-4999: Books And Supplies Supplemental & Concentration 1032</p> <p>Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 4128</p> <p>KIPP School Leadership Program 5824 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>5602 R&M 5501 Janitorial Services 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 58233</p> <p>Art 4320 Music 4319 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 4500</p> <p>5204, 5824, 5825 -KSLP, Start Strong, Other PD 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 55,843</p> <p>5827 Credentialing 5822 Staff Recruitment 5000-5999: Services And Other Operating Expenditures</p>

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 supporting them with applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an important factor in student achievement.

3b: Curriculum Materials and Supplies

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

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

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

Teacher Professional Development

delivered whole group in the general education setting.

This year, we adopted the math curriculum Bridges in grades K-3 as well as an ELD curriculum, Data Works.

KPP has made it a priority to deliver differentiated PD this year as we have teachers at different stages in their careers. We have given an extensive amount of training to teachers so far this year during summer onboarding, early dismissal Mondays and on pupil free days. Each Monday, we provide professional development to teachers. On pupil free days, we give differentiated PD's and we let teachers choose which one they would like to attend based on their needs. We have given many PD's that are aligned to the CCSS.

Some of the topics for our PD this year have been readers and writers workshop, guided reading, literacy and math. This summer, we will be sending 4 teachers to Teachers College Reading and Writing Summer Institute. All teachers who travel to receive PD are reimbursed.

At KPP, we have 3 enrichment classes. They are Spanish, dance and art. Students attend these enrichment classes 7-9 times per week depending on their grade level. Students also have opportunities to engage in additional electives every Friday

Supplemental & Concentration
19,250

Other Professional Development
5825
KIPP LA Fees - 5803 - talent, RE
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental &
Concentration 110000

Electives (Music, PE, Art etc.)
1105 1000-1999: Certificated
Personnel Salaries Supplemental
& Concentration 200000

Curriculum Materials and Books
4101 4000-4999: Books And
Supplies Supplemental &
Concentration 23,000

Class sets/library books 4201
4000-4999: Books And Supplies
Base 15,000

Janitorial Services & Supplies
5503 5000-5999: Services And
Other Operating Expenditures
Supplemental & Concentration
100,000

Classroom Furniture 4403 4000-
4999: Books And Supplies
Supplemental & Concentration
40000

Supplemental & Concentration
19000

KIPP LA Fees - 5803 - talent, RE
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental &
Concentration 97,096

Electives (Music, PE, Art etc.)
1105 1000-1999: Certificated
Personnel Salaries Supplemental
& Concentration 242,007

Curriculum Materials and Books
4101 4000-4999: Books And
Supplies Supplemental &
Concentration 17,250

Class sets/library books 4201
4000-4999: Books And Supplies
Base 15,000

5602 R&M
5501 Janitorial Services
5000-5999: Services And Other
Operating Expenditures Base
174698

Classroom Furniture 4403 4000-
4999: Books And Supplies
Supplemental & Concentration
40000

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

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

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

Administration and coaching
Professional Development

KIPP LA provides monetary support in the form of fees and travel for teacher leaders and

during Friday Clubs. Bi-quarterly, students get to pick which club they would like to be in. During the last 30 minutes of school each Friday, students get to participate in activities like yoga, robotics, movie critics club, student counsel, arts and crafts and more.

The business operations manager conducts bi-weekly walkthroughs of all school areas. This includes office, classrooms, auditorium, cafeteria, and any outdoor areas. During these walkthroughs any facility issues are noted and tickets are submitted for our facilities team. Our facilities team then contacts the appropriate vendor to ensure facilities concerns are taking care of as soon as possible.

KIPP Promesa has both a day porter and night porter who ensure the school is cleaned throughout the day and at night when teachers go home. Our porters ensure both outside areas and classrooms are cleaned thoroughly. Landscaping is done once a month at KPP to ensure grass and trees are always looking great. KPP also has a pest company that comes out twice a month to check all areas and performs work as needed.

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 have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics, computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives.

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.

