

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Sol Academy

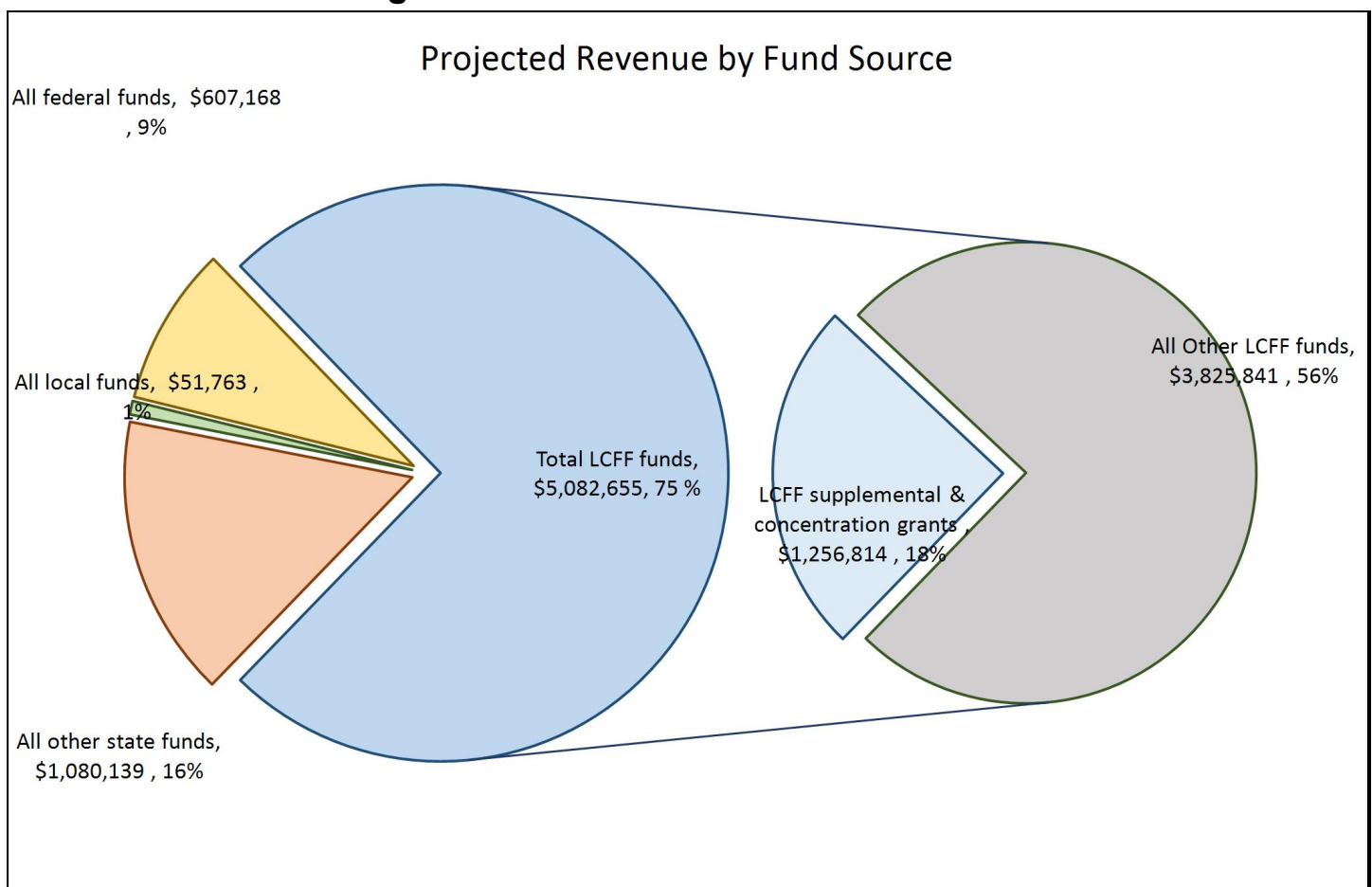
CDS Code: 19-64733-0125641

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

LEA contact information: Mairin Finn, School Leader

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

Budget Overview for the 2019-20 LCAP Year

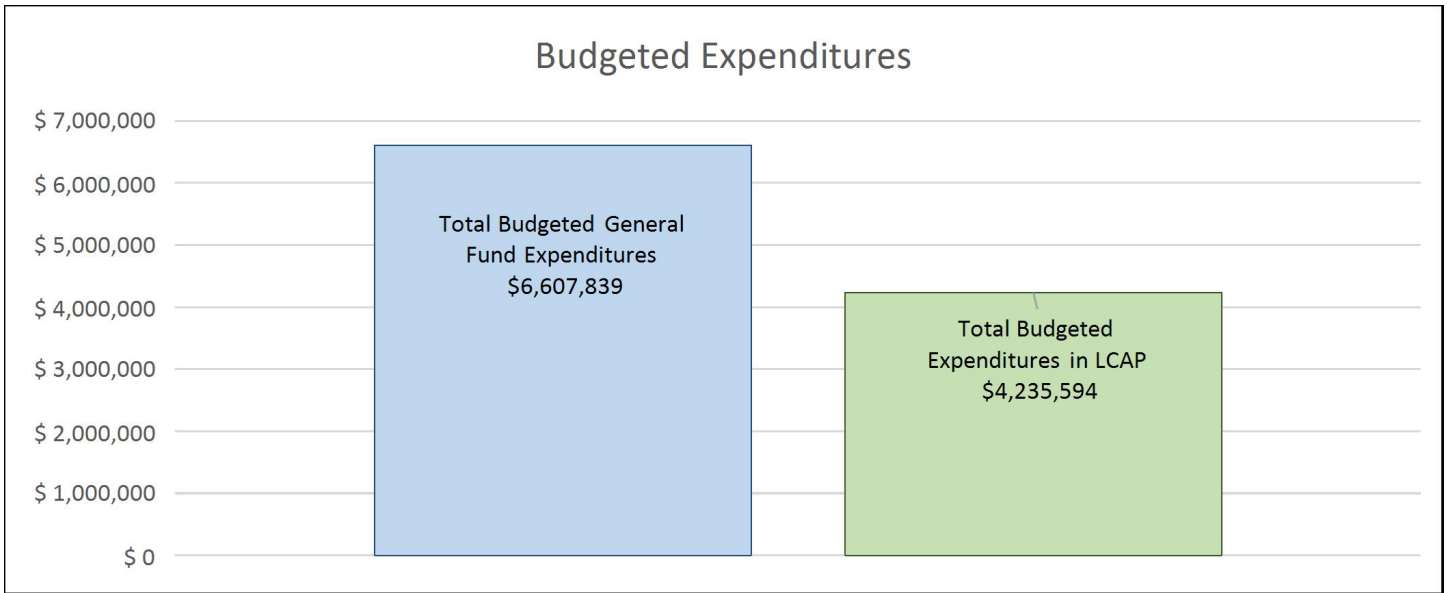


This chart shows the total general purpose revenue KIPP Sol Academy expects to receive in the coming year from all sources.

The total revenue projected for KIPP Sol Academy is \$6,821,725, of which \$5,082,655 is Local Control Funding Formula (LCFF), \$1,080,139 is other state funds, \$51,763 is local funds, and \$607,168 is federal funds. Of the \$5,082,655 in LCFF Funds, \$1,256,814 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

