

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Ignite Academy

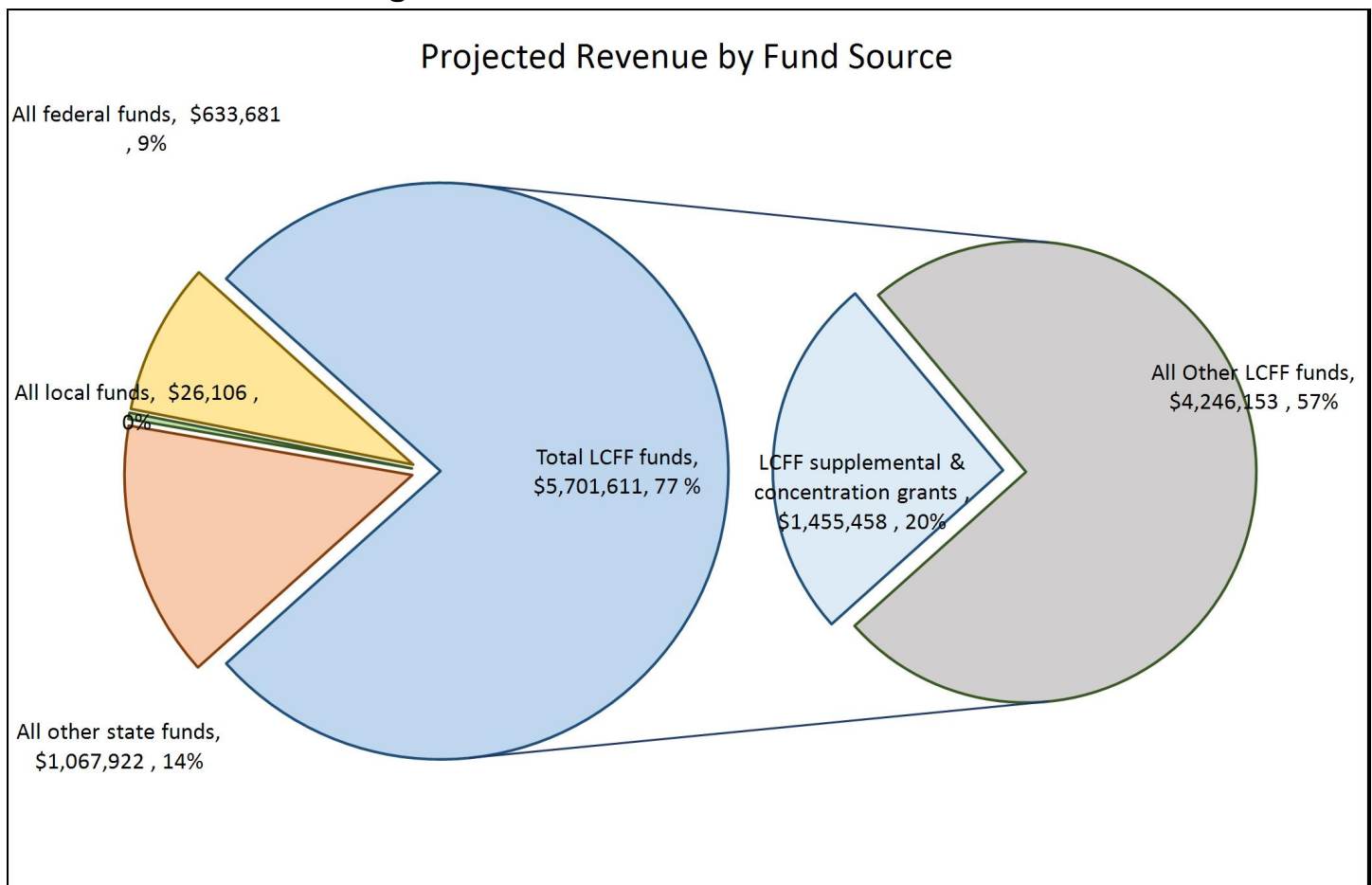
CDS Code: 19-64733- 0131771

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

LEA contact information: Natasha Ortega, 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

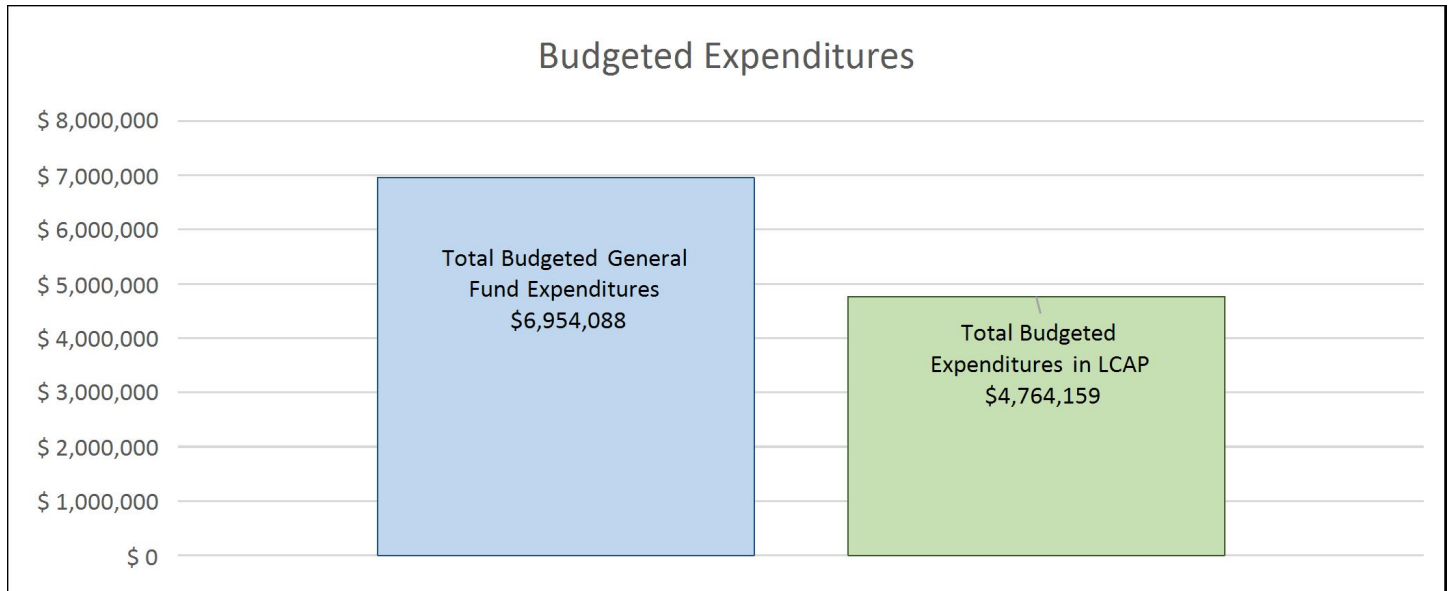


This chart shows the total general purpose revenue KIPP Ignite Academy expects to receive in the coming year from all sources.

