



# 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)

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

LEA Name	Contact Name and Title	Email and Phone
KIPP Sol Academy	Rachelle Minix School Leader	rminix@kippla.org 323-800-5220

## 2017-20 Plan Summary

### The Story

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

KIPP Sol Academy is a tuition-free public charter middle school that opened August 2013 in East Los Angeles. KIPP Sol Academy serves students in grades 5th-8th.

The mission of KIPP Sol Academy is to provide an excellent education that ignites hearts as much as minds. By teaching academic skills, fostering intellectual habits and cultivating character strengths, we light the spark within each child necessary to explore, advance and succeed on the path to and through college. Our students will transform their lives and the lives of many others as advocates who confidently think, speak and act for themselves, their communities and for positive change throughout the world.

At KIPP Sol, we believe.

We believe each child is unique and should be celebrated and nurtured as so.

We believe that education is the path to equity and freedom.

We believe excellent skills in reading, writing, speaking and math give us a powerful voice and make us independent. The power is within each of us.

We believe that intelligence is malleable. Effective effort is what makes us smart.

We believe we must work to earn trust and build relationships with students, families and teammates in order to best serve the community. Our students are who we are.

We believe we must teach our students with love and empathy while always holding them to the highest expectations. Anything less would be a disservice to our students and the community.

Why the name Sol?

In Spanish, Sol means “sun” – the biggest star in our sky. At KIPP Sol we want our students to strive for greatness, to push their limits and to expand their minds; in essence, we want them to constantly “reach for the stars” in all that they do. Excellence will be our mindset and our habit.

Sol is also a play on the English word “soul”. At KIPP Sol we put an enormous emphasis on building the unique abilities and the confidence of each one of our students. We strive to ignite the power and potential within each child as they pursue their passions and climb the mountain to and through college.

What is a KIPP Sol Advocate?

At KIPP Sol, we refer to all of our students as “advocates”. We define advocacy as:

“The ability to define ourselves, name ourselves, create think and speak for ourselves so we never risk being defined, named, created, or spoken for by others.”

Our academic and character development programs are premised entirely on our beliefs and sound research about what is best for teaching and learning.

The norm day demographics for 2017-18 are as follows:

Total students enrolled: 504

Low-income: 86.5%

English Learners: 12.7%

Latino: 99%

Students with Disabilities: 12.9%

## LCAP Highlights

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

KIPP Sol academy continues to focus on supporting the holistic development of our Advocates in grades 5th-8th. In the 2016-17 school year, we exited our “founding” stage and moved into our “sustain and thrive” chapter: we are no longer adding grade levels to reach our full capacity as a 5th-8th campus, allowing us to enjoy the ability to dive deeply into our existing programming to drive excellence and growth across all subjects and grades as a cohesive 5th-8th school. With teacher and leadership retention high, we build capacity to focus on more than just excellent character and academic instruction to additionally focus on parent engagement and community advocacy.

Our foci for SY18-19 reside under the umbrella priorities of Student Achievement, Culture and Climate, Parent Engagement, and Operations and Compliance.

#### Student Achievement

1. We aim to maintain or increase our achievement status and growth in English Language Arts/Literacy and Math.
2. We aim to increase the percentage of students scoring at or above the 50th percentile on MAP in ELA and Math.
3. We aim to increase our reclassification for students who are identified as EL or LETL.
4. We aim to meet the achievement targets for CELDT/ELPAC.
5. 100% of students will have a personal chromebook
6. Teachers will receive training and curriculum aligned to CACCSS and NGSS.

#### Culture and Climate

1. We aim to maintain a suspension rate less than 5%
2. We aim to maintain chronic absenteeism less than 10% and average daily attendance above 95%
3. We will offer enrichments of arts, theater, music, physical education as core curriculum as well as coding/robotics, sports/athletics and more as elective options
4. Students take and show growth on the California Healthy Kids survey

#### Parent Engagement

1. We aim to increase parent involvement as evidenced by attendance at school events and meetings.

#### Operations and Compliance

1. Teachers will meet the requirements for credentialing in the state of California
2. Our facilities will continue to receive healthy ratings according to SARC

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

KIPP Sol has grown from serving 130 5th grade students in 2013-14 to currently serving over 500 students in grades 5th-8th.

There are many things of which we are proud at KIPP Sol.

We are proud that 100% of our students in grades 5th - 8th have access to technology with a 1:1 computer:student ratio.

We are proud that 100% of our students have art, theater, music and physical education as part of their core, daily curriculum.

We are proud to offer robust special education and intervention services for our students.

We are proud that our students have access to full-time counselors to support social-emotional health.

We are proud that our students are learning and growing academically as well as developing as young people who will go on to lead our world.

There is much evidence for this growth, including:

1. Our students score nearly 40 points above the state average in ELA and are maintaining high achievement in this regard
2. Our students are maintaining the significant progress that was made YOY in math between 2015-16 and 2016-17
3. Our English Learner Progress improved year over year
4. More than half of our students school wide score at or above grade level in ELA and Math according to MAP assessments.
5. Our suspension rate declined year over year even as we added an 8th grade

As well, we are proud of the many achievements of our community. A non-exhaustive list of accomplishments include:

1. Students building and coding robots and computer programming
2. Students learning Chinese, taking ballet, writing their own corridos and performing mariachi at various community events, competing in sports leagues, etc.
3. Students leading performances in dance, music and theater
4. Students creating a Sol news station and learning how to create and edit movies for production purposes
5. Students creating a sustaining student leadership body that initiates school-wide events based on student voice and choice
6. Parents advocating for community needs including our charter renewal, voting and civic engagement, and more!