KIPP Sol Academy plans to spend \$6,607,839 for the 2019-20 school year. Of that amount, \$4,235,594 is tied to actions/services in the LCAP and \$2,372,245 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Facility costs, Student Meals, Supplies, Materials and Other Operating Services and Fees that are funded with Base and Other funds.

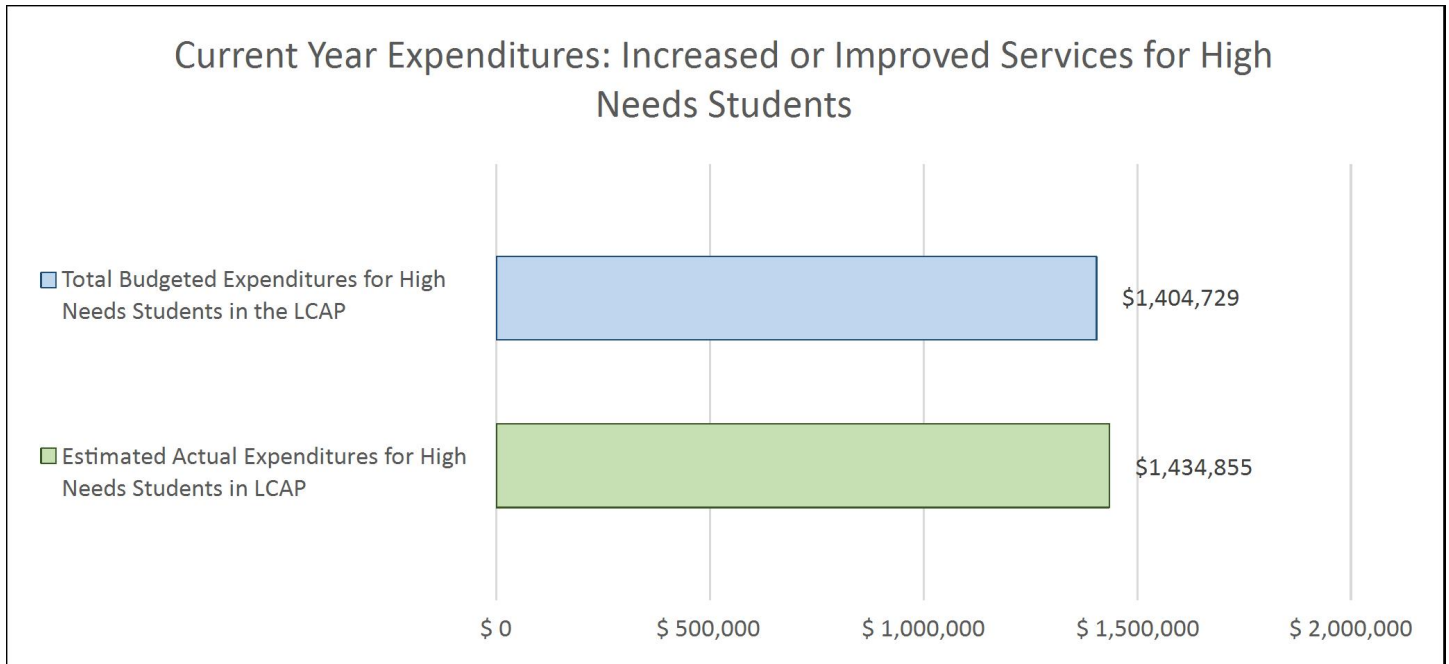
Note: Budgeted expenditures presented in detail in the LCAP are primarily focused on increased and improved services for High Needs Students. We also presented total salaries and benefits funded with Base LCFF and Other sources of funds.