The total revenue projected for KIPP Ignite Academy is \$7,429,320, of which \$5,701,611 is Local Control Funding Formula (LCFF), \$1,067,922 is other state funds, \$26,106 is local funds, and \$633,681 is federal funds. Of the \$5,701,611 in LCFF Funds, \$1,455,458 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 Ignite Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

KIPP Ignite Academy plans to spend \$6,954,088 for the 2019-20 school year. Of that amount, \$4,764,159 is tied to actions/services in the LCAP and \$2,189,929 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.

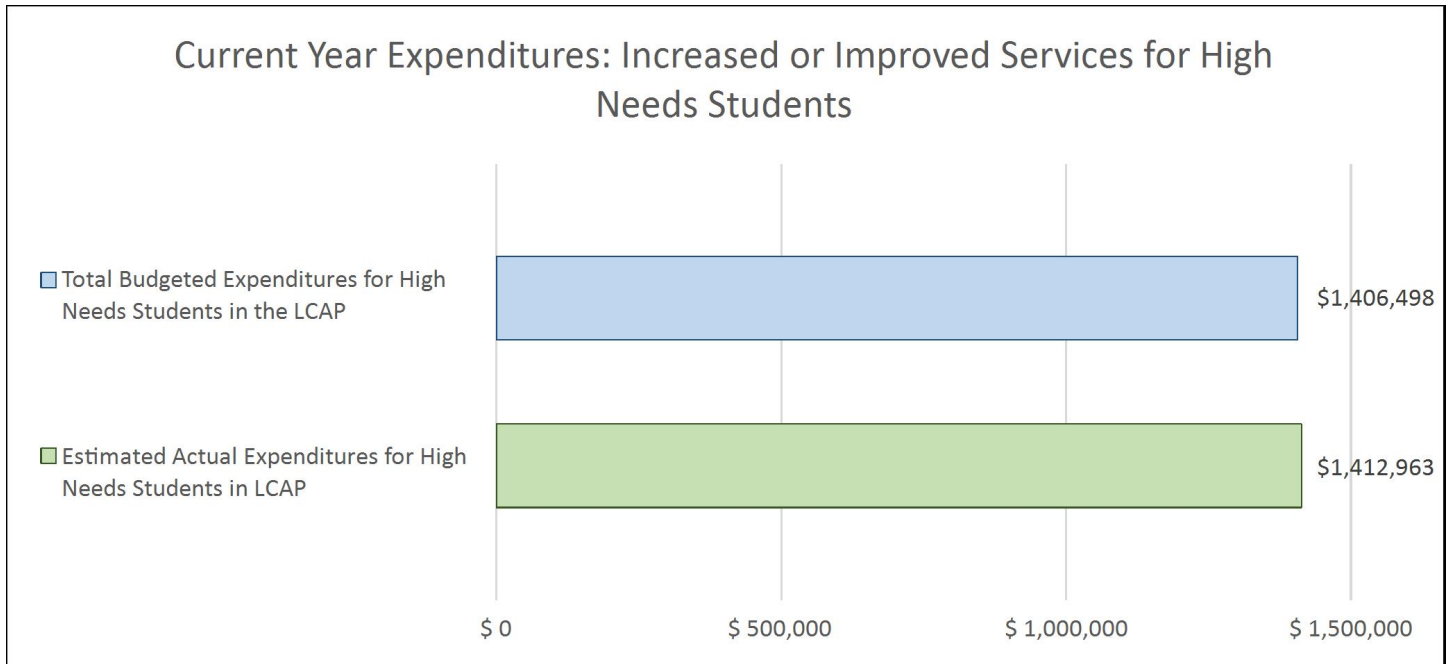
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

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

In 2019-20, KIPP Ignite Academy is projecting it will receive \$1,455,458 based on the enrollment of foster youth, English learner, and low-income students. KIPP Ignite Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, KIPP Ignite Academy plans to spend \$1,482,198 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 Ignite Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Ignite Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, KIPP Ignite Academy's LCAP budgeted \$1,406,498 for planned actions to increase or improve services for high needs students. KIPP Ignite Academy estimates that it will actually spend \$1,412,963 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

KIPP Ignite Academy

Contact Name and Title

Natasha Ortega
School Leader

Email and Phone

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2017-20 Plan Summary

The Story

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

KIPP Ignite Academy is a tuition-free college-preparatory public charter elementary school that opened in the summer of 2015 in the South Los Angeles community of Florence Firestone near our sister middle school, KIPP Philosophers Academy. During the 2018-19 school year, KIPP Ignite Academy serves approximately 436 students in transitional kindergarten through 3rd grade; the school will add one grade each year until it reaches capacity in 2019 with 550 students in transitional kindergarten through fourth grade.

At KIPP Ignite Academy, we believe in preparing students for the careers of tomorrow – those that do not yet exist. Tomorrow will require our students to be critical thinkers and empathetic leaders who innovate to solve local and global issues. Through rigorous academic instruction, character development, and service learning, we prepare our students to climb the mountain to and through college and become social innovators who use curiosity and collaboration to ignite transformative change in our community and world.

2018-19 Norm day demographics:

Total Enrollment: 436

Low income: 92.2%

EL students: 28%

Latino: 61%

African American: 38%

Students with disabilities: 10.8%



LCAP Highlights

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

In the 19-20 school year, we will be deepening our focus on literacy instruction at our school, encapsulated in Goal 1: All Students Will Achieve. We will be focusing on balanced literacy as our instructional focus for the year. Our goal is to increase the number of students performing on grade level in reading. We will complete this through focused professional development for teachers around balanced literacy and interactive read alouds. Additionally, we will be strengthening our Tier I practices and creating more alignment across the entire school through an intentional focus on positive student culture (see Goal 2, Support Student, Family, and School Engagement). We will be using data from our 6WSS to align in our social/emotional practices as a school. In addition, we will increase our family and community engagement by engaging in monthly family events. Also, we will be focusing on hiring and retaining high quality teachers and creating a distributive leadership model. We will be adding two additional members to our Leadership Team and will be leveraging grade level leads in select grade levels. Grade level leads will participate in monthly professional development to build their leadership skills. In addition, we will be adding to our STEAM focus by expanding our arts program to include dance (see Goal 3, Create Spaces and Opportunities for Student Achievement).

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

As a newer school, we still do not have applicable 5x5 grids for academic indicators. However, we have been closely monitoring our LCAP goals. Two outcomes that we are proud of is our suspension and expulsion rates which are at 0%. Both of these outcomes highlight that we are doing a good job of keeping students in the classroom thus maximizing learning time, a key outcome of Goal 2, Support Student, Family, and School Engagement. Additionally, we are proud that we have been fulfilling our mission of offering a STEAM education through ensuring all students have access to technology, design and engineering classes and performing arts through a combined theater/dance program. We plan to continue these efforts in 2019-20 by enhancing our performing arts programming at Ignite.

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

As a newer school, we do not have applicable 5x5 grids for academic indicators, however, we have been closely monitoring our LCAP goals. Two outcomes that we would like to focus on is increasing our daily attendance percentage and reducing chronic absenteeism. Currently, our chronic absenteeism is at 22% YTD, a decrease of 1.4% from the 17-18 rate, and we received a performance level of red in chronic absenteeism on the 2018 California Dashboard. Strategies we have employed this year are calling families daily for absences and completing attendance meetings with families during Report Card Pick Up. As of March, our current ADA is 93.8%, a slight increase from the 17-18 SY. Strategies we have employed are doing whole class weekly awards for highest attendance percentages and individual monthly awards for students. In addition, students and families are honored at the end of each semester with an awards breakfast for perfect attendance. We will continue to employ these attendance strategies for the upcoming year to boost growth in our attendance and chronic absenteeism outcomes.

