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)

LEA Name	Contact Name and Title	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 Navigate College Prep is a free, open-enrollment, public charter school. Our mission at KIPP is to prepare all students with the academic skills, knowledge, and strength of character to succeed in college and in the competitive world beyond. Through a rigorous college-preparatory curriculum that emphasizes critical thinking, analytical writing, and public speaking, students will be empowered to take ownership of their own education and achieve success not only as students but also as active citizens engaged in their communities.

In 2018-19 KIPP Navigate College Prep began its founding year with 9th-grade students. The school will open an additional grade each year being a completely built out 9-12 high school by 2021-2022. The school is committed to actualizing every student's potential by connecting students' purpose, talents, and passions to their learning experiences. We are empowered agents of change and courageously lean into new challenges to positively impact the world around us. KIPP Navigate College Prep serves the following students demographics: 97% of the student body are students of color: 72% Latino, 21% Asian, 7% Other, 75% qualify for free or reduced-price meals, 29% are English Language Learners, and 13% have an IEP. Families regularly engage with our school community through our KIPP Family Association, School Site Council, and founding English Learner

Advisory Committee. Additionally, families attend our quarterly College Success Nights to learn about their students progress in their GPA, ACT, meet their advisors and learn strategies to best set their students up for success in high school and college. Our CIRCLE values are embedded into all that we do. We value Courage, Innovation, Reflection, Collaboration, Leadership, and Empathy. Students learn about how to embody our school values through our advisory program focused on Social Emotional Learning and through Restorative Practices.

LCAP Highlights

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

In our founding year, KIPP Navigate College Prep has had strong initial test scores. Across the KIPP Network, we use ACT interim assessments (IAs) and common end of unit (EOU) assessments in English and Math. Students completed IA#2 in January and are #1 in composite scores and in Algebra for 9th grade compared to all KIPP Network high schools and have grown significantly in all subject areas. Additionally, KIPP Navigate is top in the network for English and Math EOU assessments.

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 Navigate College Prep began operating in the 2018-2019 school year. There is currently no data available in the CA Dashboard.

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

KIPP Navigate College Prep began operating in the 2018-2019 school year. There is currently no data available in the CA Dashboard.

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

KIPP Navigate College Prep began operating in the 2018-2019 school year. There is currently no data available in the CA Dashboard.

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.

The school did not qualify for comprehensive support.

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.

The school did not qualify for comprehensive support.

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.

The school did not qualify for comprehensive support.

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

KIPP Navigate College Prep will be taught by qualified teachers.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
Local Priorities:	Basics (Teachers, Instructional Materials, Facilities)

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator KIPP Navigate College Prep's teachers will be qualified for their roles **18-19** KIPP Navigate College Prep's core teachers will be qualified and appropriately assigned **Baseline** No data in base year.	KIPP's core teachers were qualified and appropriately assigned
Metric/Indicator KIPP Navigate College Prep's teachers will feel supported in their professional development **18-19** KIPP Navigate College Prep's teachers will feel supported in their professional development **Baseline** No data in base year.	86% KIPP teachers felt supported in their professional development

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
Hiring process: KIPP implements a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks.	Fulfilled action/service. Hiring process: KIPP implemented a rigorous hiring process, which included paper screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks by a dedicated team. This dedicated team supplemented the traditional hiring process by focusing on diverse and equitable hiring practices, with goals to bring in staff that could best support high needs students, and increase teaching staff that self-identify as people of color.	$28,096 LCFF	$10,193 Supplemental and Concentration

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous	Fulfilled action/service. Professional development: KIPP provided professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on timely and relevant data. KIPP teachers and staff received professional development as it related to the new Common Core State Standards so that they could successfully implement them into	$88,606 LCFF & Title I	$64,411 LCFF & Title I

course load and strengthen character traits shown to improve academic growth and keep students engaged in school. Coaching: One of the foundational pieces of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals to teachers. KIPP teachers receive ongoing observation, coaching and support from the Assistant Principal.

their classrooms and support students at all levels of proficiency. KIPP teachers received observation, coaching, and support from the Assistant Principal to improve outcomes for students, with a focus on students identified as needing additional interventions. This development and coaching were customized, supporting both the students and the teachers' growth and development. Given the number of students identified as high-need, strong, supported and continuously developed teachers were crucial to improving academic achievement and engagement for all students at the school.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Credentialing Specialist: KIPP employs personnel responsible for supporting the adequate credentialing of our teachers which is subject but not limited to transition, housing and onboarding assistance	Fulfilled action/service. Credentialing specialist: KIPP employed personnel responsible for supporting the adequate credentialing of our teachers. This additional resource ensured that teachers were prepared to offer the highest quality instruction to all students.	$7,515 LCFF	$3,983 Supplemental and Concentration

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.

KIPP has a committed team that supports diversified outreach and vetting of candidates, including a member that specializes in teacher move/transition support. Teachers remained focused on the school's mission, commitment to its values, and were open to collaboration and constant learning. This was reinforced through coaching, feedback evaluation and tailored professional development. The Leadership Team was responsible for evaluating all teachers and support staff. A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the curriculum. The annual performance assessments were based on those standards. The school established clearly defined criteria for performance reviews and feedback that included:
  - Commitment to the school's mission and goals
  - Successful implementation of the curriculum and educational philosophy
  - High level of professionalism
  - High level of accomplishment
  - Effective participation in the school's staff and team

Tools used in the evaluation process:
  - Written evaluations based on classroom observations
  - Self-evaluation completed by the teacher being evaluated
  - Student performance on major assessments
  - Feedback from parents

Ensuring that our teachers are credentialed ensures that our students are prepared to go to and through college. This dedicated resource supports our school and teachers at KIPP. This support includes but is not limited to transition, housing and onboarding assistance.