Referring to the LCFF Evaluation Rubrics, 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**

Moving forward, we are going to focus deliberately on our student population with special needs. Between the 2015-16 and 2017-18 school year, our results for students with IEPs declined in both Math (red) and English (orange). There are several nuances to the gaps that impact our action plan to address the needs:

1. Nearly 50% of our students who are EL learners also have an IEP
2. We added a grade level between 2015-16 and 2016-17 which means there were over 100 more students; our population of students with special needs also grew. For example, in 2015-16 we had a 9% population of students with special needs and that was 35 students; in 2016-17 we essentially maintained the populations percentage, but the number of students with IEPs grew from 35 to 46
3. Our number of education specialist staff remained the same as the population grew, but we did lose our experienced RSP teacher and had to hire a new teacher

Some things that we are doing to address the academic and other needs of our students with IEPs are as follows:

1. We have hired a second full-time RSP teacher and now have a team of 4 full-time staff dedicated to serving our students with special needs
2. Performance management for our RSP teachers has transitioned from the region to our school-site to ensure that there is more immediate and hands-on feedback to our practitioners to help propel their practice and efficacy in serving our students on the ground
3. All staff has received training on serving our students with special needs (accommodations, modifications, etc.)
4. We have meetings with our general education and special education leaders quarterly to align and work closely together on action planning
5. We do weekly data dives to progress monitor the performance of our students with special needs on interim and other formative assessments for timely interventions
6. Our SpEd team receives weekly professional development with our KIPPLA region
7. We have partnered with a literacy specialist who is leading a series of trainings for our RSP team in the mechanics and techniques of early language acquisition to support reading growth for our students with IEPs who are reading far below grade level
8. We are aligning schedules so that our RSP teachers and GenEd staff have time to plan and prep together to support the growth of all students
9. We offer academic supports during enrichment to help target and propel our students with the largest academic gaps forward in reading, writing, speaking, listening and math skills

As our school has grown from 130 10-year olds in our founding to serve over 500 students in grades 5th-8th, we are constantly assessing our practices to ensure that they are developmentally appropriate to meet the changing needs of our student body. While we are proud that our suspension rate declined year over year, we continue to focus on culture and climate to create an environment where students can make safe mistakes and, ultimately, learn in healthy solutions to the challenges they face so that disciplinary measures do not necessitate the inclusion suspensions and expulsions. We work very hard at Sol to put our values of Ganas, Reflection, Excellence, Love and Advocacy into every action; we adopt a mindset that excellent classrooms are built on the trust that emerges through loving relationships and strong instruction. We are intentional about creating an environment where every child can say that he or she belongs. We have done many professional development sessions around trauma-sensitivity, socio-emotional development through adolescence, and restorative practices. We have instituted some key practices that include community circles, harm circles, and peace conferences school-wide. Additionally, we have added full-time counselors (2 as of 2017-18), social work interns, and parenting professionals who offer free parenting classes to our community. We will continue the work of building a restorative and responsive school by focusing on ways to purposefully include our students' voices in key decision making around school culture and mediation; we are investing in this to further the successful practices we have implemented thus far.

Referring to the LCFF Evaluation Rubrics, 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**

As we analyze the achievement of our students, we notice the gaps and need for accelerated improvement for our students who are classified as EL or LTEL and also for our students with IEPs. We disaggregate our student achievement by student groupings to ensure that we are aware of any internal performance gaps and use the data as the basis for our action planning. We will spend time

throughout the year and over the summer strategizing as a leadership team to address these gaps through our school-wide priorities and focus practices.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

**Increased or Improved services**

KIPP Sol has historically been a school considered to be 'beating the odds' for students with demographic 'markers' typically associated with restricted access to high quality schools and long-standing low performance. Our students who qualify for free and reduced price lunch (markers of low-income status) typically outperform, or perform on par with, peers from across the city and state regardless of socio-economic status. We will continue to hone our practices to further the progress our students and our school have made in our short tenure. We invest in professional development, excellent school visits, high school and college readiness and parent education/advocacy. Particularly for our students who are Long-term English Language Learners (LTEL) there is high comorbidity with our population also identified as having special learning needs, or IEPs. We have a growing team of professionals dedicated to serving the needs of our LTEL and students with IEPs. We apply an RtI model and use our general education, intervention, counseling and special education teams to match needs to resources. Many of our students with LTEL or IEP (or both) classifications fall into our tier 2 and 3 interventions. We will continue to dive into the gaps and challenges and commit our team's full effort to addressing and closing the gaps.

**Budget Summary**

Complete the table below. LEAs may include additional information or more detail, including graphics.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures For LCAP Year	\$ 6,373,299
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,528,982.20

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures that are not included are expenditures that are considered basic services and/or are not included in LCAP Goals and Actions. Such basic services are salaries and benefits for Teacher, School Administrators and Classified employees, facility costs, operating costs, indirect costs and others.

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total Projected LCFF Revenues for LCAP Year	\$ 4,817,279

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

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

**17-18**

73%

**Baseline**

2015-16: 73%

70

**Metric/Indicator**

Rate of students meeting state-established proficiency levels for Math

**17-18**

55%

**Baseline**

2016-17: 54.9%

55



Expected

**Metric/Indicator**

English Learner Progress

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

AND/ OR be reclassified

**17-18**

64.3%

**Baseline**

2016-17: 62.3%

Actual

We progress monitor our EL students throughout the year. Although we do not have ELPAC results yet, we have been monitoring our EL students progress on internal assessments such as MAP and on Unit Assessments.

**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>Increase Number of students who are proficient for English Language Arts and Math</p> <p>At KIPP Sol, we know that we do not need intervention time to intervene. Instead, we have developed a model of instruction that aims to address the individual needs for all students across a spectrum of abilities in order to drive the mastery of grade level standards, or beyond. We provide daily intervention and acceleration through the use of daily progress monitoring/data analysis in what is know in our "chili pepper model". In this model, students have a</p>	<p>Increase Number of students who are proficient for English Language Arts and Math</p> <p>At KIPP Sol, we know that we do not need intervention time to intervene. Instead, we have developed a model of instruction that aims to address the individual needs for all students across a spectrum of abilities in order to drive the mastery of grade level standards, or beyond. We provide daily intervention and acceleration through the use of daily progress monitoring/data analysis in what is know in our "chili pepper model". In this model, students have a</p>	<p>1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 827376</p> <p>4401 Classroom Technology 4000-4999: Books And Supplies</p>	<p>1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 424,255.47</p> <p>4401 Classroom Technology 4000-4999: Books And Supplies</p>



range of supports including small group or individual work with a teacher, collaborative group work, independent adaptive work on a computer, and/or performance tasks.

In addition to common core-aligned instructors lead by highly-qualified teachers, our students have access to a menu of adaptive academic software programs including:

Alekes Quick Tables  
CAFE Conferencing  
Raz-Kids (Learning A-Z)  
Accelerated Reader  
ST Math  
Think Through Math  
ThinkCerca

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

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

We will maintain 2 full time intervention teachers and will move towards having 3 full-time special education teachers to support an RTI model approach for student achievement grades 5th - 8th.

range of supports including small group or individual work with a teacher, collaborative group work, independent adaptive work on a computer, and/or performance tasks.