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
<div>Metric/Indicator Rate of students meeting state-established proficiency levels for English Language Arts 18-19 All students: Baseline Low-income: Baseline Eng. Lners: Baseline Afr. – Amer.: Baseline Latino: Baseline Stud w/Disab.: Baseline Foster Youth: Baseline Baseline N/A</div>	<div>18-19 outcomes will be baseline.</div>
<div>Metric/Indicator Rate of students meeting state-established proficiency levels for Math 18-19 All students: Baseline</div>	<div>18-19 outcomes will be baseline.</div>

Expected

Low-income: Baseline
Eng. Lners: Baseline
Afr. – Amer.: Baseline
Latino: Baseline
Stud w/Disab.: Baseline
Foster Youth: Baseline

Baseline

N/A

Metric/Indicator

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

18-19

Eng. Lners: >25%

Baseline

2016-17: 81.8%

Metric/Indicator

Rate of students meeting or exceeding proficiency on internal interim English Language Arts

18-19

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

Baseline

2016-17: 60%

Metric/Indicator

Rate of students meeting or exceeding proficiency on internal interim Math Assessments

18-19

All students: 50%
Low-income: 50%
Eng. Lners: 50%
Afr. – Amer.: 50%
Latino: 50%

Actual

17-18

9%

17-18

All students: 39%
Low-income: did not collect this data
Eng. Lners: 32%
Afr. – Amer.: 35%
Latino: 41%
Stud w/Disab. 20%
Foster Youth: not enough data

17-18

All students: 43%
Low-income: did not collect this data
Eng. Lners: 41%
Afr. – Amer.: 40%
Latino: 45%
Stud w/Disab. 22%
Foster Youth: not enough data

Expected	Actual
<p>Stud w/Disab.: 50%</p> <p>Foster Youth: not enough data</p> <p>Baseline 2016-17: 82%</p>	
<p>Metric/Indicator Rate of students making progress on ELPAC</p> <p>18-19 Baseline</p> <p>Baseline N/A</p>	<p>18-19 outcomes will be baseline.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1a: Number of students who are proficient for English Language Arts and Math</p> <p>KIPP Ignite Academy will take the CAASPP in the 2018 - 19 school year. We will collect baseline data in that year. In order to prepare our students to be ready for the assessment in third grade, KIPP Ignite Academy will do the following:</p> <p>Continue to provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading</p>	<p>1A. This year, we implemented an intervention block, known as Power Hour. We have implemented both Lexia and ST Math. AR has not yet been implemented. AR was not implemented as we had several different staff members who served as our Innovations Coordinator throughout the year. With the transition is staffing of this role, we did not have a consistent person to teach, implement and progress monitor AR for our school.</p> <p>Teachers engaged in data dives after formative math assessments</p>	<p>1101 Certificated Teachers - Intervention</p> <p>1901 Dean -Intervention</p> <p>1101 Certificated Teachers - longer school day</p> <p>1201 Social Worker/Counselor</p> <p>1903 Instructional Support Coordinator</p> <p>1175,1199,1399, 2199 Bonuses, Stipends</p> <p>1000-1999: Certificated Personnel Salaries Supplemental & Concentration 385,794</p> <p>Classroom Technology 4401</p> <p>4000-4999: Books And Supplies Supplemental & Concentration 50,000</p>	<p>1101 Certificated Teachers - Intervention</p> <p>1901 Dean -Intervention</p> <p>1101 Certificated Teachers - longer school day</p> <p>1201 Social Worker/Counselor</p> <p>1903 Instructional Support Coordinator</p> <p>1175,1199,1399, 2199 Bonuses, Stipends</p> <p>1000-1999: Certificated Personnel Salaries Supplemental & Concentration 542,079</p> <p>Classroom Technology 4401</p> <p>4000-4999: Books And Supplies Supplemental & Concentration 42,000</p>

<p>instruction for identified students. Programs may include: Lexia, Accelerated Reader, and ST Math.</p> <p>After adopting curriculum for math, writing, reading comprehension, phonics, and science in the 2017-18 school year, we analyze data from our assessments and make strategic changes in implementation and teacher practice. This could include teachbacks, real-time coaching, and weekly data analysis meetings.</p> <p>We will 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.</p> <p>Teachers will provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.</p> <p>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</p> <p>As the school grows, we will continue to hire additional teachers and staff members to ensure our</p>	<p>and after quarterly STEP assessments. Small group instruction is implemented through guided reading and Power Hour for students in both reading and math.</p> <p>Weekly interim data dives not occur because this did not align to the scope and sequence for our math curricula. , however math assessments are administered approximately on a bi-weekly basis and data dives did occur after quizzes and assessments were administered (approximately on a bi-weekly basis). Next year, we plan on expanding this practice to include our quarterly and interim reading assessments as well.</p> <p>1D.Teachers engaged in quarterly STEP data analysis meetings to assess student growth in reading levels. Our MOY data for STEP jumped from 56% of students on grade level during this STEP window last year to 67% of students at or above grade level this year. All classrooms have visual trackers set up so students are aware of their reading level and know what their end of year goal is.</p> <p>1e. This year, all students K-3 took regular math quizzes, assessments and checkpoints to progress monitor student achievement of standards taught. Throughout the year, we have seen a steady increase in the level of math proficiency, particularly in</p>	<p>Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 35,000</p> <p>Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 15,000</p> <p>Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 5,000</p> <p>Assessment Materials 4304 4000-4999: Books And Supplies Base 5160</p>	<p>Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 8,928</p> <p>Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 2,500</p> <p>Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 3,750</p> <p>Assessment Materials 4304 4000-4999: Books And Supplies Base 23,500</p> <p>5803 Management Fee-Academics 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 71,620</p> <p>5806, 5807-Instructional Consulting</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 107,279.50</p>
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students continue to receive small group instruction.

1d: Rate of students meeting or exceeding proficiency on internal interim English Language Arts

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

Students will know their own growth targets and teachers will track growth throughout the year.

Based on results from our internal interim assessments in the 2017-18 school year, we will make strategic changes in implementation and teacher practice. This could include teachbacks, real-time coaching, and weekly data analysis meetings.

1e: Rate of students meeting or exceeding proficiency on internal interim Math Assessments

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

Students will know their own growth targets and teachers will track growth throughout the year.

3rd grade. In grades K-3, students who are in the "below" category and are considered our "bubble" students receive a reteach during our intervention period of the day from their lead teacher.

Based on results from our internal interim assessments in the 2017-18 school year, we will make strategic changes in implementation and teacher practice. This could include teachbacks, real-time coaching, and weekly data analysis meetings.