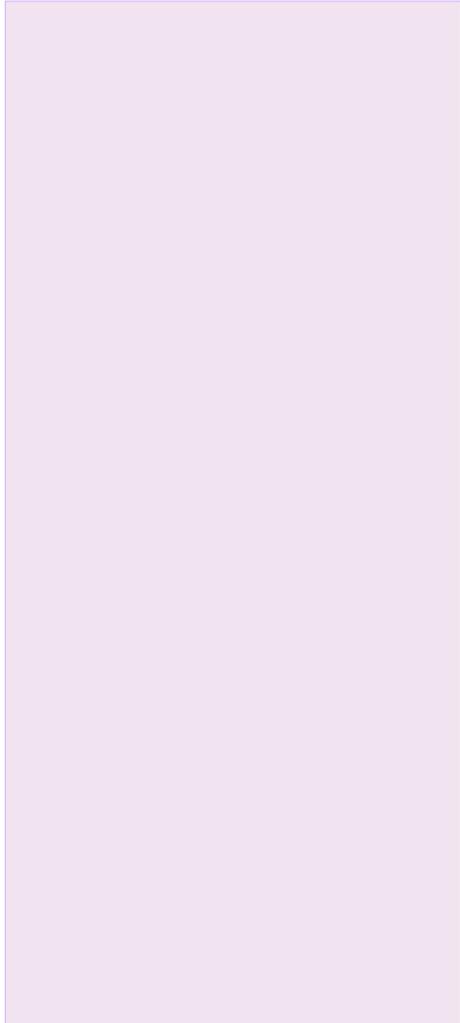
KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control as well as day to day maintenance.

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.

Implementation of the actions are going well. We support our teachers in maintaining proper documentation, we provide all students with lessons and assessments aligned to CCSS by purchasing relevant curriculum and assessing bi-weekly, we deliver weekly PD to

our staff, all students have access to a broad range of studies through enrichment classes and Friday Clubs, and facilities are kept up through regular walkthroughs and observations.

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

The actions and services outlined above have been effective in achieving goal 3.

Our metrics and outcomes are as follows:

Metric 1: Rate of core teachers who are compliant for the subject they are teaching.

100% of core teachers are compliant for their subject.

Metric 2: Rate of students who will have access to educational supplies and materials that are common core aligned

100% of students have access to educational supplies and materials that are common core-aligned.

Metric 3: Rate of teachers who attend training on common core and ELD strategies to support EL students

100% of KIPP Promesa teachers attended training on common core and ELD strategies to support ELs.

Metric 4: Rate of students who have access to electives such as Performing Arts, Engineering and Coding, Science, and PE

100% of students have access to electives such as Performing Arts, Engineering and Coding, Science, and PE.

Metric 5: Ensure that our facility is in “good repair” or better as measured by SARC

Our facility received a rating of “good repair.”

We also met all local performance indicators related to this goal on the 2018 CA Dashboard: 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.

Increase is in fees due to improved services in operations, talent, and real estate.

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?

We create a welcoming and open environment where our families' voices are important and heard. This environment will be on going and will continue throughout our LCAP annual review meetings. We will collaborate with our families via our family council meetings to get parent input on how to make our monthly family meetings effective and informational. Our main focus will be to create a K-4 family curriculum where year after year we will build on their knowledge around college (applications, financial aid, etc). Over the years there will be opportunities for our founding parents to partake in co-leading these sessions with members of our staff to serve as mentors for our incoming families.

The Parent Advisory Council will meet once a month and it will serve as a space for parents to be active in our school community. The School Leader or Dean will hold monthly check-ins with the PAC leaders to plan family events, fundraisers, and family involvement. KIPP Promesa has formed a Parent Advisory Council (PAC) to involve parents as leaders in support of the school vision and mission. The Parent Advisory Council is organized for the purpose(s) of:

- Communications: To facilitate communication and be a liaison between students' families and other school constituencies on matters which are of interest to the PAC;
- Development: To initiate and raise funds for special projects, events, and assets to enhance the quality of education, school experience, and extra curricular activities for KIPP Promesa students;
- Investment: To support and act as an agent to invest all families in KIPP Promesa's vision, mission, and values for the benefit of all students; and
- Involvement: To encourage and coordinate volunteerism among parents and guardians in support of KIPP Promesa's student achievement, events and activities.

Families will have the opportunity through our family council meetings to vote on allocation of funds they raise. This will also be an opportunity to seek input of families in regards to what resources they would like to see at KIPP Promesa Prep.

We will collaborate with our families via our PAC meetings to get parent input on how to make our monthly family meetings effective and informational. Twice each quarter there is a family night that is centered in the learning of our students. Some of the topics that we will cover are our STEP Assessment, MAP Assessment, Literacy Night, Math Night, and sharing best practices. Parent workshops will have a K-4 scope and sequence to ensure that families are able to build on their prior knowledge and continue to receive information and resources to plan for their child's future. We know that the climb to college is going to be a lot of hard work

and that our students will need the support from their family to get to and through. Our family nights are centered in informing our families and empowering them to be active participants in our school community and celebrate their children's growth over the year(s).