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

In 2019-20, KIPP Sol Academy is projecting it will receive \$1,256,814 based on the enrollment of foster youth, English learner, and low-income students. KIPP Sol Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, KIPP Sol Academy plans to spend \$1,434,855 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, KIPP Sol Academy's LCAP budgeted \$1,404,729 for planned actions to increase or improve services for high needs students. KIPP Sol Academy estimates that it will actually spend \$1,434,855 for actions to increase or improve services for high needs students in 2018-19.



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

KIPP Sol Academy

Contact Name and Title

Mairin Finn
School Leader

Email and Phone

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2017-20 Plan Summary

The Story

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

KIPP 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; it currently serves 506 students.

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. A recent achievement for KIPP Sol is a change in schedule that allows for dedicated time for character lessons that use a social emotional learning curriculum.

The norm day demographics for 2018-2019 are as follows:

Total students enrolled: 506

Low-income: 88.3%

English Learners: 13.6%

Latino: 99%

Students with Disabilities: 11.7%

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. With teacher and leadership retention high, we build capacity to focus on more than just excellent character and academic instruction (Goal 1, All Students Will Achieve) to additionally focus on parent engagement and community advocacy (Goal 2, Support Student, Family, and School Engagement).

Our foci for SY19-20 will continue to build off our our foci for SY18-19 will 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 our reclassification for students who are identified as EL or LETL.
3. We aim to meet the achievement targets for CELDT/ELPAC.
4. 100% of students will have a personal chromebook
5. 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 (see Goal 3, Create Spaces and Opportunities for Student Achievement)

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

We will continue to add additional staffing to supplement our English Learners.

Review of Performance

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

Greatest Progress

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, and music 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.

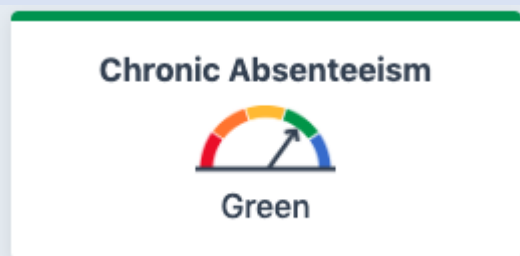
We are proud that our students are learning and growing academically as well as developing as young people who will go on to lead our world.

There is 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 suspension rate declined year over year

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, 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 sustaining student leadership body that initiates school-wide events based on student voice and choice
5. Parents advocating for community needs including our charter renewal, voting and civic engagement, and more!



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

Greatest Needs

Though we did not receive orange or red performance colors in any indicator on the 2018 CA Dashboard, 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. 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 California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

On the 2018 CA Dashboard, our EL chronic absenteeism, ELA achievement for students with disabilities, and Math achievement for students with disabilities were below all student performance. 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. To help close the gaps for our English Learners, we have hired a reading intervention teacher who specifically works with this subgroup using an EL curriculum. Additionally, we have consulted with our region who has

hired an additional EL interventionist who is targeting our LTEL students. In addition to this support, we also hired our own intervention teacher who works solely with our EL students. Our Chronically Absent students have received interventions through a partnership with our school counselors in which extra support has been provided with transportation and family routines and systems. Our counselors go on home visits, provide resources, and offer mental health services for these students. To address our SDW population, we have restructured our Special Education program. We have hired a Special Education Manager who is responsible for coaching our RSP teachers to instructional excellence. All RSP teachers receive weekly observations, feedback, and one on one meetings. Additionally, our SpEd students in 7th and 8th grade have received adjusted schedules that allow the RSP teacher to triple their services minutes in the classroom.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

All students: 70%
 Low-income: 70%
 Eng. Lners: 16%
 Afr. – Amer.: - not enough students
 Latino: 70%
 Stud w/Disab.: 25%
 Foster Youth: not enough data

Baseline

2015-16: 54.9%

17-18

All students: 65%
 Low-income: 63%
 Eng. Lners: 11%
 Afr. – Amer.: not enough students
 Latino: 65%
 Stud w/Disab.: 6%
 Foster Youth: not enough students

Metric/Indicator

Rate of students meeting state-established proficiency levels for Math

18-19

All students: 62%

17-18

All students: 53%
 Low-income: 51%
 Eng. Lners: 14%
 Afr. – Amer.: not enough students

Expected

Low-income: 62%
 Eng. Lners: 16%
 Afr. – Amer.: - not enough students
 Stud w/Disab.: 16%
 Foster Youth: not enough data

Baseline
 2015-16: 73%

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

18-19
 >25%

Baseline
 2016-17: 62.3%

Metric/Indicator
 Rate of students making progress on ELPAC

18-19
 Baseline

Baseline
 n/a

Actual

Latino: 54%
 Stud w/Disab.: 10%
 Foster Youth: not enough students

17-18
 9.4%

18-19 outcomes will be baseline.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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</p>	<p>Last year, the CSD noted CAASPP ELA performance of KSOL’s subgroups as an area for growth. In response, KSOL has pursued a multi-prong strategy to improve subgroup performance in ELA.</p>	<p>1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support</p>	<p>1101 Certificated Teachers - Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1175,1199,1399, 2199 Bonuses, Stipends</p>

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

- First, we have honed in on hiring high-quality teachers to take on the high-stakes of ELA instruction.
- Second, we have increased staff in SpEd and ELD with the aim of paying even greater attention to special-needs students who are also English Learners.
- Third, we have intensified our leadership team’s instructional coaching by adding several ELA content experts.
- Fourth, we have committed all content areas to implementing best practices for literacy instruction and dedicating class time to complex texts.
- Fifth, we have re-committed ourselves to our conferencing practices during DEAR time by tracking our progress toward goals.
- Sixth, we have identified additional professional development opportunities for our ELA teachers, such as the Lucy Calkins writing training.
- Seventh, we have added support curriculum for reading and writing instruction, including