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

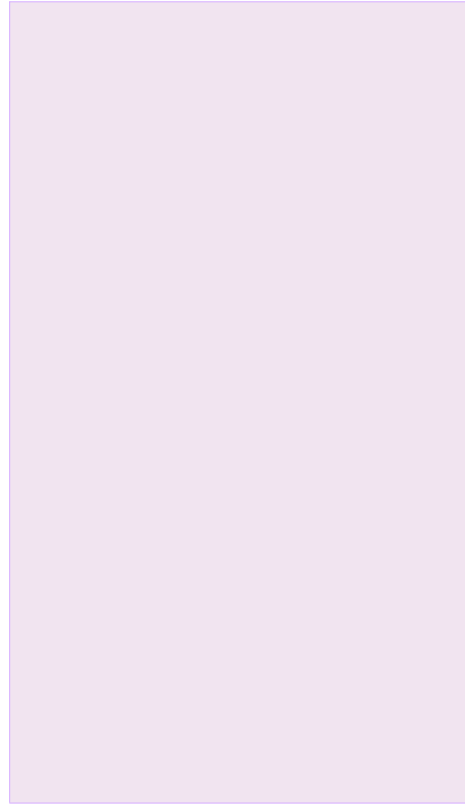
Students to be Served

Low Income

Scope of Services

Schoolwide

Locations



Action 2

Planned Actions/Services

1c: English Learner Progress

KIPP Ignite Academy will serve kindergarten through third grade students in the 2018-19 school year. This will be the first year we can reclassify our students to RFEP. In order to ensure our students are being reclassified and that we are meeting the number of students who advance at least one performance level on the CA State

Actual Actions/Services

1c. ELPAC data was shared with teachers in October. Teachers and all teaching staff received professional development on ways to incorporate visual aids and sentence stems into their teaching.

EL students have access to small group instruction through guided reading and Power Hour. Teachers consistently look at interim data to inform reteach lessons for students. ELD curricula, Launch to

Budgeted Expenditures

1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 128,204

Estimated Actual Expenditures

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

1901 Dean 1000-1999: Certificated Personnel Salaries Title III 13,806

English Proficiency Test, we will do the following:

- CELDT/ELPAC data will be accurate and shared with teachers and parents.
- 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
- Blended learning model ensures daily intervention and acceleration is available
- PD and on-going coaching for teachers using KFET and common core training
- Teachers will include ELL standards in their lesson plans and plan accordingly.

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.

New EL Action

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

Literacy, has been purchased but has not been implemented yet.

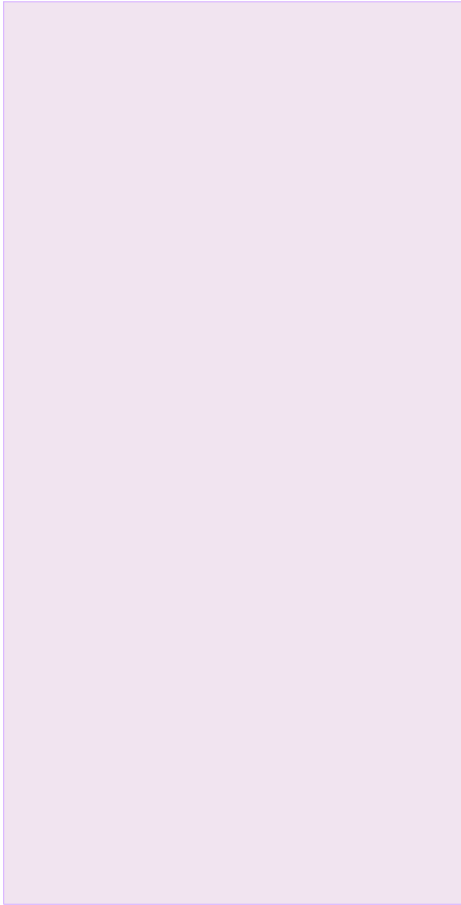
Our EL students will receive designated ELD instruction 3-4 times a week. This designated ELD curriculum will cover five components: phonemic awareness, phonics, fluency, vocabulary development and reading comprehension. This service, in addition to the integrated ELD program, will elevate our EL student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

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.

Though we are in the early stages of implementing the actions and services tied to Goal 1 (as discussed above), we have taken significant steps to increase student achievement across both math and reading at KIPP Ignite Academy. We are hopeful that we will have competitive SBAC results in both math and ELA as compared to local neighborhood schools.

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

With the focus on guided reading and the implementation of power hour, we have seen an increase in the number of students performing at or above grade level. With the continuation of these structures, we anticipate continuing to see growth and progress in our LCAP Goal 1 as a school.

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, Ignite was assigned the authorizing district's grade three results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is in certificated salaries for highly qualified certificated staff, increase in instructional consulting and additional academic support from Academics Department.

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.

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. We are not making changes to this goal at this time.

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
<p>Metric/Indicator KIG will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities</p> <p>18-19 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities</p> <p>Baseline 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities</p>	<p>18-19 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities</p>

Expected

Metric/Indicator

Suspension rate

18-19

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

Baseline

2016-17: 0%

Metric/Indicator

Expulsion rate

18-19

All students: <1%

Low-income: <1%

Eng. Lners: <1%

Afr. – Amer.: <1%

Latino: <1%

Stud w/Disab.: <1%

Foster Youth: not enough data

Baseline

2016-17: 0%

Metric/Indicator

Scholars will feel satisfied with their experience at KIG as measured by internally provided surveys.

18-19

This is the first year students will take this survey. It will inform our baseline data.

Baseline

Students will take this survey beginning in 3rd grade.

Metric/Indicator

Average Daily Attendance

18-19

All students: 95%

Actual

18-19

All students: 0%

Low-income: 0%

Eng. Lners: 0%

Afr. – Amer.: 0%

Latino: 0%

Stud w/Disab.: 0%

Foster Youth: not enough students

18-19

All students: 0%

Low-income: 0%

Eng. Lners: 0%

Afr. – Amer.: 0%

Latino: 0%

Stud w/Disab.: 0%

Foster Youth: not enough students

18-19

All students: 59%

18-19

All students: 94%

Low-income: 93%

Eng. Lners: 96%

Afr. – Amer.: 93%

Expected

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

Baseline

95.1%

Metric/Indicator

Chronically Absentee Rate

18-19

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

Baseline

15.2%

Actual

Latino: 94%
Stud w/Disab.: 93%
Foster Youth: not enough students

18-19

All students: 20%
Low-income: 25%
Eng. Lners: 10%
Afr. – Amer.: 28%
Latino: 15%
Stud w/Disab.: 23%
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

2a: Parent Engagement

Families will continue to 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

Actual Actions/Services

2a. Family monthly calendar is provided on a weekly basis for families to plan accordingly. KIPP LA provides a yearly calendar for all families at the beginning of the year.

Budgeted Expenditures

Field Trips 5831 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental & Concentration
12,000

Estimated Actual Expenditures

Field Trips 5831 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental & Concentration
12,000

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. We will also use social media to advertise the events and post flyers around the school.

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 normed on how we interact with our community and families.

Communication tools have been employed this year via family bulletins, robo calls and social media. Our website remains an area of growth for us. We now have 3 family ambassadors. We have normed with Office team on how to respond to parent concerns. In addition, we have implemented our ELAC monthly meetings for our EL families. We will continue all the above actions for the following year.