In addition to common core-aligned instructors lead by highly-qualified teachers, our students have access to a menu of adaptive academic software programs including:

Aleks Quick Tables and ST Math  
CAFE Conferencing  
Raz-Kids (Learning A-Z)  
Accelerated Reader  
Prodigy Math  
NewsELA  
ListenWise  
Quill

This year, we also adopted standards-based curricular resources for math and science that include:

Amplify (science 5th-8th)  
Bridges (5th math)  
Open Up (6th-7th math)  
CPM (8th math)  
Units of Study (for reading and writing)  
KIPP Wheatley (intermittently used in 5th-8th ELA)

Teachers provide small group instruction based on student need and use data from daily formative assessments and larger summative assessments, such as interim assessments, to tailor and guide instruction.

Supplemental & Concentration  
37570

4402 Classroom Software  
4000-4999: Books And Supplies  
Supplemental & Concentration  
44957

4304 Assessment Materials  
4000-4999: Books And Supplies  
Base 6000

5822 Staff Recruitment 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Base 10000

4404 Staff/Office  
Computer & Printers  
4405 Staff/Office  
Software  
4000-4999: Books And Supplies  
Supplemental & Concentration  
19107

Supplemental & Concentration  
37,570

4402 Classroom Software 4000-  
4999: Books And Supplies  
Supplemental & Concentration  
32,483

4304 Assessment Materials  
4000-4999: Books And Supplies  
Base 5,915

5822 Staff Recruitment 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental & Concentration  
27,340

4404 Staff/Office  
Computer & Printers  
4405 Staff/Office  
Software  
4000-4999: Books And Supplies  
Supplemental & Concentration  
7,606

School-wide, we have a focus on building a culture of literacy and have dedicated blocks of time in our schedule in which guided reading, independent reading and reading conferencing happens.

We also use 3:00 - 4:00 Tuesday-Thursday to run additional interventions and small group instruction for those who need it. Next year, we will pilot a 'bootcamp' for math review beginning in the spring.

We provide summer homework support throughout the summer months and have a learning lab where students can go for additional support in math, reading and writing.

We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school. The academic support extends to our families as well to help provide a robust team of people equipped with the knowledge and skills to support student learning. Some examples of this include literacy and math nights, technology nights, and high school and college going preparation via academic achievement.

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

We will maintain 2 full time intervention teachers and will maintain 3 full-time special education teachers (and 2 full-time counselors) to support an RTI model approach for student achievement grades 5th - 8th.

School-wide, we have a focus on building a culture of literacy and have dedicated blocks of time in our schedule in which guided reading, independent reading and reading conferencing happens.

We also use 3:00 - 3:45 Tuesday-Thursday to run additional interventions and small group instruction for those who need it. We will continue with a school-wide math review beginning in the spring that we piloted the previous year.

We provide summer homework support throughout the summer months and have a learning lab where students can go for additional support in math, reading and writing.

**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**

We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school. The academic support extends to our families as well to help provide a robust team of people equipped with the knowledge and skills to support student learning. Some examples of this include literacy and math nights, technology nights, and high school and college going preparation via academic achievement.

**Action 2**

**Planned Actions/Services**

It is of critical importance that we increase the achievement of our students who remain classified as English Language Learners. We are employing a variety of strategies to support the growth and reclassification of our EL and LTEL students.

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

**Actual Actions/Services**

We are employed a variety of strategies to support the growth and reclassification of our EL and LTEL students.

All CELDT/ELPAC data was be shared with parents and teachers. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera. These are strategies that are implemented in all core academic classes.

**Budgeted Expenditures**

1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 96389

**Estimated Actual Expenditures**

1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 92,244

projectors, iPads, and a document camera. These are strategies that are implemented in all core academic classes.

Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. Using an RTI model, we are able to provide additional support to our students or are EL by infusing SDAIE strategies, vocabulary instruction, technology and other small group supports generally outlined in our tiered support services above.

We have piloted a program specifically for our students classified as LTEL called eSpark and will monitor the achievement of this subgroup as we consider whether or not to continue a larger scale adoption of this program.

Additionally, we have implemented a ELAC program and have multiple meetings a year to update our parents of students who are ELL on the progress we are making to growth goals, on strategies implemented in school and on strategies that can be implemented at home.

Teachers continue to use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. Using an RTI model, we are able to provide additional support to our students or are EL by infusing SDAIE strategies, vocabulary instruction, technology and other small group supports generally outlined in our tiered support services above.

We have piloted a program specifically for our students classified as LTEL called eSpark and will monitor the achievement of this subgroup as we consider whether or not to continue a larger scale adoption of this program. Additionally, we are using human capital to lead specific lessons for our students who continue to classify as EL.

Additionally, we have followed through on the implementation of a ELAC program and have multiple meetings a year to update our parents of students who are ELL on the progress we are making to growth goals, on strategies implemented in school and on strategies that can be implemented at home.

**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**

### Action 3

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

## 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.

We are implementing the above services with fidelity.

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

We are maintaining progress; we will continue to monitor the effectiveness of our practices as related to student achievement to ensure that we are doing what it takes to support our students' continued progress.

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.

First, we have added in expected outcomes for each of our major student groups as well as all students for all goals. Under goal 1 expected annual measurable outcomes there have been some slight changes for 2018-19 and 2019-20. LCAPs written last spring were not able to take into account performance on 2016-17's SBAC, since receiving those scores we have decided to adjust our expected measurable outcomes for both ELA and math. Lastly under goal one we have updated our expected annual measurable outcome indicator and actions and services for our English Learners. Since EL progress indicator will not be active on the CA Dashboard for two years, and the shift from CELDT to ELPAC, we are changing the goal from a progress indicator to a percentage Reclassification rate.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**  
 KSol will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities such as monthly sol parent advocacy meetings

**17-18**  
 KSol will provide 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement meetings, and parent leadership opportunities, like monthly parent action committee meetings

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

KIPP Sol provided 1 summer orientation for all families prior to the start of the year; we had 1 back-to-school-night, 2 week-long parent teacher conferences, more than 3 family engagement meetings (like SSC and SPA planning), monthly SPA meetings, 1 LCAP meeting, monthly parenting or high school readiness support meetings for parents, ELPAC meetings, and more.