The conversations with parents 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.

Each year, each student will receive a home-visit from School leader and/or Dean and a member of our staff. At their home we will ask our students and their families to share with us their hopes and dreams for their child, as well as their hopes and dreams for KIPP Promesa Prep. These conversations inform our instructional choices and help us start the year off with a strong relationship.

Annual Update:

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 on March 25, 2019 at 8:15 am.

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

The second part, learning and engaging, focused on presenting 2018-19 goals and providing indicators to our progress for each one of our goals. During this time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. 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.

Breaking the LCAP engagement process down into sections helps with the understanding, pacing, and effectiveness of our engagement efforts.

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, 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. Parents and other attendees responded well to the LCAP goals as evidenced by the written and verbal feedback on our goals. As each goal was presented parents provided real time feedback and also completed a survey form. The survey form asked attendees to indicate their feelings on a likert scale regarding each of the state aligned goals. Additionally, attendees were asked to write in ideas they had on how to improve the goal and achieve the goal.

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 98% of students reported that "My school wants me to do well." In addition, nearly 89% of students agreed with the statement "A family member knows my teacher."

Impact on LCAP and Annual Update

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

Stakeholder feedback reinforced existing LCAP goals, actions, and services, and will impact our implementation in 2019-20 and beyond. Two main topics that kept coming up this year were chronic absenteeism/attendance and parent involvement. Through conversations with parents, we landed on some ideas to increase attendance and decrease chronic absenteeism. Parents discussed transportation challenges and came up with a few solutions- a longer time allotment for families traveling between both campuses and carpooling. Literacy and homework were also discussed, which relate closely to Goal 1, All Students Will Achieve. Parents expressed an interest in more Literacy Focused Parent Nights (see Goal 2 - Support Student, Family, and School Engagement), something we will implement next year as well as more clarity and alignment for homework expectations across grades. We will be having meetings with teachers around these topics in may to discuss strategies for making Parent Nights and homework impactful for our students and families. We are grateful fo this opportunity to solicit parent feedback and generate action steps to further improve our LCAP 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 students who meet or exceed state standards in English Language Arts on the SBAC assessment
 To increase the number of students who meet or exceed state standards in Math the SBAC assessment
 To increase the number of English Learners who achieve full English language proficiency
 To increase the number of English Learners who progress on EL proficiency exam
 To increase the number of students who meet or exceed their individual growth targets in English Language Arts on the MAP
 To increase the number of students who meet or exceed their individual growth targets in Math on the MAP

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of students meeting state-established proficiency levels for English Language Arts	N/A	N/A	Baseline Year	Will adjust accordingly based on baseline data

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of students meeting state-established proficiency levels for Math	N/A	N/A	Baseline Year	Will adjust accordingly based on baseline data
Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test from CELDT to ELPAC)	N/A	Baseline Year	Eng. Lners: >25%	Eng. Lners: >25%
Rate of K-2 students meeting or exceeding their individualized growth goals set by the national norm on the NWEA Fall to Spring test.	2016-17: Reading: 67%, Math: 81%	75%	50%	50%
Rate of students making growth 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

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Brain Pop, RazKids, Lexia, and ST Math

We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school.

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

2018-19 Actions/Services

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

We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Brain Pop, Raz Kids, Lexia, and ST Math.

This year we will add Accelerated Reader to help monitor and track students' reading progress.

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.

2019-20 Actions/Services

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

We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Brain Pop, Raz Kids, Accelerated Reader, Lexia, and ST Math.

We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school.

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

Teachers will observe middle schools to ensure their instruction is targeted and

analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student.

1d: Number students meeting MAP growth goals

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

Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring. Assemblies and other pump up activities will be introduced to get students excited about their MAP scores.

Parent workshops will be held to inform and train parents on how to help their students' at home. Parent letters with MAP scores will go out after every assessment.

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 students meeting MAP growth goals

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

Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring. Assemblies and other pump up activities will be introduced to get students excited about their MAP scores.

Parent workshops will be held to inform and train parents on how to help their students' at home. Parent letters with MAP scores will go out after every assessment.

preparing our students for fifth grade at our middle schools.