2b/c: Suspension/expulsion rates are lower than last year. We need to still build out additional restorative practices at our school. 2d. According to our Healthy Kids Fall survey, 59% (or an average score of 3) of students reported they feel safe at school. In order to ensure student safety at lunch/recess, we have hired additional recess support staff and have provided training on how to respond to student conflicts. In addition, the team has been trained on how to report any incidents that happen at lunch/recess. In addition, we have contracted with PlayWorks, a community partner that provided structured play for students during lunch recess.

2e. Our Office Team conducts phone calls for any students who have been absent 2 or more times consecutively. We provide monthly "free dress down day" passes to students who have perfect

Office Manager 2401 2000-2999: Classified Personnel Salaries Base 45,688

Postage & Shipping 4352 4000-4999: Books And Supplies Base 2,000

Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 5,000

Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 2571

Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 80000

5803- KIPP LA Fees - ACE 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 23,089.54

Office Manager 2401 2000-2999: Classified Personnel Salaries Base 47,317

Postage & Shipping 4352 4000-4999: Books And Supplies Base 2,000

Special Events 4314 4000-4999: Books And Supplies Supplemental & Concentration 6,364

Staff/Office Software 4405 4000-4999: Books And Supplies Supplemental & Concentration 3,750

Fire/Security 5504 5000-5999: Services And Other Operating Expenditures Base 90,000

5803- KIPP LA Fees - ACE 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 13,379

Student Incentives 5839 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 4,000

2205; 2403 Operations Aide, Ops Support/Receptionist 2000-2999: Classified Personnel Salaries Supplemental & Concentration 30,359

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 explore and use some restorative practices.

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

This is the first year our students will take this survey. We will use it as baseline data to inform our goals for the coming years.

attendance and celebrate students quarterly with an awards breakfast for them and their families. We have implemented Calm Classroom as a Tier I technique throughout our school for students.

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

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

2e School attendance

Both parents and students will be held accountable for attendance goals. Our operations managers will pull daily attendance reports and report attendance to the

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

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

We will hold meetings for students who are chronically absent.

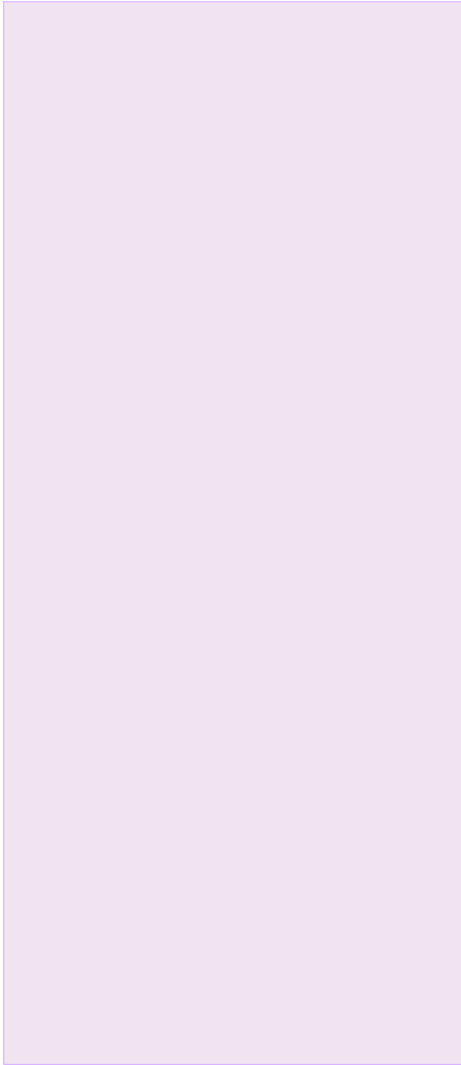
Calm Classroom/Trauma Informed Schools: In our effort to reduce the inequities between student group performances and increase achievement for all students, we are implementing Calm Classroom and becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that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

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

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

Students to be Served
All

Location(s)



Analysis

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

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

Though our planned actions and services were not able to be fully implemented in the 2018-19 school year, we participated in both parent teacher conferences and are on-track to completing 3 family engagement meetings for the year. In addition, we have active

parent members of our KIPP family Ambassador Program and have an active group of families in our SSC and ELAC parent meetings. We hosted a Back to School Night for each of our locations this year as well.

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

I believe we have a lot of opportunity to increase family and community involvement at KIPP Ignite Academy. We met our local performance indicators for parent engagement and local climate survey, but we received a performance level of red for chronic absenteeism and yellow for suspension rate on the 2018 CA Dashboard. Moving forward into the 19-20 school year, we will engage in quarterly Family Nights and will work to increase the number of community partnerships we have. We will improve implementation of all actions and services related to this goal to see improved outcomes in 2019-20 and beyond.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is in Operations and Student Incentives to improve services for parents and students.

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

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. We are not making changes to this goal at this time.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Rate of teachers who are compliant

18-19

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

Baseline

100%

18-19

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

Metric/Indicator

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

18-19

18-19

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

Expected

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

Baseline
 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
 100%

Metric/Indicator

Rate of students who have access to electives such as: Performing Arts, Art Lab, 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
 100%

Metric/Indicator

Actual

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

18-19

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

18-19

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

18-19 (17-18 SARC)

Expected

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

18-19

Good Repair

Baseline

Good Repair

Actual

Good Repair

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3a: Number of teachers who are compliant</p> <p>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>3a. KIPP Ignite is working on the number of teacher who are credentialed. Currently, we have several teachers in credentialing programs to ensure we have credentialed teachers in front of students. In addition, all new teachers are required to have a cleared credential in multiple subject areas. In addition, KIPP Ignite has worked closely with the regional team to create individualized credentialing support plans for any teachers who are in need of support. The regional team has also supported our teachers by coming to the school and meeting with teachers individually to discuss next steps in procuring a cleared credential.</p> <p>3b. We have Lucy Calkins curricula for reading and writing which is aligned to Common Core</p>	<p>Rent 5601, R&M 5602 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 174,000</p> <p>Art 4320 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 4000</p> <p>5803- KIPP LA Fees - Talent & Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 91870</p> <p>KIPP School Leadership Program 5824 Other Professional Development 5825</p>	<p>R&M 5602 Moving and Storage 5603 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 35872</p> <p>Music 4319 Art 4320 Athletics 4321 4000-4999: Books And Supplies Supplemental & Concentration 5,448</p> <p>5803- KIPP LA Fees - Talent, RE & Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 87,501</p> <p>5204, 5824 -KSLP, Start Strong, Other PD 5800: Professional/Consulting</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 support them with applying for reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an important factor in student achievement.

3b: Curriculum Materials and Supplies

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

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

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

standards and Bridges for Math which is aligned to Common Core standards. In addition, each grade level engages in unit internalization meetings before beginning math units to unpack Common Core standards and identify the skills and knowledge needed to achieve success within this unit and standards.

3c. Teachers engage in weekly professional development during our early release days and weekly during grade level team meetings. In addition, teachers participate in professional development during the end of quarter days. We send out feedback forms at the end of ever PD to ensure quality of professional development. In addition, we have hired a STEP coach to support our priority around guided reading. Teachers engaged in 32 hours of professional development with our STEP coach

3d. All students at Ignite participate in all four enrichment classes. They are: Dance/Theater, iLab, PE and Art.