**Metric/Indicator**  
 Suspension rate

Our suspension rate in 2016-17 was 1.2%



Expected

Actual

<p><b>17-18</b> &lt;2%</p> <p><b>Baseline</b> 2016-17: 1.2%</p>	
<p><b>Metric/Indicator</b> Expulsion rate</p> <p><b>17-18</b> &lt;1%</p> <p><b>Baseline</b> 2016-17: 0%</p>	<p>Our expulsion rate was 0%</p>
<p><b>Metric/Indicator</b> Average Daily Attendance</p> <p><b>17-18</b> 95%</p> <p><b>Baseline</b> 2016-17: 97.2%</p>	<p>Our ADA for 2016-17 was 97.3%</p>
<p><b>Metric/Indicator</b> Chronic Absenteeism Rate</p> <p><b>17-18</b> &lt;10%</p> <p><b>Baseline</b> 2016-17: 3.8%</p>	<p>Our chronic absenteeism for 2016-17 was 4.3%</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

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, posters, class dojo) 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 and updating live via Class Dojo.

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.

Also, Sol will utilize a Family and Civic engagement coordinator to help craft a vision for middle school parent engagement at KIPP Sol and solicit feedback on how to increase participation in addition to existing mechanisms like LCAP/SSC/SPA, etc. meetings.

Families are 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 and via phone/text, class dojo, Facebook/Instagram, newsletter, etc.

A variety of communication tools (calls, newsletters, posters, class dojo) 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 and updating live via Class Dojo. Our SPA committee's Vice President of Communications has also initiated a classroom parent communication system that helps deliver peer-to-peer reminders.

Families will have several opportunities to be involved on campus. Opportunities include volunteering, serving on school based committees, leadership roles (SPA, SSC, etc.) 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.

2401 Office Manager 2000-2999: Classified Personnel Salaries Base 24960

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

4314 Special Event - Food for parent nights 4000-4999: Books And Supplies Base 15000

4405 School Messenger 4000-4999: Books And Supplies Base 1000

5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 10000

5803 KIPP LA Fees/Advocacy 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration

2401 Office Associate 2000-2999: Classified Personnel Salaries Supplemental & Concentration 0

2401 Office Manager 2000-2999: Classified Personnel Salaries Base 25,250

4352 Postage for letters sent 4000-4999: Books And Supplies Base 2,033

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

4405 School Messenger 4000-4999: Books And Supplies Base 4,145

5504 Fire/Security 5000-5999: Services And Other Operating Expenditures Base 20,354

5803 KIPP LA Fees/Advocacy 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 25,169

2401 Office Associate 2000-2999: Classified Personnel Salaries Supplemental & Concentration 55,108

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.

Having parents participate in school really does elevate our success on every measure, including engagement (attendance for students) and discipline (suspension/expulsion) as comprehensive community support raises the achievement of all individuals across all indicators.

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 that includes comprehensive 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 have hired a full-time counselor and will be adding another full-time DIS counselor in 2017-18.

Also, Sol will utilize a year-long grant for a Family and Civic engagement coordinator that helped to craft a vision for middle school parent engagement at KIPP Sol and solicited feedback on how to increase participation in addition to existing mechanisms like LCAP/SSC/SPA, etc. meetings.

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

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 to ensure we are inviting and uphold our customer service norms.

Having parents participate in school really does elevate our success on every measure, including engagement (attendance for students) and discipline (suspension/expulsion) as comprehensive community support raises the achievement of all individuals across all indicators.

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 that

Additionally, we have created a culture committee chaired by teachers on each grade level to help us actualize our vision for behavior for all 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 in addition to administrative supervision.

We are also working to increase our community partnerships to support our efforts. This coming year, we will partner with organizations like drug/alcohol counseling, domestic violence/abuse counseling, and health/wellness. These additional supports give capacity to our school-wide team to intervene and offer alternatives to suspension/expulsion through education. We also provide outside wrap-around and counseling to families.

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 and Class Dojo to call our parents to

includes comprehensive 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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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. Our Grade Level Facilitators are charged with monitoring attendance for their grade level to intervene early and often when we notice a pattern of absenteeism or tardiness.

We use a committee of people to support our SART and SARB interventions for those students who have been identified to be at risk for chronic absenteeism.

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

**Students to be Served**

All

**Location(s)**

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 and Class Dojo to call our parents to encourage them plan ahead and attend school. We also solicit parent feedback on attendance practices during events like Coffee with Administration to ensure that our supports and messaging to families is encouraging and helpful in getting students to 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. Our Grade Level Facilitators are charged with monitoring attendance for their grade level to intervene early and often when we notice a pattern of absenteeism or tardiness.

We use a committee of people to support our SART and SARB interventions for those students who have been identified to be at risk for chronic absenteeism.

# 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.

We are implementing the above services with fidelity.

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

We have met or exceeded the targets we set.

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.

No changes have been made to the goals; we continue to monitor our practices and benchmarks to push our school forward and further align to the metrics consistent with the CA dashboard for continuous improvement.

# Annual Update

LCAP Year Reviewed: **2017-18**

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 for the subject they are teaching

**17-18**

100%

**Baseline**

2016-17: 68%

100%

**Metric/Indicator**

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

**17-18**

100%

**Baseline**

2016-17: 100%

100%



Expected

Actual

<p><b>Metric/Indicator</b> Rate of teachers who attend training on common core and ELD strategies to support EL students</p> <p><b>17-18</b> 100%</p> <p><b>Baseline</b> 2016-17: 100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b> Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE</p> <p><b>17-18</b> 100%</p> <p><b>Baseline</b> 2016-17: 100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b> Ensure that our facility is at "good repair" or better as measured by SARC</p> <p><b>17-18</b> good repair</p> <p><b>Baseline</b> 2016-17: good repair</p>	<p>exemplary</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>In order to ensure the appropriate assignment and hiring of compliant qualified teachers we focus on the following:</p>	<p>In order to ensure the appropriate assignment and hiring of compliant qualified teachers we focus on the following:</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 236869</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration 214,025</p>

**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.

We are also working with a credentialing program to help teachers clear credentials. Further, we are blocking our schedules in some grade levels so that multiple subject teachers are teaching multiple subjects and single subject teachers are teaching single subjects.

**Teacher Retention and Support**  
 Once our teachers are hired we work with them to maintain and

**Recruitment**  
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We are also working with a credentialing program to help teachers clear credentials. Further, we are blocking our schedules in some grade levels so that multiple subject teachers are teaching multiple subjects and single subject teachers are teaching single subjects.

**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

4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 10000

4201 Class sets/library books 4000-4999: Books And Supplies Base 20000

5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Base 130000

5602 Repair and Maintenance  
 5601 Rent 5000-5999: Services And Other Operating Expenditures Base 716245

5824 KIPP School Leadership Program  
 5825 Other Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 39250

1199 Bonus Pool Teachers 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 5000

5204 KIPP Summit Travel and Accommodations 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 13000

5803 KIPP LA Fees/Operations 5800:

4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Base 27,402

4201 Class sets/library books 4000-4999: Books And Supplies Base 18,736

5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 132,020

5602 Repair and Maintenance  
 5601 Rent 5000-5999: Services And Other Operating Expenditures Other 820753

5824 KIPP School Leadership Program  
 5825 Other Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 28293

1199 Bonus Pool Teachers 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 0

5204 KIPP Summit Travel and Accommodations 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 13,526

5803 KIPP LA Fees/Operations

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.