Coordinator
 1175,1199,1399, 2199
 Bonuses, Stipends
 1000-1999: Certificated
 Personnel Salaries Supplemental
 & Concentration 443,543

1000-1999: Certificated
 Personnel Salaries Supplemental
 & Concentration 512,817

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

4401 Classroom Technology
 4000-4999: Books And Supplies
 Base 105,456

4402 Classroom Software 4000-
 4999: Books And Supplies
 Supplemental & Concentration
 33,000

4402 Classroom Software 4000-
 4999: Books And Supplies Base
 42,878

4304 Assessment Materials
 4000-4999: Books And Supplies
 Base 6,000

4304 Assessment Materials
 4000-4999: Books And Supplies
 Base 913

5822 Staff Recruitment 5800:
 Professional/Consulting Services
 And Operating Expenditures
 Base 20,000

5822 Staff Recruitment 5800:
 Professional/Consulting Services
 And Operating Expenditures
 Base 18,000

4404 Staff/Office
 Computer & Printers
 4405 Staff/Office
 Software
 4000-4999: Books And Supplies
 Base 15,000

4404 Staff/Office
 Computer & Printers
 4405 Staff/Office
 Software
 4000-4999: Books And Supplies
 Base 21,000

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 and 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.

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

Listenwise for listening comprehension, No Red Ink for grammar support, and NewsELA for nonfiction reading comprehension.

- And eighth, KSOL has dedicated time to collecting and analyzing subgroup data on assessments.

KSOL is proud to report that our efforts have already contributed to a 1-percent uptick in ELA proficiency among English Learners. However, the 2017-2018 CAASPP results also show that we have more work to do to turnaround declining performance among students with disabilities, socioeconomically disadvantaged students, and Latino students. We firmly believe that, with time, the strategies discussed here will improve student performance for all students, including subgroups whose performance has declined in recent years.

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.

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

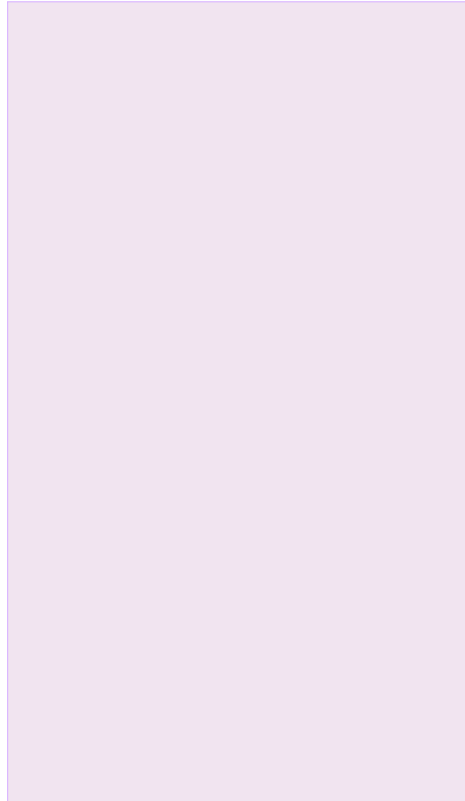
Students to be Served

Low Income

Scope of Services

Schoolwide

Locations



Action 2

Planned Actions/Services

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

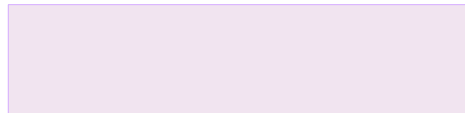
Actual Actions/Services

This year we have made several changes to our program in order to support our EL population.

KSOL's EL Master Plan has taken steps to better define designated ELD time. The plan calls for 5th-8th grade students to receive up to 90 minutes per week of designated ELD instruction during the school day, including instruction using the California-standards-aligned Link to Literacy curriculum by

Budgeted Expenditures

1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 72,694



Estimated Actual Expenditures

1101 Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Title III 13,640

1901 Dean 1000-1999: Certificated Personnel Salaries Base 23,750

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 as 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.

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

DataWorks. We also place EL and LTEL students in homogenous groups based on their ELPAC and reading scores so they can receive needs-based, targeted instruction. Meanwhile, KSOL's LTEL students are pulled from classrooms for one-on-one designated ELD (dELD) support with an intervention teacher who is uniquely focused on serving their academic needs. Direct instruction during the dELD time is differentiated based on student learning levels. We then pull and analyze data from this subgroup on a weekly basis to determine reteach and additional support. On top of school-day supports, KSOL also uses an extended day schedule where EL students have ample supplemental time for dELD instruction.

Up to 120 minutes per week of designated ELD instruction during the school day, including instruction using the Link to Literacy curriculum by DataWorks. In the Link to Literacy curriculum, EL students read to learn by focusing on building vocabulary, reading comprehension, and language skills. This curriculum is divided into three levels to allow for targeted placement and differentiated support depending on a student's unique level of proficiency. This curriculum utilizes an Explicit Direct Instruction (EDI) design, which can be summarized in the following steps:

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.

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

Learning Objective - Teachers provide provide a focused statement describing the skill and concept of the lesson.

Activate Prior Knowledge - Students receive a quick review of a skill or experience with a statement about how it is relevant to the learning objective.

Concept Development - Concept definitions and big ideas are supported by labeled examples. Teachers establish precise academic language and ask questions to check for understanding.