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

Actions and services listed above have contributed to meeting the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*Material difference defined as 1% or more of the school's total operating budget.

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 modified and will now be listed under the larger goal, "all students will have the spaces, resources and opportunities to achieve." All metrics associated with the original goal will also move to the modified goal. This change has been put in place to create a more accessible LCAP for our school community.

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

KIPP Navigate College Prep's teaching staff will have the most up to date standards aligned instructional materials and professional skills needed to prepare all students for KIPP's common core curriculum and broad course selection.

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:	Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator survey: Teachers respond positively on an annual survey regarding having access to state standards aligned instructional materials **18-19** 70% of teachers respond positively on an annual survey regarding access to state standards aligned instructional materials **Baseline** No data in base year	63% of teachers responded positively on an annual survey regarding access to state standards-aligned instructional materials
Metric/Indicator 100% of students are enrolled in a broad and rigorous course schedule **18-19** 100% of students will be enrolled in a broad and rigorous course schedule **Baseline** No data in base year	100% of students were enrolled in a broad and rigorous course schedule

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
Resources: KIPP prioritizes the need for excellent resources and provides teachers with the supplies and learning tools that they need to successfully teach common core curriculum in the classroom.	Fulfilled actions/services. Resources: KIPP prioritized the need for excellent resources and provided teachers with the supplies and learning tools that they needed to teach Common Core curriculum in the classroom successfully. The annual selection process for materials was a robust, in-depth review of student performance data by subgroup. Only materials that could meet the needs of all students were selected and used to bring all student subgroups to the highest level of achievement.	$116,419 LCFF	$80,839 LCFF

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher salaries: We offer competitive teacher salaries that allow us to attract effective staff that can offer diverse programming.	Fulfilled actions/services. Teacher salaries: KIPP is dedicated to the "more time in schools" model to best support high need students. All teachers committed to this increased instructional time, and we offered competitive teacher salaries to attract a capable and diverse staff that committed to this approach.	$52,622 LCFF	$49,230 Supplemental and Concentration

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Special education: KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA. Our special education department offers interventions to students with IEPs.	Fulfilled actions/services. Special education: KIPP offered an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA and San Mateo SELPA. Our special education department offered interventions for students with IEPs.	$104,434 LCFF	$81,205 Special Education

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.

There was a continued partnership with other KIPP schools in the region to create curriculum resources and common benchmark assessments that were aligned to the Common Core State Standards. Teachers were provided with tools and resources for use in their classrooms. There was a rigorous selection process to determine the tools and resources for alignment with common core and college and career readiness standards. Course scheduling and student assignments were part of a Leadership and Teacher collaboration to ensure that students were best supported in their learning. This intentional and individualized approach to scheduling using data and feedback better prepares students for success in high school, college and beyond. KIPP believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. KIPP implemented comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child.

All students had access to a broad course of study. Additionally, programs and services were developed and provided to individuals with exceptional needs, including students on an IEP. KIPP offers enrichment courses to all students, including various music options, physical education, and student leadership.

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

The school did not meet all metrics associated with the stated goal. The school still believes that the investment in these actions and services will improve outcomes in future years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*Material difference defined as 1% or more of the school's total operating budget.

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 modified and will now be listed under the larger goals, "all students will have the spaces, resources and opportunities to achieve" and "all students will achieve." All metrics associated with the original goals will also move to the modified goals. These changes have been put in place to create a more accessible LCAP for our school community.

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

KIPP Navigate College Prep's school facility will be maintained and in good condition.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: Basics (Teachers, Instructional Materials, Facilities),

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Students, staff and families will respond positively when asked about school facility conditions. **18-19** 65% of students, staff and families will respond positively when asked about school facility conditions **Baseline** No data in base year.	73% of students and 92% of families responded positively when asked about school facility conditions
Metric/Indicator Rating of "fair" and above during annual facility walk-through using the KIPP Facility Inspection Tool (FIT) **18-19** Rating of "fair" and above during annual facility walk-through using the KIPP Facility Inspection Tool **Baseline** No data in base year.	KIPP received a rating of "good" during the annual facility walk-through using the KIPP Facility Inspection Tool (FIT)

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
Custodial and facility staff: KIPP will prioritize creating a safe and clean learning environment by maintaining the school facility in good condition. Regular reviews of the school facility will be conducted and documented. Any issues will be addressed in partnership with the landlord.	Fulfilled action/service. Custodial and facility staff: KIPP supports and operates schools in communities that have the highest need. KIPP invested in the maintenance of district buildings to maintain them at the standard that all students deserve. KIPP prioritized creating a safe, clean and welcoming learning environment by keeping school facilities in good condition. We conducted site reviews of the school facility. We addressed facility issues in partnership with the landlord.	$23,242 LCFF	$23,241 LCFF

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilities and emergency procedures: KIPP will take the necessary steps to make sure the school facility is safe and secure. This requires regular maintenance on our facility, gates, and locks. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff.	Fulfilled action/service. Facilities and emergency procedures: KIPP supports and operates schools in communities that have the highest need. KIPP invested in the maintenance of district buildings to maintain them at the standard that all students deserve. KIPP took the necessary steps to make sure the school facility was safe and secure by requiring regular maintenance on	$14,301 LCFF	$3,700 LCFF

	our facility, gates, and locks. KIPP put in place procedures for emergencies to ensure the safety of our students and staff.

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.

KIPP provides a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading. Regular and preventative maintenance and a strong focus on process and procedures were all effective systems in making progress towards our goal. A comprehensive review of the safety and integrity of our structures and emergency systems was conducted with representatives from our school and regional office. The school also works diligently with public safety officers such as the Fire Marshall to ensure we are consistently up to code.