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, including the acquisition of new curriculum.

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.

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.

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

All teachers at KIPP LA participate in 26 days of professional development to ensure they are

Professional/Consulting Services  
And Operating Expenditures  
Supplemental & Concentration

5803 KIPP LA Fees/Talent  
5800: Professional/Consulting  
Services And Operating  
Expenditures Supplemental &  
Concentration 100,144

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.

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

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.

We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional

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

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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.

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.

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)**

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.

# 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.

We are implementing all of the above services with fidelity.

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

We are making expected progress to goals with the fidelity to the programs, services, personnel and partnerships intended.

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.

We have not made any changes to the goal.

# Annual Update

LCAP Year Reviewed: **2017-18**

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: **2017-18**

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: 2018-19

## 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?

There are many ways in which we engage stakeholders at KIPP Sol Academy. A non-exhaustive list of engagement strategies is below:

- Monthly SPA Committee Meetings (Sol Parent Advocacy) on the 3rd Thursday of every month that involve both our parent-elected SPA Committee running a portion and school/academic/culture updates from the principal; all parents are invited to attend
- Mandatory Homeroom meetings for each class run by the principal and teaching staff with 100% parent participation
- Parent-Teacher Conferences formally once a semester (twice a year) with 100% parent participation
- Daily and Weekly volunteer opportunities for parents (HW correction, small group intervention/reading, lunch supervision, preparation of materials, participate in lunch and recess activities, chaperone, etc.)
- Weekly parent bulletins distributed in paper form and updated on the website in English and Spanish, as well as distributed via email to families
- Monthly “Coffee with the Principal” meetings in which the school provides a theme and breakfast and parents are able to set the agenda and discuss priority items
- Class Dojo app in which we communicate whole school and individual child information on a daily basis
- Open-door policy (administrators and teachers available by phone, email and in-person conferencing on as-needed basis; additionally available via ClassDojo)
- Parent Meeting to explain and solicit feedback on LCFF and LCAP
- SSC Meetings

When it comes to presenting, reviewing and analyzing the LCAP as a Local Education Agency, there are particular strategies that we employ. A planning meeting is held with teachers and administration prior to the larger LCAP review meeting with all stakeholders. One outcome of the planning meetings is that we invited all families to come to a meeting to learn about LCFF and give their feedback on our goals for the state priorities; additionally, we review our progress toward the goals through the analysis of relevant data. The meeting first started with an explanation of the Local Control Funding Formula and how it differs from how schools were funded in the past. Attendees learned how the formula is executed and how the schools are going to be held accountable for the funds through the LCAP and the state priorities. Next, the meeting shifted to presenting Sol’s LCAP. Each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards addressing and how we were measuring progress.

Stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school, however, the official LCAP meeting was on March 15, 2018 at 5 pm. We chose this time so that many parents would be available as parents have given us feedback in the past that evening meetings help them to avoid work conflicts.

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 LCFF funding formula and how that is linked to the LCAP, the state priorities and what it means for students, parents, teachers, and our promise of supporting students to and through college. We will continue to provide education on the LCFF and LCAP as part of our engagement.

The second part, learning and engaging, focused on presenting 2017-18 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. We also presented TNTP data from a parent survey that parents had filled out earlier in the year with questions that pertained to some of our goals and allowed for parents to add to the static feedback from their survey with live anecdote and explanation. Simultaneously, stakeholders were following along using an interactive feedback form where they could indicate how satisfied or dissatisfied they were with our goal and/or progress and provide further written feedback. These papers were collected at the end of the meetings. Stakeholders were informed that we would use these feedback forms, and additional input to revise goals for 2018-19 as needed.

In order to expand on the educating done in the first part, we chose to dive deep into with our stakeholders after all goals were review. We chose the goals around engagement: specifically improving parental involvement at school. Stakeholders at the meeting were able to decide which focus group they wanted to participate in. Each group was grounded with the questions: what can we change or do differently to meet our goals and how will we know we have successfully achieved our goals. Each group were also provided with specific data on current engagement rates such as overall parent participation percentage by event and parent feedback per our TNTP parent survey. It was helpful to hear live what parents thought could improve parent engagement.

Next year we will continue to provide updates on all goals and let parents decide where they want to focus and to more intensely review. The goals picked will align with specific areas we would like to focus on in the upcoming year.

Lastly, revising, focused on pulling all data sources, feedback forms, input from stakeholders, progress and our overall educational program to revise goals through 2020.

In order to prepare for the LCAP engagement process, Principals from all KIPP LA schools met early in 2018 to discuss what stakeholder engagement would look like at each individual school and share best practices. This ensures consistent engagement for our parents that are part of other KIPP schools and also ensures we are implementing the best strategies.

Additionally, we have been keeping track of progress towards all LCAP goals for the 2017-18 school year and this information has been compiled into a easy to understand snapshot of progress in the form of a dashboard and is also pliable on an interactive dashboard via on internal online portal. This dashboard is periodically shared with stakeholders, including board members.

# Impact on LCAP and Annual Update

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

In addition to the LCAP meeting, through their volunteer work in the classroom and participation in SSC, SPA (Sol Parent Advocacy), and KIPP Ambassador programs, our parents are familiar with the students' and school's needs and pulled on this experience to make recommendations to the information we presented and our goals.

Parents and other attendees responded well to the LCAP meeting and they provided written and verbal feedback on our goals. As each goal was presented parents provided real time feedback to the school leader.

Additionally, attendees were asked to share ideas they had on how to improve the goal and achieve the goal. Further, they were asked to interpret other parent feedback data on similar progress monitoring from external surveys to help coalesce the collective feedback to impact our response as a school.

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

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

As described, each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress. Parents and other attendees responded well to the LCAP goals as evidenced by the written and verbal feedback on our goals. As each goal was presented parents provided real time feedback and also completed a survey form. The survey form asked attendees to indicate their feelings on a Likert scale (listed below) regarding each of the state aligned goals.

- a) Strongly support the goal
- b) I support this goal
- c) I am neutral
- d) I do not support this goal
- e) I strongly oppose this goal

Additionally, attendees were asked to write in ideas they had on how to improve the goal and achieve the goal.