Skill Development - Teachers provide students with concept-based steps with precise language. The curriculum also provides matching problems, one for teachers to model and one for teachers to guide students. Teachers then follow up with questions to check for understanding.

Relevance - The curriculum gives students personal, academic, and real-life reasons why the lesson is important to learn.

Closure - The curriculum asks students to complete skill-based projects, concept-based problems, and writing summaries to provide evidence of learning.

Extra Literacy Support - The curriculum encourages reading level growth, vocabulary development, and comprehension via read-alouds and tracking LTELs' reading levels and page-read goals in Accelerated Reader.

In addition to the DataWorks ELD instruction detailed above, KIPP LA Schools uses an extended day schedule where ample supplemental time, if necessary, can be used for Designated ELD instruction (dELD). As stated in the California Framework for English Language Development, dELD has a strong emphasis on oral language development in actively engaging collaborative discussions. During the school day, teachers use designated time to support all learners during small group instruction, workshops and reteach time. Additionally, during these strategic designated times throughout a school week, teachers will work with EL students one-on-one or in small groups to focus on targeted ELD standards based upon their present levels of performance in English. Groupings of students are highly dynamic to meet the needs of English Learners. Per the California Framework for English Language Development and English Language Arts, the guidance on the general stages of English language development (native language ? emerging ? expanding ? bridging ? lifelong

language learners) are described as a complex and multilayered process that does not necessarily occur in a linear fashion.

Additionally, we have trained all teachers on SDAIE strategies and the components of the ELPAC assessment, so they are more intentional with supporting our EL students.

We are tracking student achievement data every week and are pulling our subgroup data for English Learners as part of this collection. Then we are meeting with teachers to analyze and create action plans for these students.

We hired a reading intervention teacher that only works with students who have EL designation.

We will continue to do this for next year.

Analysis

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

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

All actions listed above are being implemented.

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

This year we prioritized data driven instruction and have effectively been able to monitor progress towards our goals. We are on track of achieving our goals in Math and ELA proficiency as well as EL reclassification. The greatest change for our EL students has been in the targeted ELD instruction and reading intervention. Additionally, attendance at our ELAC meetings has been higher than previous years which has allowed for a greater understanding of the reclassification process for parents. The progress monitoring for this sub group has included multiple domains including, reading fluency, comprehension, listening, speaking, and writing.

In ELA, over 65% of students achieved proficiency, and while this is short of our expected outcome of 73%, we are confident that we will achieve our goal by 2019-20, the final year of the current LCAP. In Math, 53% of students achieved proficiency on the 2018 CAASPP, well within sight of our goal of 55%. We received a performance level of green in ELA and yellow in Math on the 2018 CA Dashboard.

KSOL reclassified 9% of its English Learners from Norm Day 2017 to Norm Day 2018, and over 85% of EL students placed in level 3 or level 4 on the 2018 ELPAC. We will be able to report the percentage of students who advanced one or more performance levels after the 2019 ELPAC. However, as of April 2019 KSol has reclassified 7% of students from Norm Day 2018 to current, putting us on track to improve our results from last year. We expect to meet or surpass our goal of 64% of ELs advancing at least one performance level and/or being reclassified.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is in salaries due to investment in highly qualified institutional staff. We also included full budget for Student technology spending vs just the part funded with supplemental and concentration grant.

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 opted to change one of our metrics measuring school culture in order to improve regional alignment and have greater access to survey respondents' demographic information. Rather than gathering students' sense of safety from the Healthy Kids Survey, we used an internal survey. You can find this in Expected Annual Measurable Outcomes for Goal 2 in our Annual Update. Based on our current and historical performance, we are not making further changes to this goal at this point. Because this is the final year of this LCAP, we are focusing on collecting more data on implementation and impact for all actions and services related to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

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

18-19

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. See list of events below:

- Parent Orientation
- Back to School Night
- Fall/Spring Parent Teacher Conferences
- Financial Literacy Night
- Math Night
- Reading Night
- Technology Night
- Social Media Night
- Resource Fair
- Monthly- Coffee with Admin

18-19

All students: 0%

Metric/Indicator

Suspension rate

Expected

18-19
 All students: <2%
 Low-income: <2%
 Eng. Lners: <2%
 Afr. – Amer.: <2%
 Latino: <2%
 Stud w/Disab.: <2%
 Foster Youth: not enough data

Baseline
 2016-17: 1.2%

Metric/Indicator
 Expulsion rate

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

Baseline
 2016-17: 0%

Metric/Indicator
 Student satisfaction as measured by internally provided surveys

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

Baseline
 2016-17: 80% of students stated they were happy to be at the school

Metric/Indicator
 Average Daily Attendance

Actual

Low-income: 0%
 Eng. Lners: 0%
 Afr. – Amer.: not enough students
 Latino: 0%
 Stud w/Disab.: 0%
 Foster Youth: not enough students

18-19
 All students: 0%
 Low-income: 0%
 Eng. Lners: 0%
 Afr. – Amer.: not enough students
 Latino: 0%
 Stud w/Disab.: 0%
 Foster Youth: not enough students

18-19
 All students: 75%
 Low-income: did not collect this data
 Eng. Lners: did not collect this data
 Afr. – Amer.: not enough students
 Latino: 78%
 Stud w/Disab.: did not collect this data
 Foster Youth: not enough students

18-19
 All students: 97%

Expected

18-19
 All students: 95%
 Low-income: 95%
 Eng. Lners: 95%
 Afr. – Amer.: 95%
 Latino: 95%
 Stud w/Disab.: 95%
 Foster Youth: not enough data