3e. KIPP Ignite's Operation Manager has participated in monthly PDs to support the physical environment of our school. KIPP Ignite works with Dedicated to provide janitorial services to our lower campus.

5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 40,000

240 Office Associate 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 64,969

Electives (Music, PE, Art etc.)
1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 200,000

Curriculum Materials and Books
4101 4000-4999: Books And Supplies Supplemental & Concentration 20,000

Class sets/library books 4201
4000-4999: Books And Supplies Base 25,000

Janitorial Services & Supplies
5503 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 120,000

Classroom Furniture 4403 4000-4999: Books And Supplies Supplemental & Concentration 30,000

Services And Operating Expenditures Supplemental & Concentration 55,674

5822, 5827 Staff Recruitment, Credentialing 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 37000

Electives (Music, PE, Art etc.)
1105 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 179,747

Curriculum Materials and Books
4101
Class sets/library books 4201
4000-4999: Books And Supplies Base 50000

R&M 5602
Janitorial Services & Supplies 5503
Rent-5601
5000-5999: Services And Other Operating Expenditures Other 471361

Janitorial Services & Supplies
5503 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 20,101

Classroom Furniture 4403 4000-4999: Books And Supplies Supplemental & Concentration 30,000

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.

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 has been strongest for actions A-C. We are working on providing more access to STEAM software for our students and do not currently offer language as an elective for students. We are continually working to maintain and improve our facilities at both of our campuses.

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

The actions outlined within this goal were effective in helping us achieve our goal. We met all expected annual outcomes related to this goal, and we met local performance indicators for Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; and Access to a Broad Course of Study on the 2018 CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is in Facility costs due to adding more expenses in LCAP actual reporting in order to break down to sources of funding : base, supplemental and concentration, and others since source of funding for Facility costs changed from budget to actual. Changes were due to changes in grants related to Facilities costs (increased funding in state facilities grants).

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.

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. We are not making changes to this goal at this time.

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 have created a welcoming and open environment where our families' voices are important and heard. This environment is on-going and continued throughout our LCAP annual review meetings. Each year, each student receives a home-visit from a member of our staff. At their home, we 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 Ignite Academy. These conversations inform our instructional choices and help us start the year off with a strong relationship.

KIPP Ignite formed a Family Council to involve parents as leaders in support of the school vision and mission. The Family 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 Family Council;
- 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 Ignite's students;
- Investment: To support and act as an agent to invest all families in KIPP Ignite'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 Ignite's student achievement, events and activities.

Family Council meetings were once a month. Families had the opportunity through our family council meetings to vote on allocation of funds they raise. There was also an opportunity to seek input of families in regards to what resources they would like to see at KIPP Ignite. We collaborated 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 is 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 have been 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 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.

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 Tuesday, March 26th at 4:30pm.

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 KIPP Ignite's students, parents, teachers, and our promise of supporting students to and through college. We will continue to provide education on the LCFF and LCAP as part of our engagement.

The second part, learning and engaging, focused on presenting KIG's 2018-19 goals and providing indicators to our progress for each one of our goals. During this time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. Simultaneously, stakeholders were following along using an interactive feedback form where they could indicate the level of which they agreed with our goal and/or progress. Stakeholders were informed that we would use these feedback forms, and additional input to revise for 2019-20 as needed.

Lastly, revising, focused on pulling all data sources, feedback forms, input from stakeholders, progress and our overall educational program to revise the LCAP for 2019-20.

We also consulted with students as part of the planning process for our LCAP and Annual Review. We utilized our internal student survey to gather information on students' opinions of basic services (goal 3), family engagement and culture (goal 2), and academics (goal 1). A bright spot was that nearly 88% of students reported that "My school wants me to do well." In addition, Over 89% of students agreed with the statement "My school tells my parents how I'm doing."

Impact on LCAP and Annual Update

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

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

As described, 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 as well as about the process.

During the 1819 LCAP Meeting, feedback from families was centered around three main themes, our Prop 39 site for the upcoming school year, teacher attendance and homework policies at the school. Stakeholder feedback highlighted existing LCAP goals, actions, and services, and will impact our implementation in 2019-20 and beyond. In order to address the following areas of concerns for families, KIPP Ignite will take the following actions:

- Engage in another Prop 39 meeting before the closure of the 1819 school year to provide clarity for families around the location for the upcoming school year (tied to Goal 3, Create Spaces and Opportunities for Student Achievement)
- Focus on positive incentive programs to increase teacher attendance during the 1920 school year and track progress towards growth in monthly teacher attendance (tied to goal 2, Support Student, Family, and School Engagement).
- Provide a clear and consistent homework policy and 1 pager for all families at the beginning of the 1920 school year (tied to Goal 1, All Students Will Achieve).

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

To increase the rate of students who meet or exceed state standards in English Language Arts on the SBAC assessment
 To increase the rate of students who meet or exceed state standards in Math the SBAC assessment
 To increase the number of students making annual progress in Learning English
 To increase the number of English Learners who achieve full English language proficiency
 To increase the number of students meeting or exceeding proficiency on internal interim English Language Arts assessments
 To increase the number of students meeting or exceeding proficiency on internal interim math assessments

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of students meeting state-established proficiency levels for Math	N/A	N/A	All students: Baseline Low-income: Baseline Eng. Lners: Baseline Afr. – Amer.: Baseline Latino: Baseline Stud w/Disab.: Baseline Foster Youth: Baseline	All students: TBD Low-income: TBD Eng. Lners: TBD Afr. – Amer.: TBD Latino: TBD Stud w/Disab.: TBD Foster Youth: TBD
Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test from CELDT to ELPAC)	2016-17: 81.8%	85%	Eng. Lners: >25%	Eng. Lners: >25%
Rate of students meeting or exceeding proficiency on internal interim English Language Arts	2016-17: 60%	65%	All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data	All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data
Rate of students meeting or exceeding proficiency on internal interim Math Assessments	2016-17: 82%	75%	All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data	All students: 50% Low-income: 50% Eng. Lners: 50% Afr. – Amer.: 50% Latino: 50% Stud w/Disab.: 50% Foster Youth: not enough data
Rate of students making progress on ELPAC	N/A	N/A	Baseline	Baseline + State Defined Growth

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Actions/Services

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

Unchanged Action

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 will collect baseline data in this year based on our CAASPP results. In order to prepare our students to be ready for the assessment in third grade, KIPP Ignite Academy will do the following:

Provide daily intervention and acceleration aligned to the Common Core standards

2018-19 Actions/Services

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

We will collect baseline data this year. In order to prepare our students to be ready for the assessment in third grade, KIPP Ignite Academy will do the following:

Continue to provide daily intervention and acceleration through small group instruction in the classroom and through

2019-20 Actions/Services

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

We will collect baseline data this year and then create a goal for the 2019-20 school year. Based on that goal, KIPP Ignite Academy will do the following:

Continue to provide daily intervention and acceleration through small group instruction in the classroom and through

through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: Lexia, and ST Math.

We will be adopting curriculum for math, writing, reading comprehension, phonics, and science this year. We will use Bridges for math, Lucy Calkins for Writing and Reading Workshop, Foundations for phonics, and amplify for science. Teachers will continue to backwards plan and write lessons for social studies standards.