No major changes were made to the goals based on the following results from the survey. All feedback ranked all goals as "I strongly support the goal" or "I support this goal".

Our break out groups allowed us to discuss with stakeholders, in deeper detail, what our targets for goals should be and how we can meet those targets in the future.

Our meetings then focused on what services and actions needed to be highlighted, changed or added to ensure that we were able to meet our new goals.

By breaking down the goals/priorities, parents covered all of our goals/priorities in the time that they are with us. This will allow our stakeholders to have a broad understanding of all goals and over time, grow, in their expertise.

While no major changes were made, the feedback and discussion generated by the LCAP meeting helped to build a deeper mutual understanding of the multiple perspectives and gave insight on suggestions that parents have for impacting our goal achievement in future years, particularly for parent and student engagement (on which they have major impact).

While it wasn't the focus for the deep dive, we did ask parents about their preference for our program offerings in enrichment. 2 things emerged: 1. parents were in favor of moving to a choice-based enrichment bell schedule for grades 5th-8th; 2. Parents would like us to integrate Spanish language into our course offerings. We are currently meeting with our region's budgeting and HR teams to see if we can hire a part-time Spanish teacher to add to the variety of available courses. We are also going to revise our bell schedule for the 2018-19 school year to reflect the choice-based enrichments as we agree it's a benefit to our students. Finally, parents had questions about summer programming and how it could help support student achievement and family engagement. We currently do not offer a robust summer program at our site, but we are working to partner with local community agencies to plan for this in the future. We want Sol to be a place where families have access to rich, needed resources all year long. This is not a goal of our LCAP, but it is a behavior that can support our goals. We will work creatively to make this happen in the future.



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

All students will achieve.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

To increase the number of students who meet or exceed state standards in English Language Arts on the SBAC assessment  
 To increase the number of students who meet or exceed stand standards in Math on 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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of students meeting state-established proficiency levels for English Language Arts	2015-16: 54.9%	73%	All students: 70% Low-income: 70% Eng. Lners: 16% Afr. – Amer.: - not enough students Latino: 70% Stud w/Disab.: 25%	All students: 70% Low-income: 70% Eng. Lners: 19% Afr. – Amer.: - not enough students Latino: 70% Stud w/Disab.: 28%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Foster Youth: not enough data	Foster Youth: not enough data
Rate of students meeting state-established proficiency levels for Math	2015-16: 73%	55%	All students: 62% Low-income: 62% Eng. Lners: 16% Afr. – Amer.: - not enough students Stud w/Disab.: 16% Foster Youth: not enough data	All students: 65% Low-income: 65% Eng. Lners: 19% Afr. – Amer.: - not enough students Stud w/Disab.: 19% Foster Youth: not enough data
Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test)	2016-17: 62.3%	64.3%	>25%	>25%
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)

**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)

Low Income

Schoolwide

**Actions/Services**

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

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

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

Unchanged Action

Modified Action

Modified Action

**2017-18 Actions/Services**

Increase Number of students who are proficient for English Language Arts and Math

At KIPP Sol, we know that we do not need intervention time to intervene. Instead, we have developed a model of instruction that aims to address the individual needs for all students across a spectrum of abilities in order to drive the mastery of grade level standards, or beyond. We provide daily intervention and acceleration through the use of daily progress monitoring/data analysis in what is know in our "chili pepper model". In this model, students have a range of supports including small group or individual work with a teacher, collaborative group work, independent adaptive work on a computer, and/or performance tasks.

In addition to common core-aligned instructors lead by highly-qualified teachers, our students have access to a menu of adaptive academic software programs including:  
Alekes Quick Tables  
CAFE Conferencing

**2018-19 Actions/Services**

Increase Number of students who are proficient for English Language Arts and Math

At KIPP Sol, we know that we do not need intervention time to intervene. Instead, we have developed a model of instruction that aims to address the individual needs for all students across a spectrum of abilities in order to drive the mastery of grade level standards, or beyond. We provide daily intervention and acceleration through the use of daily progress monitoring/data analysis in what is known as our "chili pepper model". In this model, students have a range of supports including small group or individual work with a teacher, collaborative group work, independent adaptive work on a computer, and/or performance tasks.

In addition to common core-aligned instructors lead by highly-qualified teachers, our students have access to a menu of adaptive academic software programs including:  
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**2019-20 Actions/Services**

Increase Number of students who are proficient for English Language Arts and Math

At KIPP Sol, we know that we do not need intervention time to intervene. Instead, we have developed a model of instruction that aims to address the individual needs for all students across a spectrum of abilities in order to drive the mastery of grade level standards, or beyond. We provide daily intervention and acceleration through the use of daily progress monitoring/data analysis in what is known as our "chili pepper model". In this model, students have a range of supports including small group or individual work with a teacher, collaborative group work, independent adaptive work on a computer, and/or performance tasks.

In addition to common core-aligned instructors lead by highly-qualified teachers, our students have access to a menu of adaptive academic software programs including:  
Alekes Quick Tables  
CAFE Conferencing

Raz-Kids (Learning A-Z)  
Accelerated Reader  
ST Math  
Think Through Math  
ThinkCerca

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

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

We will maintain 2 full time intervention teachers and will move towards having 3 full-time special education teachers to support an RTI model approach for student achievement grades 5th - 8th.

School-wide, we have a focus on building a culture of literacy and have dedicated blocks of time in our schedule in which guided reading, independent reading and reading conferencing happens.

We also use 3:00 - 4:00 Tuesday-Thursday to run additional interventions and small group instruction for those who need it. Next year, we will pilot a 'bootcamp' for math review beginning in the spring.

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We also use 3:00 - 4:00 Tuesday-Thursday to run additional interventions and small group instruction for those who need it. Next year, we will pilot a 'bootcamp' for math review beginning in the spring.

We provide summer homework support throughout the summer months and have a learning lab where students can go for additional support in math, reading and writing.

We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school. The academic support extends to our families as well to help provide a robust team of people equipped with the knowledge and skills to support student learning. Some examples of this include literacy and math nights, technology nights, and high school and college going preparation via academic achievement.