Baseline
 2016-17: 97.2%

Metric/Indicator
 Chronic Absenteeism Rate

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

Baseline
 2016-17: 3.8%

Actual

Low-income: 97%
 Eng. Lners: 98%
 Afr. – Amer.: not enough students
 Latino: 97%
 Stud w/Disab.: 96%
 Foster Youth: not enough students

18-19
 All students: 2%
 Low-income: 3%
 Eng. Lners: 0%
 Afr. – Amer.: not enough students
 Latino: 2%
 Stud w/Disab.: 3%
 Foster Youth: not enough students

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	We are executing all elements of this plan and continue to do so. Families were given our calendar of events at the beginning of the school year. Additionally, parents	2401 Office Manager 2000-2999: Classified Personnel Salaries Base 51,253	2205; 2403 Operations Aide, Ops Support/Receptionist 2000- 2999: Classified Personnel Salaries Supplemental & Concentration 18,872

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.

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.

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4352 Postage for letters sent
4000-4999: Books And Supplies
Base 2,000

4314 Special Event - Food for
parent nights 4000-4999: Books
And Supplies Supplemental &
Concentration 12,000

5504 Fire/Security
5000-5999: Services And Other
Operating Expenditures Base
15,000

5803- KIPP LA Fees - ACE 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental & Concentration
25,775.20

4352 Postage for letters sent
4000-4999: Books And Supplies
Base 1,889

4314 Special Event 4000-4999:
Books And Supplies
Supplemental & Concentration
12,000

Field Trips 5831
Student Incentives 5839
Transportation 5840
End of Year Field Trips 5841
5000-5999: Services And Other
Operating Expenditures
Supplemental & Concentration
78150

5504 Fire/Security 5000-5999:
Services And Other Operating
Expenditures Base 19,646

5803- KIPP LA Fees - ACE 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental & Concentration
16,305

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.

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 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

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Additionally, we have created a culture committee chaired by

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 encourage them plan ahead and attend school.

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Parents will join in to celebrate students who have perfect attendance. Students also receive incentives if their classes have the highest attendance for the month. 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 composed of three-minute scripted mindful breathing, stretching, focusing and relaxation techniques presented to students

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

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

Students to be Served
All

Location(s)

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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.

Parent engagement opportunities exist for all parents and are consistent. The family nights are responsive to student needs and parent requests. Attendance for these events are mixed. During conference week, for example, we had about 97% of parents attend. But when it comes to family nights, attendance is about 15-20%. A key in implementation has been in the front loading of planning and

seeking feedback from stakeholders. Each teacher signed up to support in the planning and hosting of 2 school wide events, including these parent nights.

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

KSOL has not suspended or expelled any students in 2018-19, which meets our goal of maintaining a suspension rate below 2% and an expulsion rate below 1%.

Our Average Daily Attendance of 97% and chronic absenteeism rate of 3%. ADA is strong across all numerically significant student groups, and we expect to stay ahead of our goal of 95% ADA. We also expect that we will meet our goal of maintaining a chronic absenteeism rate below 10%.

KSOL met an additional metric tied to goal #2 by providing multiple opportunities for family engagement, including summer orientation, back-to-school night, 2 week-long parent teacher conferences, more than 3 family engagement meetings, an annual LCAP meeting, and monthly parenting or high school readiness support meetings.

On the 2018 CA Dashboard, we received a performance color of green for chronic absenteeism and blue for suspension. We also met local performance indicators related to this goal, Local Climate Survey and Parent Engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase is in student services such as incentives, transportation, and field trips.

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

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Create spaces and opportunities for student achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

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

Baseline

2016-17: 68%

18-19

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

Metric/Indicator

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

18-19

18-19

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

Expected

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

Baseline
 2016-17: 100%

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

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

Baseline
 2016-17: 100%

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

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

Baseline
 2016-17: 100%

Metric/Indicator

Actual

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

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

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

18-19 (17-18 SARC)

Expected

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

18-19
good repair

Baseline
2016-17: good repair

Actual

Exemplary

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>In order to ensure the appropriate assignment and hiring of compliant qualified teachers we focus on the following:</p>	<p>We continue to focus on hiring experienced, credentialed teachers and ensure proper placement. We've added support roles like a reading intervention teacher and a math intervention teacher to ensure that our subgroups are properly supported.</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 221,820</p>	<p>1105 Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 267,000</p>
<p>Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement.</p>	<p>We continue have an annual teacher recruitment season and comprehensive interview process. This interview process was created by the School Leader, Leadership team, and a group of Teacher Leaders. We normed on our process, questions, and created a rubric for candidate responses.</p>	<p>4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Supplemental & Concentration 20,000</p>	<p>4101 Curriculum Materials and Supplies 4000-4999: Books And Supplies Supplemental & Concentration 5,000</p>
<p>We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring</p>	<p>We continue to work with a credentialing program to help teachers clear credentials. Further, we are blocking our schedules in some grade levels so that multiple</p>	<p>4201 Class sets/library books 4000-4999: Books And Supplies Base 15,000</p>	<p>4201 Class sets/library books 4000-4999: Books And Supplies Base 17,597</p>
		<p>5503 Janitorial Services & Supplies 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 140,000</p>	<p>Janitorial Services & Supplies 5503 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 67,960</p>
		<p>5602 Repair and Maintenance 5000-5999: Services And Other Operating Expenditures</p>	<p>Repair & Maintenance 5602 5000-5999: Services And Other Operating Expenditures</p>

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 core aligned, including the acquisition of new curriculum.

subject teachers are teaching multiple subjects and single subject teachers are teaching single subjects.