We will 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 will provide small group math and guided reading 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

As the school grows, we will continue to hire additional teachers and staff members

additional Guided Reading instruction for identified students. Programs may include: Lexia and ST Math.

After adopting curriculum for math, writing, reading comprehension, phonics, and science in the 2017-18 school year, we will analyze data from our assessments and make strategic changes in implementation and teacher practice. This could include teachbacks, real-time coaching, and weekly data analysis meetings.

We will 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 will 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

As the school grows, we will continue to hire additional teachers and staff members to ensure our students continue to receive small group instruction.

additional Guided Reading instruction for identified students. Programs may include: Lexia and ST Math.

After adopting curriculum for math, writing, reading comprehension, phonics, and science in the 2017-18 school year, we will continue to analyze data from our assessments and make strategic changes in implementation and teacher practice. This could include teachbacks, real-time coaching, and weekly data analysis meetings.

We will 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 will 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

As the school grows, we will continue to hire additional teachers and staff members to ensure our students continue to receive small group instruction.

to ensure our students continue to receive small group instruction.

1d: Rate of students meeting or exceeding proficiency on internal interim English Language Arts

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

Students will know their own growth targets and teachers will track growth throughout the year.

We will be adopting curriculum for writing, reading comprehension, and phonics. We will use Lucy Calkins for Writing and Reading Workshop and Foundations for phonics.

1e: Rate of students meeting or exceeding proficiency on internal interim Math Assessments

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

Students will know their own growth targets and teachers will track growth throughout the year.

1d: Rate of students meeting or exceeding proficiency on internal interim English Language Arts

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

Students will know their own growth targets and teachers will track growth throughout the year.

Based on results from our internal interim assessments in the 2017-18 school year, we will make strategic changes in implementation and teacher practice. This could include teachbacks, real-time coaching, and weekly data analysis meetings.

1e: Rate of students meeting or exceeding proficiency on internal interim Math Assessments

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

Students will know their own growth targets and teachers will track growth throughout the year.

Based on results from our internal interim assessments in the 2017-18 school year, we will make strategic changes in implementation and teacher practice. This

1d: Rate of students meeting or exceeding proficiency on internal interim English Language Arts

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

Students will know their own growth targets and teachers will track growth throughout the year.

Based on results from our internal interim assessments in the 2018-19 school year, we will make strategic changes in implementation and teacher practice. This could include teachbacks, real-time coaching, and weekly data analysis meetings.

1e: Rate of students meeting or exceeding proficiency on internal interim Math Assessments

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

Students will know their own growth targets and teachers will track growth throughout the year.

Based on results from our internal interim assessments in the 2018-19 school year, we will make strategic changes in

We will be adopting curriculum for math this year. We will use Bridges for math.

could include teachbacks, real-time coaching, and weekly data analysis meetings.

implementation and teacher practice. This could include teachbacks, real-time coaching, and weekly data analysis meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	508013	385,794	580,685
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends
Amount	49524	50,000	12,000
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	70000	35,000	10,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Classroom Software 4402	4000-4999: Books And Supplies Classroom Software 4402	4000-4999: Books And Supplies Classroom Software 4402

Amount	14734	15,000	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	2492	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	5000	5160	14,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Assessment Materials 4304	4000-4999: Books And Supplies Assessment Materials 4304	4000-4999: Books And Supplies Assessment Materials 4304
Amount			155,705
Source			Supplemental & Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 2102, 5806, 5807 Instructional Consulting and other instructional assistants

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**1c: English Learner Progress**

KIPP Ignite Academy will serve kindergarten through second grade students in the 2017-18 school year. Therefore, we will not yet be reclassifying students as RFEP. In order to prepare for reclassification in the future and ensure we meet the number of students who advance at least one performance level on the CA State English Proficiency Test, we will do the following:

- CELDT data will be accurate and shared with teachers and parents.
- 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
- Blended learning model ensures daily intervention and acceleration is available

2018-19 Actions/Services**1c: English Learner Progress**

KIPP Ignite Academy will serve kindergarten through third grade students in the 2018-19 school year. This will be the first year we can reclassify our students to RFEP. In order to ensure our students are being reclassified and that we are meeting the number of students who advance at least one performance level on the CA State English Proficiency Test, we will do the following:

- CELDT/ELPAC data will be accurate and shared with teachers and parents.
- 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
- Blended learning model ensures daily intervention and acceleration is available

2019-20 Actions/Services**1c: English Learner Progress**

KIPP Ignite Academy will serve kindergarten through fourth grade students in the 2019-20 school year. We will create our RFEP goal based on baseline data from our first year of reclassification. In order to ensure our students are being reclassified and that we are meeting the number of students who advance at least one performance level on the CA State English Proficiency Test, we will do the following:

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

- PD and on-going coaching for teachers using KFET and common core training
- Teachers will include ELL standards in their lesson plans and plan accordingly.

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

- PD and on-going coaching for teachers using KFET and common core training
- Teachers will include ELL standards in their lesson plans and plan accordingly.

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.

New EL Action

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

- Blended learning model ensures daily intervention and acceleration is available
- PD and on-going coaching for teachers using KFET and common core training
- Teachers will include ELL standards in their lesson plans and plan accordingly.

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	156671	128,204	30,810
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1901 Dean
Amount			13,806
Source			Title III
Budget Reference			1000-1999: Certificated Personnel Salaries 1901 Dean

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 4

OR

Actions/Services

Budgeted Expenditures

Source	Supplemental & Concentration		
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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 Ignite Academy as measured by surveys
To achieve or maintain school attendance rates and decrease chronic absenteeism

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
meetings, and parent leadership opportunities				
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
Scholars will feel satisfied with their experience at KIG as measured by internally provided surveys.	Students will take this survey beginning in 3rd grade.	Students will take this survey beginning in 3rd grade.	This is the first year students will take this survey. It will inform our baseline data.	Based on our baseline data, we will create a goal for 2019-20
Average Daily Attendance	95.1%	Sustain an Average Daily Attendance (ADA) rate of 95% ADA and a 10% or less chronically absentee rate	All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data	All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronically Absentee Rate	15.2%	<10%	All students: <18% Low-income: <18% Eng. Lners: <10% Afr. – Amer.: <18% Latino: <15% Stud w/Disab.: <18% Foster Youth: -not enough data	All students: <15% Low-income: <15% Eng. Lners: <10% Afr. – Amer.: <15% Latino: <15% Stud w/Disab.: <15% Foster Youth: -not enough data

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2a: Parent Engagement

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

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 continue to 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. We will also use social media to advertise the events and post flyers around the school.

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2019-20 Actions/Services

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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

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

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

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

We 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 explore and use some restorative practices.

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

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

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

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

2e School attendance

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

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

This is the first year our students will take this survey. We will use it as baseline data to inform our goals for the coming years.

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.

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This is the second year our students will take this survey. We will base our goal on our baseline year.

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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 hold meetings for students who are chronically absent.