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 students meeting MAP growth goals

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

Students will know their own MAP growth targets and teachers will track growth from fall to winter to spring. Assemblies and other pump up activities will be introduced to get students excited about their MAP scores.

Parent workshops will be held to inform and train parents on how to help their students' at home. Parent letters with MAP scores will go out after every assessment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	303060	541,441.22	631,705
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends
Amount	58589	36,000	15,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Classroom Technology 4401	4000-4999: Books And Supplies Classroom Technology 4401	4000-4999: Books And Supplies Classroom Technology 4401
Amount	19060	30,000	11,000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Classroom Software 4402	4000-4999: Books And Supplies Classroom Software 4402	4000-4999: Books And Supplies Classroom Software 4402
Amount	8325	10,000	7000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404	4000-4999: Books And Supplies Staff/Office Computer & Printers 4404

Amount	2254	5,000	10500
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405
Amount	8000	5,000	5500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Assessment Materials 4304	4000-4999: Books And Supplies Assessment Materials 4304	4000-4999: Books And Supplies Assessment Materials 4304
Amount			80,626
Source			Supplemental & Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 5803 Management Fee - Academics

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Schoolwide

Location(s):

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1b: Annual Progress in English language Proficiency (AMAO1)

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

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

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

Teachers will begin each day with a morning meeting that is focused on developing oral languages. Other strategies such as think-pair-shares, group work, and public speaking will be incorporated to immerse our students in the English language.

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

2018-19 Actions/Services

1b: Annual Progress in English language Proficiency (AMAO1)

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

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

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

Teachers will begin each day with a morning meeting that is focused on developing oral languages. Other strategies such as think-pair-shares, group work, and public speaking will be incorporated to immerse our students in the English language.

Our students will serve as students ambassadors for our school, by greeting visitors, sharing about their experience at KPP and helping recruit future students.

1c: Percentage of EL students who reclassify as RFEP

2019-20 Actions/Services

1b: Annual Progress in English language Proficiency (AMAO1)

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

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

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

Teachers will begin each day with a morning meeting that is focused on developing oral languages. Other strategies such as think-pair-shares, group work, and public speaking will be incorporated to immerse our students in the English language.

Our students will serve as students ambassadors for our school, by greeting visitors, sharing about their experience at KPP and helping recruit future students.

intervention and differentiation plans. EL students will receive small group instructional support to support their language development.

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	152197	21,779	15,920
Source	Supplemental & Concentration	Supplemental & Concentration	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1901 Dean

Amount			31,028
Source			Supplemental & Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries 1901 Dean

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

To increase parent engagement by sustaining or improving number of opportunities for parent involvement at school
 To increase student engagement and securing school safety
 To increase student satisfaction with KIPP Promesa Preparatory as measured by surveys
 To achieve or maintain school attendance rates and decrease chronic absenteeism

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
KPP will provide 1 back to school night, 2 week long parent-teacher conference opportunities, and 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%	<1.5%	All students: <1.5% Low-income: <1.5% Eng. Lners: <1.5% Afr. – Amer.: <1.5% Latino: <1.5% Stud w/Disab.: <1.5% Foster Youth: not enough data	All students: <1.5% Low-income: <1.5% Eng. Lners: <1.5% Afr. – Amer.: <1.5% Latino: <1.5% Stud w/Disab.: <1.5% Foster Youth: not enough data
Expulsion rate	2016-17: 0%	<1%	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data	All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data
Students will feel satisfied with their experience at KPP as measured by internally provided surveys.	2016-17: 70%+ of students will feel satisfied with their experience at KPP as measured by internally provided surveys.	70%+ of students will feel satisfied with their experience at KPP as measured by internally provided surveys.	All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: not enough data	All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: not enough data
Average Daily Attendance Rate	2016-17: 95%	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: 12%	11.5%	All students: <11% Low-income: <11% Eng. Lners: <11% Afr. – Amer.: <11% Latino: <11% Stud w/Disab.: <10% Foster Youth: not enough data	All students: <10.5% Low-income: <10.5% Eng. Lners: <10.5% Afr. – Amer.: <10.5% Latino: <10.5% 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.

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

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.

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 5 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school 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

2019-20 Actions/Services

2a: Parent Engagement

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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 5 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities.

KIPP LA has hired staff to focus and commit to school 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 work to cultivate a positive school culture through a school-wide behavior support plan and ensure that all school personnel are trained on our plan.