Teacher Retention and Support
We continue to work with teachers 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 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.

Supplemental & Concentration
80,000

5824 KIPP School Leadership Program
5825 Other Professional Development
5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 28,250

5601 Rent 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 175,912

5204 KIPP Summit Travel and Accommodations 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 19,735

5803- KIPP LA Fees-talent and Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 102,000

Supplemental & Concentration
136,000

5204, 5824, -KSLP, Start Strong
5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 32,332

5601 Rent 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 180,795

Music 4319
Art 4320
Athletics 4321
4000-4999: Books And Supplies Supplemental & Concentration 7,000

5803- KIPP LA Fees-talent and Ops 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 106,636

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

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

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

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In addition to the KIPP LA contracting for ensuring the school is space is safe, in good repair and aesthetically appealing. KIPP LA conducts internal reviews and audits to maintain consistency and provide feedback on a regular basis.

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.

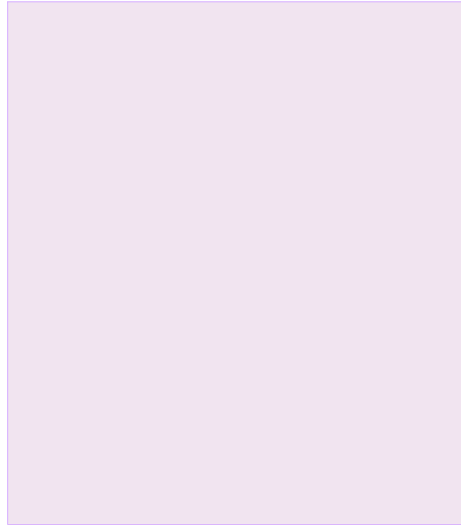
Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and

meeting areas that focus on running operations at the different school sites.

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

Students to be Served
All

Location(s)



Analysis

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

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

All action steps above are being implemented as stated. KIPP Sol has put together a hiring committee for interviewing incoming teachers. We came together to discuss our non-negotiables and then created and normed on questions and the process. The credentialing and talent team through the region only send candidates that qualify for the open roles. Teachers who need support with credentialing are provided support with the region and their progress toward achieving additional certification is monitored and tracked over the course of the year.

Professional development has been offered throughout the year and has been differentiated based on student and teacher needs. Teachers have received development via coaching and designated days in which they are required to look at data for sub groups and create a plan for supporting students based on that data.

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

Our metrics and outcomes are as follows:

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

100% of core teachers are compliant for their subject.

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

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

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

In 2017-18, 100% of KIPP Sol teachers attended training on common core and ELD strategies to support ELs.

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

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

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

Our facility received a rating of “exemplary.”

On the 2018 CA Dashboard, we met all local performance indicators related to this goal (Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Access to a Broad Course of Study).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a

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

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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
- 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 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 April 2, 2019 at 8 am. We chose this time because it is the typical time we do Coffee with Admin and we have had the highest parent attendance at this monthly event.

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 2018-19 goals and providing indicators to our progress for each one of our goals. During this time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. 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 anecdotes 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 2019-2020 as needed.

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 2019 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.

We also consulted with students as part of the planning process for our LCAP and Annual Review. We utilized our internal student survey to gather information on students' opinions of basic services (goal 3), family engagement and culture (goal 2), and academics (goal 1). A bright spot was that over 95% of students reported that "My school wants me to do well." In addition, over 84% of students responded "often" or "always" to the prompt "My school is clean."

Impact on LCAP and Annual Update

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

Stakeholder feedback reinforced existing LCAP goals, actions, and services, and will impact our implementation in 2019-20 and beyond.

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.

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). One of the main discussion points was parent communication and engagement. We reflected on previous years to think back to when it was the best it had been at Sol and the conclusion was our parent engagement was our highest when we had a parent engagement role. Parents shared the strategies they found most effective for their engagement.

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

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 known 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

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

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

menu of adaptive academic software programs including:

Raz-Kids (Learning A-Z)
Accelerated Reader
ST Math
Think Through Math
NewsELA
No Red Ink
Bridges
Illustrative Math
Listenwise
NextGen
IXL Science
IXL Math

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

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Accelerated Reader
ST Math
Think Through Math
NewsELA
No Red Ink
Bridges
Illustrative Math
Listenwise
NextGen
IXL Science
IXL Math

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

Additionally, we have hired 2 intervention teachers (one for literacy and one for math) and 3 full-time special education teachers to support an RTI model approach for student achievement grades 5th - 8th. We also hired a SPED Manager to support our RSP teachers.

School-wide, we have a focus on building a culture of literacy and have dedicated

'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.

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 host 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 provide an extensive catalog of summer programs within the community to share with parents.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	827376	443,543	520,262
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator 1175,1199,1399, 2199 Bonuses, Stipends	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1175,1199,1399, 2199 Bonuses, Stipends
Amount	37570	30,000	30,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology	4000-4999: Books And Supplies 4401 Classroom Technology
Amount	44957	33,000	9,250
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	6,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials	4000-4999: Books And Supplies 4304 Assessment Materials

Amount	10000	20,000	18,000
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	25000
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

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 and other summative 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. Additionally, our EL students will receive targeted ELD instruction.

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.

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.

We will continue with the monthly ELAC committee to share progress and updates regarding our EL students and support.

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.