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

Actions and services listed above have contributed to meeting the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*Material difference defined as 1% or more of the school's total operating budget.

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 modified and will now be listed under the larger goal, "all students will have the spaces, resources and opportunities to achieve." All metrics associated with the original goal will also move to the modified goal. This change has been put in place to create a more accessible LCAP for our school community.

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

English Learners will achieve proficiency in the English language through the school's services and teaching methods.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

                    Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Implementation of Academic Standards

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator EL Reclassification rates at KIPP Navigate College Prep **18-19** 30% of EL KIPP Navigate College Prep students will reclassify by the year-end assessment. **Baseline** No data for base year.	No data available in first year of operation; KIPP English language learner annual reclassification results will be available in the the 20-21 LCAP annual update

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
A KIPP administrator will be trained to administer the ELPAC to	Fulfilled action/service.	$5,472 LCFF	$20,389 LCFF

English Learner students. KIPP teachers will use techniques that maximize learning for English Learner students.	Support for English learners: A KIPP administrator was trained to administer the ELPAC and support the success of English Learner students. KIPP teachers used techniques that maximized learning for English Learner students.

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.

KIPP recognizes the importance of valuing students' native languages and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, and life-skills curriculum. KIPP complied with all federal, state, and judicial mandates for English Language Learners (ELL) as it pertained to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement.

In accordance with KIPP's philosophy of no excuses and more time on task, all students who are ELL are expected to become proficient in the English language at a rapid pace. Based on a substantial research base proving the benefits of a structured English immersion program, KIPP supports a comprehensive structured immersion program for its ELL students. English Proficient students participated in a mainstream English Language Arts program with a curriculum based on the California common core content standards. Teachers of English Language Learners at KIPP taught to the English Language Development standards as set forth by the California Department of Education. KIPP ensured that all ELL students had access to the core content and college and career readiness standards.

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

The school believe that the actions and services listed above will contribute to meeting the metrics associated with this goal in future years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*Material difference defined as 1% or more of the school's total operating budget.

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 modified and will now be listed under the larger goal, "all students will achieve." All metrics associated with the original goal will also move to the modified goal. This change has been put in place to create a more accessible LCAP for our school community.

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

KIPP Navigate College Prep will support common core state standards in the classroom and improve student's achievement levels.

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 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator KIPP Navigate College Prep student's overall performance on state testing (SBAC) will meet or exceed the overall performance of the district in which it resides for students **18-19** No data will be available. **Baseline** No data in base year.	No data available in first year of operation

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
Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school. Coaching: One of the foundational pieces of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals to teachers. KIPP teachers receive ongoing observation, coaching and support from the Assistant Principal.	Fulfilled actions/services. Professional development: KIPP provided professional development for all teachers, based on individual goals, school goals, and the needs of the students based on timely and relevant data. KIPP teachers and staff received professional development as it related to the new Common Core State Standards so that they could successfully implement them into their classrooms and support students at all levels of proficiency. KIPP teachers received observation, coaching, and support from the Assistant Principal to improve outcomes for students, with a focus on students identified as needing additional interventions. This development and coaching were customized, supporting both the students and the teachers' growth and development. Given the number of students identified as high-need, strong, supported and continuously developed teachers were crucial to improving academic achievement and engagement for all students at the school.	$88,606 LCFF & Title I	$64,411 LCFF & Title I

Analysis

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

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

The content of KIPP curriculum focuses on building upon foundational skills coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state regulations, KIPP provides the standard age-appropriate curriculum for Mathematics, Science, English-Language Arts and History-Social Science at each grade level.

In line with our mission to prepare all students for success in college and beyond, KIPP supports both Common Core State Standards ("CCSS") and ACT College and Career Readiness Standards ("CCRS") for its students. The CCSS represent the knowledge and skills that prepare students for college and career. The CCRS standards and assessments provide a way to measure the knowledge and skills and are gateway assessments of whether students are ready to enter college. Together, these standards and assessments ensure that our students are ready to take on the rigors of college and future careers.

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

The school believe that the actions and services listed above will contribute to meeting the metrics associated with this goal in future years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*Material difference defined as 1% or more of the school's total operating budget.

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 modified and will now be listed under the larger goal, "all students will achieve." All metrics associated with the original goal will also move to the modified goal. This change has been put in place to create a more accessible LCAP for our school community.

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 6

KIPP Navigate College Prep's parents/guardians will be engaged in their children's education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School holds multiple teacher / parent conference opportunities **18-19** KIPP Navigate College Prep will provide parents with the opportunity to meet with teachers via progress conference meetings held in the beginning, middle and end of the school year (3-times) **Baseline** No data in base year	KIPP provided parents with the opportunity to meet with teachers via progress conference meetings held at the beginning, middle and end of the school year (3-times)
Metric/Indicator School provides multiple opportunities for parent engagement by hosting regular parent meetings **18-19** KIPP Navigate College Prep will provide more than six (6) KIPP opportunities for parent participation. **Baseline** No data in base year	KIPP provided more than twelve (12) KIPP opportunities for parent participation
Metric/Indicator	94% of KIPP families are satisfied with the parent participation opportunities available at the school

Expected	Actual
Parents will respond positively when asked about their satisfaction with parental involvement at the school **18-19** KIPP Navigate College Prep's survey results will be maintained or indicate an increase in satisfaction with parent participation at the school. **Baseline** No data in base year	

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
Parental involvement: KIPP Navigate College Prep will encourage parents to be active members of the school by providing opportunities for engagement (KIPP Family Association, SSC meetings, community events, workshops, etc.)	Fulfilled actions/service. Parental involvement: KIPP encouraged parents to be active members of the school by providing opportunities for participation (i.e., KIPP Family Association, LCAP meetings, student productions to showcase talent). Efforts were made to support and encourage families with the highest need to attend and participate, including translated materials, additional staff onsite for events and various engagement times and opportunities to meet the needs of family schedules. A staff member at the school was selected and funded to increase the level of engagement of families.	$9,875 LCFF	$10,113 Supplemental and Concentration

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communication resources: Communication between teachers/administrators and students/families will be encouraged by issuing work cell phones to KIPP staff.	Fulfilled actions/service. Communication resources: as a continued commitment to the "more time" model that supports struggling students, communication between teachers and students/families was encouraged by issuing work cell phones to KIPP staff. Calls outside of the regular school day allowed students/families to get the additional support needed to make progress on coursework and help build meaningful relationships between staff and families.	$5,118 LCFF	$5,118 Supplemental and Concentration

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.