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

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

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

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

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

KIPP LA has contracted an outside Emergency Preparedness specialist to

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 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 begin to use PBIS as our behavior system to ensure school safety and run SST meetings for students at risk as a preventative measure.

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

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

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

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

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

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

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

2e School attendance

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

We will have monthly meetings for students who are chronically absent. Parents will be presented with data and strategies to help ensure their students get back on track.

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

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

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

We will have monthly meetings for students who are chronically absent. Parents will be presented with data and strategies to help ensure their students get back on track.

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

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

We will have monthly meetings for students who are chronically absent. Parents will be presented with data and strategies to help ensure their students get back on track.

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.

Classroom has a proven track record of empowering students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance. We are in the beginning phases of transitioning to Trauma Informed Schools and we believe this will have a positive impact on our students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	18000	24,000	38000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trips 5831	5800: Professional/Consulting Services And Operating Expenditures Field Trips 5831	5800: Professional/Consulting Services And Operating Expenditures 5831 Field Trips 5839 Student Incentives 5841 End of Year Field Trips 5840 Student Transportation
Amount	38939	96120	31,659
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Office Manager 2401	2000-2999: Classified Personnel Salaries 2403 Office Associate 2205 Operations Aide	2000-2999: Classified Personnel Salaries 2205; 2403 Operations Aide, Ops Support/Receptionist

Amount	2000	3,000	2,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Postage & Shipping 4352	4000-4999: Books And Supplies Postage & Shipping 4352	4000-4999: Books And Supplies Postage & Shipping 4352
Amount	3000	7,000	7,000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Special Events 4314	4000-4999: Books And Supplies Special Events 4314	4000-4999: Books And Supplies Special Events 4314
Amount	2254	5,000	10000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405
Amount	10000	5000	10,000
Source	Supplemental & Concentration	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Fire/Security 5504	5000-5999: Services And Other Operating Expenditures Fire/Security 5504	5000-5999: Services And Other Operating Expenditures Fire/Security 5504
Amount		58830	18,288.50
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5803 - KIPP LA Fees	5000-5999: Services And Other Operating Expenditures 5803 - KIPP LA Fees- Advocacy

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3a: Number of teachers who are compliant

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

Recruitment

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

We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also

2018-19 Actions/Services

3a: Number of teachers who are compliant

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

Recruitment

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

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2019-20 Actions/Services

3a: Number of teachers who are compliant

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

Recruitment

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

We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also

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

Teacher Retention and Support

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

3b: Curriculum Materials and Supplies

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

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

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3b: Curriculum Materials and Supplies

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

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

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

Teacher Professional Development

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

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

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

Administration and coaching Professional Development

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

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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 have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics, computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives.

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.

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

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	207375	146000	57540
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5601 Rent	5000-5999: Services And Other Operating Expenditures 5601 Rent & 5602 R&M	5000-5999: Services And Other Operating Expenditures 5602 R&M 5503 Janitorial Services & Supplies
Amount	1000	1032	7,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Art 4320	4000-4999: Books And Supplies Art 4320	4000-4999: Books And Supplies Art 4320 Music 4319 Athletics 4321
Amount	4000	4128	25000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Athletics 4321	4000-4999: Books And Supplies Athletics 4321	5000-5999: Services And Other Operating Expenditures 5827, 5822 Recruitment, Credentialing

Amount	9250	19,250	72,250
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824	5800: Professional/Consulting Services And Operating Expenditures 5824, 5204 -KSLP, Start Strong
Amount	20000	110000	119,611
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Other Professional Development 5825	5800: Professional/Consulting Services And Operating Expenditures Other Professional Development 5825 KIPP LA Fees - 5803 - talent, RE	5800: Professional/Consulting Services And Operating Expenditures KIPP LA Fees - 5803 - talent, RE, Ops
Amount	162891	200000	316,539
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105	1000-1999: Certificated Personnel Salaries Electives (Music, PE, Art etc.) 1105
Amount	30000	23,000	30000
Source	Base	Supplemental & Concentration	Base
Budget Reference	4000-4999: Books And Supplies Curriculum Materials and Books 4101	4000-4999: Books And Supplies Curriculum Materials and Books 4101	4000-4999: Books And Supplies Curriculum Materials and Books 4101 Class sets/library books 4201