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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	827376	443,543	392,415.91
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	37570	30,000	30,912
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology
Amount	44957	33,000	34,003
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4402 Classroom Software	4000-4999: Books And Supplies 4402 Classroom Software	4000-4999: Books And Supplies 4402 Classroom Software
Amount	6000	6,000	6,182
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials

Amount	10000	20,000	20,608
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5822 Staff Recruitment	5800: Professional/Consulting Services And Operating Expenditures 5822 Staff Recruitment	5800: Professional/Consulting Services And Operating Expenditures 5822 Staff Recruitment
Amount	19107	15,000	15,456
Source	Supplemental & Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers 4405 Staff/Office Software	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers 4405 Staff/Office Software	4000-4999: Books And Supplies 4404 Staff/Office Computer & Printers 4405 Staff/Office Software

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

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

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

It is of critical importance that we increase the achievement of our students who remain classified as English Language Learners. We are employing a variety of strategies to support the growth and reclassification of our EL and LTEL students.

All CELDT/ELPAC data will be shared with parents and teachers. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera. These are strategies that are implemented in all core academic classes.

Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. ELLs will receive small group instructional support to support their language development. Using an RTI model, we are able to provide additional support to our students or are EL by infusing SDAIE strategies, vocabulary instruction, technology and other small group supports generally outlined in our tiered support services above.

We have piloted a program specifically for our students classified as LTEL called

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eSpark and will monitor the achievement of this subgroup as we consider whether or not to continue a larger scale adoption of this program.

Additionally, we have implemented a ELAC program and have multiple meetings a year to update our parents of students who are ELL on the progress we are making to growth goals, on strategies implemented in school and on strategies that can be implemented at home.

Depending on the success of the eSpark program, we will have implemented a larger scale roll out.

We will continue with the ELAC committee.

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

Depending on the success of the eSpark program, we will have implemented a larger scale roll out.

We will continue with the ELAC committee.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	96389	72,694	79,964
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 1101 Certificated Teachers - Intervention

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 2

Support student, family and school engagement

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
leadership opportunities such as monthly sol parent advocacy meetings	leadership opportunities, like monthly parent action committee meetings	leadership opportunities, like monthly parent action committee meetings	leadership opportunities, like monthly parent action committee meetings	leadership opportunities, like monthly parent action committee meetings
Suspension rate	2016-17: 1.2%	<2%	All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data	All students: <2% Low-income: <2% Eng. Lners: <2% Afr. – Amer.: <2% Latino: <2% Stud w/Disab.: <2% Foster Youth: not enough data
Expulsion rate	2016-17: 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
Student satisfaction as measured by internally provided surveys	2016-17: 80% of students stated they were happy to be at the school	<70%	All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: not enough data	All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: not enough data
Average Daily Attendance	2016-17: 97.2%	95%	All students: 95% Low-income: 95%	All students: 95% Low-income: 95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data	Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: not enough data
Chronic Absenteeism Rate	2016-17: 3.8%	<10%	All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <10% Latino: <10% Stud w/Disab.: <10% Foster Youth: not enough data	All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <10% Latino: <10% Stud w/Disab.: <10% Foster Youth: not enough data

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

### 2017-18 Actions/Services

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, posters, class dojo) 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 and updating live via Class Dojo.

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.

Also, Sol will utilize a Family and Civic engagement coordinator to help craft a vision for middle school parent

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

Modified Action

### 2018-19 Actions/Services

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.

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

Modified Action

### 2019-20 Actions/Services

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.

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Also, Sol will utilize a Family and Civic engagement coordinator to help craft a vision for middle school parent

engagement at KIPP Sol and solicit feedback on how to increase participation in addition to existing mechanisms like LCAP/SSC/SPA, etc. meetings.

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

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

Having parents participate in school really does elevate our success on every measure, including engagement (attendance for students) and discipline (suspension/expulsion) as comprehensive community support raises the achievement of all individuals across all indicators.

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 that includes comprehensive 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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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.

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 that includes comprehensive restorative

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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 that includes comprehensive restorative

We have hired a full-time counselor and will be adding another full-time DIS counselor in 2017-18.

Additionally, we have created a culture committee chaired by teachers on each grade level to help us actualize our vision for behavior for all 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 in addition to administrative supervision.

We are also working to increase our community partnerships to support our efforts. This coming year, we will partner with organizations like drug/alcohol counseling, domestic violence/abuse counseling, and health/wellness. These additional supports give capacity to our school-wide team to intervene and offer alternatives to suspension/expulsion through education. We also provide outside wrap-around and counseling to families.

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

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

Additionally, we have created a culture committee chaired by teachers on each grade level to help us actualize our vision for behavior for all 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 in addition to administrative supervision.

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Both parents and students will be held accountable for attendance goals. Our operations managers will pull daily attendance reports and report attendance to the administration team. In addition, the operations managers will make daily



system and Class Dojo 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. Our Grade Level Facilitators are charged with monitoring attendance for their grade level to intervene early and often when we notice a pattern of absenteeism or tardiness.

We use a committee of people to support our SART and SARB interventions for those students who have been identified to be at risk for chronic absenteeism.

phone calls to families who are absent. On rainy days we use our School Messenger system and Class Dojo 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. Our Grade Level Facilitators are charged with monitoring attendance for their grade level to intervene early and often when we notice a pattern of absenteeism or tardiness.

We use a committee of people to support our SART and SARB interventions for those students who have been identified to be at risk for chronic absenteeism.

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

phone calls to families who are absent. On rainy days we use our School Messenger system and Class Dojo 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. Our Grade Level Facilitators are charged with monitoring attendance for their grade level to intervene early and often when we notice a pattern of absenteeism or tardiness.

We use a committee of people to support our SART and SARB interventions for those students who have been identified to be at risk for chronic absenteeism.

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	24960	51,253	52,917
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2401 Office Manager
Amount	2000	2,000	2,061
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent

Amount	15000	12,000	12,365
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights	4000-4999: Books And Supplies 4314 Special Event - Food for parent nights
Amount	1000		
Source	Base		
Budget Reference	4000-4999: Books And Supplies 4405 School Messenger		
Amount	10000	15,000	15,456
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security
Amount		25,775.20	30000
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 for the subject they are teaching	2016-17: 68%	100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100%	All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Latino: 100%

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

## Planned Actions / Services

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

## Action 1

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

### Students to be Served:

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

### Location(s):

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

All

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

In order to ensure the appropriate assignment and hiring of compliant 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

### 2018-19 Actions/Services

In order to ensure the appropriate assignment and hiring of compliant 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

### 2019-20 Actions/Services

In order to ensure the appropriate assignment and hiring of compliant 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.

We are also working with a credentialing program to help teachers clear credentials. Further, we are blocking our schedules in some grade levels so that multiple subject teachers are teaching multiple subjects and single subject teachers are teaching single subjects.

**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.

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

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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, including the acquisition of new curriculum.