At KIPP, we believe that if we can engage parents in a meaningful way, we can help build parents' efficacy, recognize our families as true assets to the school, and leverage the community's strengths, experiences, and knowledge to build and develop the school. We also hope that this involvement adds to our families' abilities, as well, creating lasting change that will stay with them throughout their experiences, at our school and beyond.

We communicate with families regularly through multiple modes including, but not limited to: newsletters, emails, phone calls, and text messages. Students and families have staff member's email address and cell phone number to reach out about homework support or for other concerns or questions. Progress reports and report cards are sent home throughout the year to keep families informed about their student's academic success. Families are encouraged to set up conferences with teachers and the school provides multiple opportunities to connect with parents/guardians. Any student who is in danger of retention is required to meet with teachers and administrators to identify additional supports. Each year the school begins forming relationships with families during orientation, prior to the start of the new year. This early welcome allows students and families to feel more connected to the school and start a successful year.

KIPP's KFA (KIPP Family Association) has active families that participate in monthly meetings to plan and implement special events for students, families and the community, and advocate for the school's continued academic growth. Parents are the primary drivers of KIPP's KFA. The school leader meets regularly with the KFA team to assist with any projects and to ensure alignment between the school and the community.

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

Actions and services listed above have contributed to meeting the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*Material difference defined as 1% or more of the school's total operating budget.

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 modified and will now be listed under the larger goal, "all students and families will be engaged with the school community." All metrics associated with the original goal will also move to the modified goal. This change has been put in place to create a more accessible LCAP for our school community.

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 7

KIPP Navigate College Prep will create an engaging school environment that encourages students to attend classes regularly and stay committed to graduating.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Average daily attendance **18-19** The school will report at or above 95% average daily attendance at P2 **Baseline** No data in base year	KIPP reported 97% average daily attendance at P2
Metric/Indicator Student drop-out rates **18-19** Student drop-out rates will be below 3%. **Baseline** No data in base year	No data, school was not in operation
Metric/Indicator Chronic Absenteeism **18-19** Chronic absence rates will remain below 15% **Baseline**	KIPP is tracking at a rate of 7% at P2 reporting

	Expected	Actual
	No data in base year	

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
Innovation and personal learning: KIPP values innovation in the classroom and strives to find new ways to better teach our students. Through personalized learning and assessments we can track our student's progress and set realistic high expectations. By keeping students engaged in the classroom we can improve attendance rates.	Fulfilled action/service. Innovation and personalized learning: KIPP values innovation in the classroom and strives to find new ways to teach our most vulnerable students. Through personalized learning and assessments we tracked individual student progress and set high achievement expectations. This individualized process and reinforcement of high achievement encouraged student engagement and attendance.	$3,392 LCFF	$3,874 Supplemental and Concentration

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.

Students are expected to be in class each day and on time so that they are ready to learn. It is the responsibility of the parents/guardians to see that their children attend school regularly and on-time. This expectation is communicated to students and families. It is important that students be in class and ready to learn at the beginning of the school day. Students engage in community circles, engage in social-emotional learning and team building using innovative tools, resources and techniques provided by teachers and supported by the leadership team.

The schools holds regular interventions for students who are not consistently attending school, in which we leverage our operations associate to communicate with families who have attendance concerns. We also ensure that attendance is taken accurately on-time and that parents are notified immediately if their child is not on time or not present in class.

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

Actions and services listed above have contributed to meeting the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*Material difference defined as 1% or more of the school's total operating budget.

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 modified and will now be listed under the larger goal, "all students and families will be engaged with the school community." All metrics associated with the original goal will also move to the modified goal. This change has been put in place to create a more accessible LCAP for our school community.

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 8

KIPP Navigate College Prep will minimize the amount of student suspensions and expulsions in order to build a positive school climate.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Out of school expulsion rates **18-19** Suspension data will not be applicable / available in the 18-19 SY. **Baseline** No data in base year	KIPP's final suspension data will be available in the CA Dashboard in the fall of 2019
Metric/Indicator School expulsion rates **18-19** Expulsion data will not be applicable / available in the 18-19 SY, **Baseline** No data in base year	KIPP's final expulsion data will be available in the 20-21 LCAP annual update
Metric/Indicator Survey: Students, staff and families will respond positively when asked about school safety on an annual survey. **18-19**	85% of students and 100% of staff responded positively when asked about "students feeling/being safe at school" on an annual survey

	Expected		Actual

Expected	Actual
50% of students, staff and families will respond positively when asked about school safety on an annual survey. **Baseline** No data in base year	