We will continue with the ELAC committee.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	96389	72,694	13,640
Source	Supplemental & Concentration	Supplemental & Concentration	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention	1000-1999: Certificated Personnel Salaries 1101 Certificated Teachers - Intervention
Amount			31,020
Source			Supplemental & Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries 1901 Dean

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Support student, family and school engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

To increase parent engagement by sustaining or improving number of opportunities for parent involvement at school
 To increase student engagement and securing school safety
 To increase student satisfaction with KIPP 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.

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.

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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 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.

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.

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 SSPT meetings for students at risk as a preventative measure.

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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.

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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 composed of three-minute scripted mindful

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.

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	19,862
Source	Base	Base	Supplemental & Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2401 Office Manager	2000-2999: Classified Personnel Salaries 2205; 2403 Operations Aide, Ops Support/Receptionist
Amount	2000	2,000	3,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent	4000-4999: Books And Supplies 4352 Postage for letters sent

Amount	15000	12,000	12,000
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		79500
Source	Base		Supplemental & Concentration
Budget Reference	4000-4999: Books And Supplies 4405 School Messenger		4000-4999: Books And Supplies Field Trips 5831 Student Incentives 5839 Transportation 5840 End of Year Field Trips 5841
Amount	10000	15,000	15,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security	5000-5999: Services And Other Operating Expenditures 5504 Fire/Security
Amount		25,775.20	16,248
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

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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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In addition all noted items, school invests adequate resources to insure basic services such as proper number of

certificated and classified staff in the classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	236869	221,820	270,934
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	15,000
Source	Base	Supplemental & Concentration	Base
Budget Reference	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies	4000-4999: Books And Supplies 4101 Curriculum Materials and Supplies
Amount	20000	15,000	15,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books	4000-4999: Books And Supplies 4201 Class sets/library books
Amount	130000	140,000	70,000
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	40,000
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 5204, 5824, -KSLP, Start Strong
Amount	5000	175,912	181,018
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	6,000
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	4000-4999: Books And Supplies Music 4319 Art 4320 Athletics 4321

Amount		102,000	106,263
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, Real Estate and Ops
Amount			2,703,739
Source			LCFF Base & Other
Budget Reference			1000-1999: Certificated Personnel Salaries 1000-3999: Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,256,814

Percentage to Increase or Improve Services

33%

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

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.

We are operating in a new and significantly improved facility for past two years. 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.

We are operating in a new and significantly improved facility for past two years. 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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,235,652

33%%

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

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.

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.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$1,158,424

Percentage to Increase or Improve Services

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).

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.

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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.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,528,982.20	1,705,636.00	2,264,723.00	1,528,982.20	4,235,594.00	8,029,299.20
Base	124,253.00	251,129.00	945,205.00	124,253.00	97,000.00	1,166,458.00
LCFF Base & Other	0.00	0.00	0.00	0.00	2,703,739.00	2,703,739.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental & Concentration	1,404,729.20	1,440,867.00	1,319,518.00	1,404,729.20	1,421,215.00	4,145,462.20
Title III	0.00	13,640.00	0.00	0.00	13,640.00	13,640.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,528,982.20	1,705,636.00	2,264,723.00	1,528,982.20	4,235,594.00	8,029,299.20
1000-1999: Certificated Personnel Salaries	738,057.00	817,207.00	1,160,634.00	738,057.00	3,539,595.00	5,438,286.00
2000-2999: Classified Personnel Salaries	51,253.00	18,872.00	24,960.00	51,253.00	19,862.00	96,075.00
4000-4999: Books And Supplies	133,000.00	213,733.00	155,634.00	133,000.00	200,750.00	489,384.00
5000-5999: Services And Other Operating Expenditures	430,647.00	482,551.00	874,245.00	430,647.00	306,018.00	1,610,910.00
5800: Professional/Consulting Services And Operating Expenditures	176,025.20	173,273.00	49,250.00	176,025.20	169,369.00	394,644.20

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,528,982.20	1,705,636.00	2,264,723.00	1,528,982.20	4,235,594.00	8,029,299.20
1000-1999: Certificated Personnel Salaries	Base	0.00	23,750.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base & Other	0.00	0.00	0.00	0.00	2,703,739.00	2,703,739.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	738,057.00	779,817.00	1,160,634.00	738,057.00	822,216.00	2,720,907.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	13,640.00	0.00	0.00	13,640.00	13,640.00
2000-2999: Classified Personnel Salaries	Base	51,253.00	0.00	24,960.00	51,253.00	0.00	76,213.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	0.00	18,872.00	0.00	0.00	19,862.00	19,862.00
4000-4999: Books And Supplies	Base	38,000.00	189,733.00	54,000.00	38,000.00	64,000.00	156,000.00
4000-4999: Books And Supplies	Supplemental & Concentration	95,000.00	24,000.00	101,634.00	95,000.00	136,750.00	333,384.00
5000-5999: Services And Other Operating Expenditures	Base	15,000.00	19,646.00	856,245.00	15,000.00	15,000.00	886,245.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	415,647.00	462,905.00	18,000.00	415,647.00	291,018.00	724,665.00
5800: Professional/Consulting Services And Operating Expenditures	Base	20,000.00	18,000.00	10,000.00	20,000.00	18,000.00	48,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	156,025.20	155,273.00	39,250.00	156,025.20	151,369.00	346,644.20

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	620,237.00	738,454.00	1,041,399.00	620,237.00	653,172.00	2,314,808.00
Goal 2	106,028.20	146,862.00	52,960.00	106,028.20	145,610.00	304,598.20
Goal 3	802,717.00	820,320.00	1,170,364.00	802,717.00	3,436,812.00	5,409,893.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00

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

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

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