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.

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

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

core aligned, including the acquisition of new curriculum.

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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.

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

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

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

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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	236869	221,820	227,356
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher	1000-1999: Certificated Personnel Salaries 1105 Elective Teacher
Amount	10000	20,000	20,608
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies
Amount	20000	15,000	15,456
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books
Amount	130000	140,000	150,640
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies	5000-5999: Services And Other Operating Expenditures 5503 Janitorial Services & Supplies
Amount	716245	80,000	80,000
Source	Base	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5602 Repair and Maintenance 5601 Rent	5000-5999: Services And Other Operating Expenditures 5602 Repair and Maintenance	5000-5999: Services And Other Operating Expenditures 5602 Repair and Maintenance

Amount	39250	28,250	28,858
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development	5800: Professional/Consulting Services And Operating Expenditures 5824 KIPP School Leadership Program 5825 Other Professional Development
Amount	5000	175,912	176,510
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1199 Bonus Pool Teachers	5000-5999: Services And Other Operating Expenditures 5601 Rent	5000-5999: Services And Other Operating Expenditures 5601 Rent
Amount	13000	19,735	21,708
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 5204 KIPP Summit Travel and Accommodations	5000-5999: Services And Other Operating Expenditures 5204 KIPP Summit Travel and Accommodations	5000-5999: Services And Other Operating Expenditures 5204 KIPP Summit Travel and Accommodations
Amount		102,000	105,000
Source		Supplemental & Concentration	Supplemental & Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees-talent and Ops	5800: Professional/Consulting Services And Operating Expenditures 5803- KIPP LA Fees-talent and Ops

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 4

### State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

## Planned Actions / Services

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

### Action 1

OR

Actions/Services

Budgeted Expenditures



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 5

### State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

## Planned Actions / Services

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

### Action 1

OR

### Actions/Services

### Budgeted Expenditures



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,169,000

Percentage to Increase or Improve Services

32.76%%

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

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

School provides increased and improved services on a schoolwide basis as the schools has high unduplicated count (over 90%). Services are principally directed to and effective in meeting LCAP goals for unduplicated students. Teachers allocate time during class hours for intervention to meet established goals for each student. This is made possible via blended learning. Increased staffing in intervention and on-going coaching for improved and increased services for unduplicated students, from which all students benefited. Teachers participated in PD throughout the year as a region and at the school level. Increased staffing in electives for purposes of increased services in elective courses.

Our SARC is not reflective of our brand new facility, so we are monitoring facility health and compliance internally using operational and custodial staff, and through regional oversight visits. Services in these area increased to serve unduplicated students which also benefited all students.

Provided computers and technological support for each student to increase services for unduplicated students from which all students benefited.

School provides increased and improved services on a schoolwide basis as the schools has high unduplicated count (over 90%). Services are principally directed to and effective in meeting LCAP goals for unduplicated students. Teachers allocate time during class hours for intervention to meet established goals for each student. This is made possible via blended learning. Increased staffing in intervention and on-going coaching for improved and increased services for unduplicated students, from which all students benefited. Teachers participated in PD throughout the year as a region and at the school level. Increased staffing in electives for purposes of increased services in elective courses.



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).

Our SARC is not reflective of our brand new facility, so we are monitoring facility health and compliance internally using operational and custodial staff, and through regional oversight visits. Services in these area increased to serve unduplicated students which also benefited all students.  
Provided computers and technological support for each student to increase services for unduplicated students from which all students benefited.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$1,158,424	30.68%%

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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Provided computers and technological support for each student to increase services for unduplicated students from which all students benefited.

# 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](mailto: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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (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).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “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).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).
- (e) “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).
- (f) “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, October 2016*



# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,264,723.00	2,129,371.47	2,264,723.00	1,528,982.20	1,518,475.91	5,312,181.11
Base	945,205.00	103,835.00	945,205.00	124,253.00	128,136.00	1,197,594.00
Other	0.00	820,753.00	0.00	0.00	0.00	0.00
Supplemental & Concentration	1,319,518.00	1,204,783.47	1,319,518.00	1,404,729.20	1,390,339.91	4,114,587.11

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	2,264,723.00	2,129,371.47	2,264,723.00	1,528,982.20	1,518,475.91	5,312,181.11
1000-1999: Certificated Personnel Salaries	1,160,634.00	730,524.47	1,160,634.00	738,057.00	699,735.91	2,598,426.91
2000-2999: Classified Personnel Salaries	24,960.00	80,358.00	24,960.00	51,253.00	52,917.00	129,130.00
4000-4999: Books And Supplies	155,634.00	150,890.00	155,634.00	133,000.00	137,043.00	425,677.00
5000-5999: Services And Other Operating Expenditures	874,245.00	1,011,822.00	874,245.00	430,647.00	444,314.00	1,749,206.00
5800: Professional/Consulting Services And Operating Expenditures	49,250.00	155,777.00	49,250.00	176,025.20	184,466.00	409,741.20

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

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	2,264,723.00	2,129,371.47	2,264,723.00	1,528,982.20	1,518,475.91	5,312,181.11
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	1,160,634.00	730,524.47	1,160,634.00	738,057.00	699,735.91	2,598,426.91
2000-2999: Classified Personnel Salaries	Base	24,960.00	25,250.00	24,960.00	51,253.00	52,917.00	129,130.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	0.00	55,108.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	54,000.00	58,231.00	54,000.00	38,000.00	39,155.00	131,155.00
4000-4999: Books And Supplies	Supplemental & Concentration	101,634.00	92,659.00	101,634.00	95,000.00	97,888.00	294,522.00
5000-5999: Services And Other Operating Expenditures	Base	856,245.00	20,354.00	856,245.00	15,000.00	15,456.00	886,701.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	820,753.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	18,000.00	170,715.00	18,000.00	415,647.00	428,858.00	862,505.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,000.00	0.00	10,000.00	20,000.00	20,608.00	50,608.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	39,250.00	155,777.00	39,250.00	156,025.20	163,858.00	359,133.20

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	1,041,399.00	627,413.47	1,041,399.00	620,237.00	579,540.91	2,241,176.91
<b>Goal 2</b>	52,960.00	147,059.00	52,960.00	106,028.20	112,799.00	271,787.20
<b>Goal 3</b>	1,170,364.00	1,354,899.00	1,170,364.00	802,717.00	826,136.00	2,799,217.00
<b>Goal 4</b>			0.00	0.00	0.00	0.00
<b>Goal 5</b>			0.00	0.00	0.00	0.00

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