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
Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school. Coaching: One of the foundational pieces of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals to teachers. KIPP Navigate College Prep teachers receive ongoing observation, coaching and support from	Fulfilled action/service. Professional development: KIPP provided professional development for all teachers, based on individual goals, school goals, and the needs of the students based on timely and relevant data. KIPP teachers and staff received professional development as it relates to the new Common Core State Standards so that they could successfully implement them into their classrooms and support students at all levels of proficiency. KIPP teachers received observation, coaching, and support from the Assistant Principal to improve outcomes for students, with a focus on students identified as needing additional interventions. This development and coaching were customized, supporting both the students and the teachers' growth and development. Given the number of	LCFF & Title I $88,606	$64,411 LCFF & Title I

the Assistant Principal.	students identified as high-need, strong, supported and continuously developed teachers were crucial to supporting academic achievement and engagement for all students at the school.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Character development: KIPP staff will support in implementing restorative practices and social emotional learning into the framework of our schools.	Fulfilled action/service. Character development: KIPP staff supported restorative practices and social-emotional learning at our schools. Students who attend KIPP may face challenges including food scarcity, shared living spaces, limited access to essential resources and sometimes even severe trauma. Supporting a restorative approach to behavioral interventions and leveraging strong social-emotional instruction ensured we were working with our students and families to develop character traits that lead to success in school and life. *Partially funded by other sources.	LCFF & Philanthropy $15,692	$2,338 Supplemental and Concentration *Partially funded by other sources.

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.

KIPP combined California's rigorous content standards with the pedagogical methodologies that have proven successful in other established schools serving high-needs students, including character education, extra-curricular activities, technology, and community service. As young adults grow from year-to-year, they experience new challenges, new emotions, and new situations. Students need more than academic and intellectual skills alone to thrive in college, career, and life. When school is a positive place to be, students and teachers are happy to be there, do their best, and make their best even better. Research has shown that positive school culture is the basis for sustainable learning and preparation for the tasks and tests of life and that positive school culture and climate has a direct impact on students' academic success, graduation rates, and overall well-being and connection to their school community.

KIPP has built a strong and supportive high school environment through both SEL and Restorative Practices. Social Emotional Learning (SEL) is developing social and emotional competence in order to understand, manage, and express the social-emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. Restorative Practices is a component of our approach to SEL and refers to a behavior management philosophy that seeks to redress the harms created by conflicts by repairing the relationships of those most directly involved. Second Step Curriculum supports our SEL work in the classroom, and The Complete Restorative Practices Implementation Guidebook has been developed by KIPP's school culture team to guide school leadership. Like our academic approach, we infused the bulk of our social-emotional support into the general education curriculum through community circles and teaching young adults how to respond to situations that arose in class.

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

Actions and services listed above have contributed to meeting the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

*Material difference defined as 1% or more of the school's total operating budget.

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 modified and will now be listed under the larger goal, "all students and families will be engaged with the school community." All metrics associated with the original goal will also move to the modified goal. This change has been put in place to create a more accessible LCAP for our school community.

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 9

KIPP Navigate College Prep will prepare students for college and beyond.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of KIPP students scoring a 3 or better on AP tests will be the same or above the state average for schools with similar demographics. **18-19** NA **Baseline** No data in base year	No data available in first year of operation
Metric/Indicator KIPP Navigate College Prep's senior graduation rates will be above the state average for schools with similar demographics **18-19** NA **Baseline** No data in base year	No data available in first year of operation

Expected	Actual
Metric/Indicator % of courses offered at KIPP Navigate College Prep that are A-G Certified **18-19** 95% of courses offered at KIPP Navigate College Prep will be A-G Certified **Baseline** No data in base year	95% of courses offered were A-G certified

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
KIPP college counselors ensure that all students have the skills, resources and guidance that they need to navigate the road to college and beyond.	Action and service not fulfilled in 18-19 school year due to grade levels served and school need. Counselors will be employed in future years to meet these requirements. KIPP college counselors ensure that all students have the skills, resources and guidance that they need to navigate the road to college and beyond.	$0 LCFF	$0 Supplemental and Concentration

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
KIPP will provide educational opportunities for families, such as financial literacy training to students and parents through the KIPP Through College Program.	KIPP will provided educational opportunities for families, such as financial literacy training to students and parents through the KIPP Through College Program.	$0 Philanthropy	$0 Philanthropy

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?

KIPP operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Staff members who choose to work at KIPP commit to doing whatever it takes to ensure that students succeed. By making a choice and commitment to be part of the school community, students, parents, and staff at KIPP play an integral role in the school's success. Parents are a vital part of this partnership and are critical stakeholders in the school.

This year's annual Local Control and Accountability planning process allowed parents to engage in meaningful ways: developing, refining and reflecting on the goals and actionable steps to improve outcomes for students. Parents were invited to attend LCAP meetings led by the School Leader throughout the year. These meetings topics included: the CA State Dashboard and LCAP alignment, the state's priorities, the specific goals for the school and the actionable steps to achieve those goals. The school gathered input during meetings through small group exercises where families brainstormed together and shared feedback with the community and school leadership. Additionally, LCAP surveys were distributed in paper and online form to collect input from students, teachers, and families. An interpreter was present at these meetings and translated materials were made available in the school's most common languages to create equitable engagement. The collective information shared during the annual LCAP process was used to update and improve the schools' priorities and the feedback indicated that KIPP's mission continued to be in line with the goals of the school community.

This year the school continued their collaboration with various departments at the regional level to help inform goals, metrics and outcomes including Operations, Data, Human Resources, Finance, and Academics. The Data Team worked to analyze years of data showing trends about parent engagement, school climate, and student achievement. Most importantly, the school engaged more actively with the community and leadership to best capture the meaningful school level work that happens each day. LCAP planning and engagement began earlier in the school year, and included new presentation materials that allowed families to engage more equitably. Support was increased at meetings and events to answer questions and be available for discussion. This increased involvement and availability strengthened trust and accountability between the KIPP organization, the school and the community.