Amount	10000	15,000	7000
Source	Base	Base	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Class sets/library books 4201	4000-4999: Books And Supplies Class sets/library books 4201	4000-4999: Books And Supplies 4312 Instructional Supplies
Amount	85000	100,000	2,702,458
Source	Base	Supplemental & Concentration	LCFF Base & Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503	5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503	1000-3999: Salaries and Benefits 1000-3999: Salaries and Benefits
Amount	10000	40000	20,000
Source	Base	Supplemental & Concentration	Base
Budget Reference	4000-4999: Books And Supplies Classroom Furniture 4403	4000-4999: Books And Supplies Classroom Furniture 4403	4000-4999: Books And Supplies Classroom Furniture 4403

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$\$1,513,516

Percentage to Increase or Improve Services

37%%

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

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

School provides increased and improved services on a schoolwide basis as the schools has high unduplicated count (over 90%). Services are principally directed to and effective in meeting LCAP goals for unduplicated students. Used for Intervention and Apprentice Teachers pay to implement blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; In KIPP's charter wide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL, Math and other subjects to close charter wide achievement gap. Hiring of credentialed teachers for enrichment and elective courses.

KIPP purchases high end technology (computers and software) for each student and each teacher to increase and improve services. Increased services are primerly for unduplicated students which also befits all students.

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LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,207,351

Percentage to Increase or Improve Services

37%%

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

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LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$830,528

31.33%%

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

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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	1,506,580.22	1,802,848.12	1,165,194.00	1,506,580.22	4,282,624.50	6,954,398.72
Base	25,000.00	307,824.00	203,999.00	25,000.00	65,500.00	294,499.00
LCFF Base & Other	0.00	0.00	0.00	0.00	2,702,458.00	2,702,458.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental & Concentration	1,481,580.22	1,479,104.12	961,195.00	1,481,580.22	1,498,746.50	3,941,521.72
Title III	0.00	15,920.00	0.00	0.00	15,920.00	15,920.00

* 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	1,506,580.22	1,802,848.12	1,165,194.00	1,506,580.22	4,282,624.50	6,954,398.72
1000-1999: Certificated Personnel Salaries	763,220.22	900,479.00	618,148.00	763,220.22	995,192.00	2,376,560.22
1000-3999: Salaries and Benefits	0.00	0.00	0.00	0.00	2,702,458.00	2,702,458.00
2000-2999: Classified Personnel Salaries	96,120.00	134,336.00	38,939.00	96,120.00	31,659.00	166,718.00
4000-4999: Books And Supplies	184,160.00	193,999.00	158,482.00	184,160.00	132,000.00	474,642.00
5000-5999: Services And Other Operating Expenditures	251,000.00	424,365.12	320,375.00	251,000.00	110,828.50	682,203.50
5800: Professional/Consulting Services And Operating Expenditures	212,080.00	149,669.00	29,250.00	212,080.00	310,487.00	551,817.00

* 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	1,506,580.22	1,802,848.12	1,165,194.00	1,506,580.22	4,282,624.50	6,954,398.72
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	763,220.22	884,559.00	618,148.00	763,220.22	979,272.00	2,360,640.22
1000-1999: Certificated Personnel Salaries	Title III	0.00	15,920.00	0.00	0.00	15,920.00	15,920.00
1000-3999: Salaries and Benefits	LCFF Base & Other	0.00	0.00	0.00	0.00	2,702,458.00	2,702,458.00
2000-2999: Classified Personnel Salaries	Base	0.00	45,034.00	38,939.00	0.00	0.00	38,939.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	96,120.00	89,302.00	0.00	96,120.00	31,659.00	127,779.00
4000-4999: Books And Supplies	Base	20,000.00	64,999.00	80,060.00	20,000.00	55,500.00	155,560.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental & Concentration	164,160.00	129,000.00	78,422.00	164,160.00	76,500.00	319,082.00
5000-5999: Services And Other Operating Expenditures	Base	5,000.00	197,791.00	85,000.00	5,000.00	10,000.00	100,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	246,000.00	226,574.12	235,375.00	246,000.00	100,828.50	582,203.50
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	212,080.00	149,669.00	29,250.00	212,080.00	310,487.00	551,817.00

* 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	649,220.22	843,219.12	551,485.00	649,220.22	808,279.00	2,008,984.22
Goal 2	198,950.00	236,002.00	74,193.00	198,950.00	116,947.50	390,090.50
Goal 3	658,410.00	723,627.00	539,516.00	658,410.00	3,357,398.00	4,555,324.00
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					