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

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

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15000	12,000	15000
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 Field Trips 5831
Amount	43677	45,688	48,029
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Office Manager 2401	2000-2999: Classified Personnel Salaries Office Manager 2401	2000-2999: Classified Personnel Salaries Office Manager 2401

Amount	1000	2,000	2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Postage & Shipping 4352	4000-4999: Books And Supplies Postage & Shipping 4352	4000-4999: Books And Supplies Postage & Shipping 4352
Amount	3000	5,000	5000
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	2492	2571	4500
Source	Supplemental & Concentration	Supplemental & Concentration	Base
Budget Reference	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405	4000-4999: Books And Supplies Staff/Office Software 4405
Amount	55000	80000	80,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Fire/Security 5504	5000-5999: Services And Other Operating Expenditures Fire/Security 5504	5000-5999: Services And Other Operating Expenditures Fire/Security 5504
Amount		23,089.54	17,695
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees - ACE	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees - ACE

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of teachers who are compliant	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	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	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, Art Lab, Engineering and Coding, Science, and PE	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	Good Repair	Good Repair	Good Repair	Good Repair

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged 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.

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

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.

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

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3b: Curriculum Materials and Supplies

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

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

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Administration and coaching Professional Development

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

and principals to attend KSLP for professional development training.

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

Electives and Enrichments

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

All students 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

and principals to attend KSLP for professional development training.

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

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KIPP LA also contracts several different companies to ensure all school space is

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

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

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	487610	174,000	40000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Rent 5601	5000-5999: Services And Other Operating Expenditures Rent 5601, R&M 5602	5000-5999: Services And Other Operating Expenditures Janitorial Services & Supplies 5503, R&M 5602
Amount	2000	4000	8,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Art 4320	4000-4999: Books And Supplies Art 4320 Athletics 4321	4000-4999: Books And Supplies Music Art 4320 Athletics 4321

Amount	2000	91870	115,728
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies Athletics 4321	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees - Talent & Ops	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees - Talent, RE & Ops
Amount	9250	40,000	42,250
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 Other Professional Development 5825	5800: Professional/Consulting Services And Operating Expenditures KIPP School Leadership Program 5824 Development 5825
Amount	20000	64,969	66,969
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 240 Office Associate	5800: Professional/Consulting Services And Operating Expenditures 2205; 2403 Operations Aide, Ops Support/Receptionist
Amount	188094	200,000	331,050
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	45000	20,000	
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
Amount	18000	25,000	20,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Class sets/library books 4201	4000-4999: Books And Supplies Class sets/library books 4201	4000-4999: Books And Supplies Class sets/library books 4201
Amount	70000	120,000	3,113,432
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	40000	30,000	20000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
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
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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
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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

\$1,455,458

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).

Services were increased and improved schoolwide for all students majority of which are unduplicated students (92%). Services were principally directed to and effective in meeting goals for unduplicated students in schoolwide contest. Services were increased in intervention and overall increase in academic servcies with increased number of instructional assistant and support from Directors of Schools. School provides one and one intervention or group Intervention to implement blended learning model that ensures daily intervention and acceleration; PD and on-going coaching for teachers using KFET and common core training; In KIPP's schoolwide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close schoolwide achievement gap. Hiring of credentialed teachers for enrichment and elective courses were another area of increased services. School secures one to one computer for each student and teacher to make sure that students have all accommodations as well as for designing individualized instructions and for continues data collection and assessment. This approach is KIPP Charter Schools model of instructions which proved to be successful over number of years in practice. School invested in betterment of facilities with continues and significant repairs, maintenance and high quality and extensive cleaning and janitorial services. School also invested in high quality student furniture above and beyond basics.

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LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$1,132,543	38%%

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).

Services were increased and improved schoolwide for all students majority of which are unduplicated students (92%). Services were principally directed to and effective in meeting goals for unduplicated students in schoolwide contest. Services were increased in intervention. School provides one and one intervention or group Intervention to implement blended learning model that ensures daily intervention and acceleration; PD and on-going coaching for teachers using KFET and common core training; In KIPP's schoolwide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL , Math and other subjects to close schoolwide achievement gap. Hiring of credentialed teachers for enrichment and elective courses were another area of increased services. School secures one to one computer for each student and teacher to make sure that students have all accommodations as well as for designing individualized instructions and for continues data collection and assessment. This approach is KIPP Charter Schools model of instructions which proved to be successful over number of years in practice.

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LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$846,000

Percentage to Increase or Improve Services

31.03%

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

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

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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	1,564,345.54	2,012,335.50	1,808,557.00	1,564,345.54	4,764,159.00	8,137,061.54
Base	157,848.00	212,817.00	280,677.00	157,848.00	168,529.00	607,054.00
LCFF Base & Other	0.00	0.00	0.00	0.00	3,113,432.00	3,113,432.00
Other	0.00	471,361.00	0.00	0.00	0.00	0.00
Supplemental & Concentration	1,406,497.54	1,314,351.50	1,527,880.00	1,406,497.54	1,468,392.00	4,402,769.54
Title III	0.00	13,806.00	0.00	0.00	13,806.00	13,806.00

* 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	1,564,345.54	2,012,335.50	1,808,557.00	1,564,345.54	4,764,159.00	8,137,061.54
1000-1999: Certificated Personnel Salaries	713,998.00	750,632.00	852,778.00	713,998.00	956,351.00	2,523,127.00
1000-3999: Salaries and Benefits	0.00	0.00	0.00	0.00	3,113,432.00	3,113,432.00
2000-2999: Classified Personnel Salaries	45,688.00	77,676.00	43,677.00	45,688.00	48,029.00	137,394.00
4000-4999: Books And Supplies	198,731.00	178,240.00	310,242.00	198,731.00	113,000.00	621,973.00
5000-5999: Services And Other Operating Expenditures	374,000.00	621,334.00	572,610.00	374,000.00	120,000.00	1,066,610.00
5800: Professional/Consulting Services And Operating Expenditures	231,928.54	384,453.50	29,250.00	231,928.54	413,347.00	674,525.54

* 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	1,564,345.54	2,012,335.50	1,808,557.00	1,564,345.54	4,764,159.00	8,137,061.54
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	713,998.00	736,826.00	852,778.00	713,998.00	942,545.00	2,509,321.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	13,806.00	0.00	0.00	13,806.00	13,806.00
1000-3999: Salaries and Benefits	LCFF Base & Other	0.00	0.00	0.00	0.00	3,113,432.00	3,113,432.00
2000-2999: Classified Personnel Salaries	Base	45,688.00	47,317.00	43,677.00	45,688.00	48,029.00	137,394.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	0.00	30,359.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	32,160.00	75,500.00	167,000.00	32,160.00	40,500.00	239,660.00
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	166,571.00	102,740.00	143,242.00	166,571.00	72,500.00	382,313.00
5000-5999: Services And Other Operating Expenditures	Base	80,000.00	90,000.00	70,000.00	80,000.00	80,000.00	230,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	471,361.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	294,000.00	59,973.00	502,610.00	294,000.00	40,000.00	836,610.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	231,928.54	384,453.50	29,250.00	231,928.54	413,347.00	674,525.54

* 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	624,158.00	830,462.50	806,434.00	624,158.00	834,506.00	2,265,098.00
Goal 2	170,348.54	209,169.00	120,169.00	170,348.54	172,224.00	462,741.54
Goal 3	769,839.00	972,704.00	881,954.00	769,839.00	3,757,429.00	5,409,222.00
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					