Impact on LCAP and Annual Update

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

The ideas and preferences in parent, student and staff surveys were analyzed and used to influence the school's LCAP. The results of the surveys along with feedback that we received from families during the involvement process indicated that we needed to continue to focus on:

More 1 on 1 supports from teachers for all students and English language learners to improve academic outcomes: KIPP will continue to support teachers for this level of student learning and engagement. Professional development will be provided that helps teachers identify and support the differentiated needs of students.

Stronger student relationships to teachers and staff for homeless and foster youth: KIPP will continue to provide email and phone numbers for regular access to teaching staff for student academic support. Teachers are available before an afterschool for additional supports.

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)

Modified Goal

Goal 1

All students will achieve academically.

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:

Continuous improvement of pupil outcomes.

To increase the rate of students who meet or exceed state standards in English language arts on the SBAC assessment.
To increase the rate of students who meet or exceed state standards in mathematics on the SBAC assessment.
To increase the number of students making annual progress in English language learning.

*Metrics below were not yet fully measurable given the timing of data collection and the requirements for LCAP completion. LCAP metrics below instead reflect prior year data reporting in the designated year to capture a more complete annual metric, including SBAC ELA, SBAC Math, and English learner reclassification.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA: State testing results for English Language Arts.	Exceeding District Results	School not in operation	No prior year results to report in 18-19, school was not in operation	No data to report, school will not be serving a grade level that participates in state

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				testing until the 20-21 school year
SBAC Math: State testing results for Mathematics.	Exceeding District Results	School not in operation	No prior year results to report in 18-19, school was not in operation	No data to report, school will not be serving a grade level that participates in state testing until the 20-21 school year
English Learner Reclassification Rate: The rate in which students who are classified and received supports as English Learners become proficient in the English Language, as measured by annual state and local assessments.	Greater Than 30% Annually	School not in operation	No prior year results to report in 18-19, school was not in operation	Greater Than 30% Annually
Advanced Placement Exams: College-level curricula and examinations.	Greater than 50% Annually and/or percentage increase YoY of students participating in AP testing with a score of three (3) or better	School not in operation	No prior year results to report in 18-19, school was not in operation	Greater than 50% Annually and/or percentage increase YoY of students participating in AP testing with a score of three (3) or better

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)

English Learners

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

Limited to Unduplicated Student Group(s)

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A KIPP administrator will be trained to administer the CELDT to English Learner students. KIPP teachers will use techniques that maximize learning for English Learner students.	Support for English learners: A KIPP administrator will be trained to administer the ELPAC and support the success of English Learner students. KIPP teachers will use techniques that maximize learning for English Learner students.	Support for English learners: A KIPP administrator will be trained to administer the ELPAC and support the success of English Learner students. KIPP teachers will use techniques that maximize learning for English Learner students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$5,472	$11,168
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

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)

Students with Disabilities
Specific Student Groups: Students with IEPs

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

All Schools

<div align="center">OR</div>

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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Special education: KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA and San Mateo SELPA. Our special education department offers interventions to students with IEPs.	Special education: KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA and San Mateo SELPA. Our special education department offers interventions to students with IEPs.	Special education: KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA and San Mateo SELPA. Our special education department offers interventions for students with IEPs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$104,434	$156,510
Source	Special Education	Special Education	Special Education

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)

[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

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Innovation and personal learning: KIPP values innovation in the classroom and strives to find new ways to better teach our students. Through personalized learning and assessments we can track our student's progress and set realistic high expectations. By keeping students engaged in the classroom we can improve attendance rates.	Innovation and personalized learning: KIPP values innovation in the classroom and strives to find new ways to teach our most vulnerable students. Through personalized learning and assessments we can track individual student progress and set high achievement expectations. This individualized process and reinforcement of high achievement encourage higher student outcomes, engagement and attendance.	Innovation and personalized learning: KIPP values innovation in the classroom and strives to find new ways to teach our most vulnerable students. Through personalized learning and assessments we can track individual student progress and set high achievement expectations. This individualized process and reinforcement of high achievement encourage higher student outcomes, engagement and attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$3,392	$18,870
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 4

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
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into	Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent and relevant data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement	Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent and relevant data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement

their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.

Coaching: One of the foundational pieces of our ongoing staff development is customized, targeted one-on-one coaching provided by Assistant Principals to teachers. KIPP teachers receive ongoing observation, coaching, and support from the Assistant Principal.

them into their classrooms and support students at all levels of proficiency. KIPP teachers receive ongoing observation, coaching, and support from the Assistant Principal to improve outcomes for students, with a focus on students identified as needing additional interventions. This development and coaching are customized, supporting both the students and the teachers' growth and development. Given the number of students identified as high-need, strong, supported and continuously developed teachers will improve academic achievement and engagement for all students at the school.

them into their classrooms and support students at all levels of proficiency. KIPP teachers receive ongoing observation, coaching, and support from the Assistant Principal to improve outcomes for students, with a focus on students identified as needing additional interventions. This development and coaching are customized, supporting both the students and the teachers' growth and development. Given the number of students identified as high-need, strong, supported and continuously developed teachers will improve academic achievement and engagement for all students at the school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$88,606	$144,862
Source	LCFF & Title I	LCFF & Title I	LCFF & Title I

Action 5

[Add Students to be Served selection here]		[Add Location(s) selection here]

OR

English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

	New Action	New Action
		Title III support for English learners: funds are used to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet
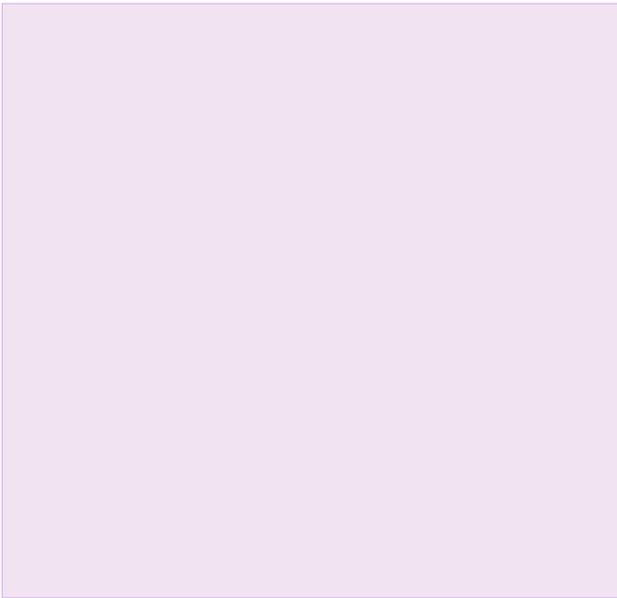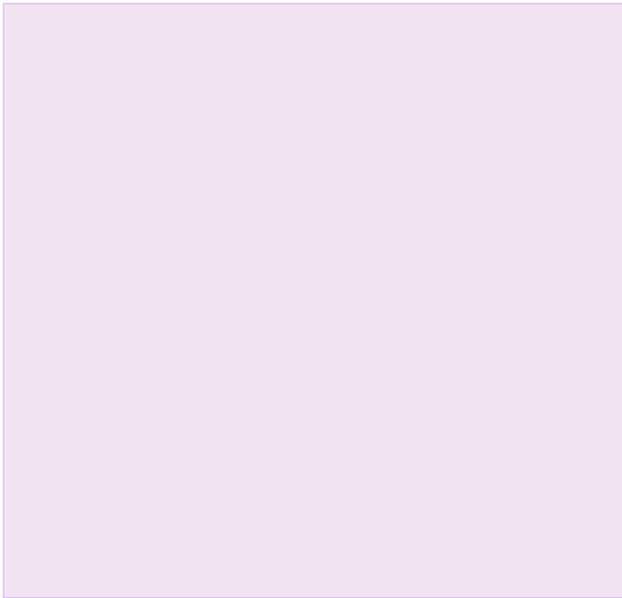
		the same challenging state academic standards as all other students. We accomplish these objectives by using Title III dollars to fund APs, content specialists (ELA instructional coaches), and ELA instructional leaders (e.g. ELA department chairs) at each of our schools. These positions provide high-quality supplemental professional development for school teachers and other school-based staff to support English learners. Action being added to the LCAP to create more transparency with our community about the use of federal funds.

Budgeted Expenditures

Amount			$2,663
Source			Title III

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)

Modified Goal

Goal 2

All students and families will be engaged with the school community.

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:

Continuous improvement of student, family and school engagement.

To increase parent engagement by sustaining or improving the number of opportunities for parental involvement.
To increase school attendance rates and reduce chronic absenteeism rates.
To keep students engaged and excited about school, increasing graduation rates and decreasing suspensions and expulsions.
To increase staff, student and family satisfaction with the school's climate.

*Some metrics below were not yet fully measurable given the timing of data collection and the requirements for LCAP completion.
Select LCAP metrics below instead reflect prior year data reporting in the designated year to capture a more complete annual metric, including chronic absenteeism, suspensions, expulsions, and drop-out rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement Opportunities: Number of scheduled events in the school year where parents and/or community are invited to participate.	At or Above 6 Events	School was not in operation	KIPP provided more than twelve (12) KIPP opportunities for parent participation	At or Above 6 Events
Parent Engagement Satisfaction: Annual school culture survey results: parents share their satisfaction level with the available opportunities for parental involvement at the school.	At or Above 70% Satisfaction	School was not in operation	94% of KIPP families are satisfied with the parent participation opportunities available at the school	At or Above 70% Satisfaction
Student Average Daily Attendance: The average percent of students attending school daily.	At or Above 95%	School was not in operation	97% average daily attendance	At or Above 95%
Student Chronic Absenteeism: Percent of students missing 10% or more of the enrolled school year.	At or Below 15% or Decrease YoY of 3%	School was not in operation	No prior year data to report in 18-19, school was not in operation	At or Below 15% or Decrease YoY of 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Suspensions: The percent of students (count) that have been suspended from school.	Less Than 7%	School was not in operation	No prior year data to report in 18-19, school was not in operation	Less Than 7%: All Students Low Income English Learners SPED
Student Expulsions: The percent of students (count) that have been expelled from school.	Less Than 7%	School was not in operation	No prior year data to report in 18-19, school was not in operation	Less Than 7%: All Students Low Income English Learners SPED
Drop Out Rate: Students who dis-enroll and do not re-enroll in another public, private or alternative program or school.	Less Than 3%	School was not in operation	No prior year data to report in 18-19, school was not in operation	Less Than 3%: All Students Low Income English Learners SPED
School Safety: Annual school culture survey results: teachers and students share their perception of school safety.	80% Neutral or Above	School was not in operation	85% of students and 100% of staff responded positively when asked about "students feeling/being safe at school" on an annual survey	80% Neutral or Above

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)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parental involvement: KIPP will encourage parents to be active members of the school by providing opportunities for involvement (KIPP Parent Association, LCAP meetings, student productions to showcase talent, etc.)	Parental involvement: KIPP will encourage parents to be active members of the school by providing opportunities for participation (i.e., KIPP Family Association, LCAP meetings, student productions to showcase talent). Efforts are made to support and encourage our families with the highest need to attend and participate, including translated materials, additional staff onsite for events and various engagement times and opportunities to meet the needs of family schedules. A staff member at the school	Parental involvement: KIPP will encourage parents to be active members of the school by providing opportunities for participation (i.e., KIPP Family Association, LCAP meetings, student productions to showcase talent). Efforts are made to support and encourage our families with the highest need to attend and participate, including translated materials, additional staff onsite for events and various engagement times and opportunities to meet the needs of family schedules. A staff member at the school

| | was selected and funded to increase the level of engagement of families. | was selected and funded to increase the level of engagement of families. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$9,875	$11,419
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

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)	**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)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Communication resources: Communication between teachers/administrators and	Communication resources: as a continued commitment to the "more time" model that supports struggling students, communication between teachers and	Communication resources: as a continued commitment to the "more time" model that supports struggling students, communication between teachers and

students/families will be encouraged by issuing work cell phones to KIPP staff.	students/families will be encouraged by issuing work cell phones to KIPP staff. Calls outside of the regular school day allow students/families to get the additional support needed to make progress on coursework and help build meaningful relationships between staff and families.	students/families will be encouraged by issuing work cell phones to KIPP staff. Calls outside of the regular school day allow students/families to get the additional support needed to make progress on coursework and help build meaningful relationships between staff and families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$5,118	$6,498
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

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)

[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 |
| Foster Youth |
| Low Income |

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
KIPP will provide educational opportunities for families, such as financial literacy training to students and parents through the KIPP Through College Program.	College Focus: KIPP will provide educational opportunities for families, such as financial literacy training to students and parents through the KIPP Through College Program.	College Focus: KIPP will provide educational opportunities for families, such as financial literacy training to students and parents through the KIPP Through College Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Philanthropy	Philanthropy	Philanthropy

Action 4

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)
[Add Students to be Served selection here]	[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)	**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)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Character development: KIPP staff will support in implementing restorative	Character development: KIPP staff will support restorative practices and social-	Character development: KIPP staff will support restorative practices and social-

| practices and social emotional learning into the framework of our schools.
*Partially funded by other fund sources. | emotional learning at our schools. Students who attend KIPP may face challenges including food scarcity, shared living spaces, limited access to essential resources and sometimes even severe trauma. Supporting a restorative approach to behavioral interventions and leveraging strong social-emotional instruction will ensure we are working with our students and families to develop character traits that lead to success in school and life.

*Partially funded by other sources. | emotional learning at our schools. Students who attend KIPP may face challenges including food scarcity, shared living spaces, limited access to essential resources and sometimes even severe trauma. Supporting a restorative approach to behavioral interventions and leveraging strong social-emotional instruction will ensure we are working with our students and families to develop character traits that lead to success in school and life.

*Partially funded by other sources. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$15,692	$4,979
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]

<div align="center">OR</div>

English Learners Foster Youth Low Income	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

		New Action
		Improve attendance: More time in school is critical to improving student engagement

| | | and outcomes. KIPP will invest in additional communication systems that positively reinforce the importance of regular and on-time attendance. These tools supplement the already existing truancy protocol and aim to improve attendance across our most vulnerable student populations. |

Budgeted Expenditures

| Amount | | | $180 |
| Source | | | Supplemental and Concentration |

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)

Modified Goal

Goal 3

All students will have the spaces, resources and opportunities to achieve.

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:

Continuous improvement of school conditions, resources, and materials that support student achievement.

Increase or maintain the rate of teachers who are credentialed.
Increase or maintain the rate of students who have access to common core aligned materials.
Increase or maintain the rate of teachers who feel the receive adequate professional development.
Increase or maintain the rate of students that have access to a full and rigorous course schedule.
Ensure that facilities are maintained and in good condition.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Resources: Annual teacher survey results: teacher	At or Above 80% Satisfaction	School was not in operation	63% of teachers responded positively on an annual survey regarding access to	At or Above 80% Satisfaction

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
satisfaction with access to current, standards-aligned instructional materials for their classrooms.			state standards-aligned instructional materials	
Teacher Professional Development: Annual teacher survey results: teacher satisfaction with the school's commitment to improving teacher's instructional practice.	At or Above 75% Satisfaction	School was not in operation	86% of KIPP teachers felt supported in their professional development	At or Above 75% Satisfaction
Access to Rigorous Courses: Percent of students that have access to a full and robust course schedule as defined by the state.	100% of students enrolled in a broad and rigorous course schedule	School was not in operation	100% of students were enrolled in a broad and rigorous course schedule	100% of students will be enrolled in a broad and rigorous course schedule
Facilities Inspection Tool: Annual inspection of school facilities and major systems by the KIPP Real Estate team.	Rating of Fair or Above	School was not in operation	KIPP received a rating of "good" during the annual facility walk-through using the KIPP Facility Inspection Tool (FIT)	Rating of Fair or Above
Community Facilities Feedback:	At or Above 70% Satisfaction	School was not in operation	73% of students and 92% of families	At or Above 70% Satisfaction

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual school culture survey results: parents and students satisfaction with the maintenance and cleanliness of the school.			responded positively when asked about school facility conditions	
Teacher Credentialing: Status of teachers credentialed and teaching core classes.	KIPP's core teachers are qualified and appropriately assigned	School was not in operation	KIPP's core teachers were qualified and appropriately assigned	KIPP's core teachers will be qualified and appropriately assigned
A-G Course Certification: UC-approved high school courses.	95% of courses offered are A-G certified	School was not in operation	95% of courses offered were A-G certified	95% of courses offered will be A-G certified

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)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hiring process: KIPP implements a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks.	Hiring process: KIPP implements a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks by a dedicated team. This dedicated team supplements the traditional hiring process by focusing on diverse and equitable hiring practices, with goals to bring in staff that can best support high needs students, and increase teaching staff that self-identify as people of color.	Hiring process: KIPP implements a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks by a dedicated team. This dedicated team supplements the traditional hiring process by focusing on diverse and equitable hiring practices, with goals to bring in staff that can best support high needs students, and increase teaching staff that self-identify as people of color.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$28,096	$29,829
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

		New Action
		Title II, improving teacher, and principal quality: Strong and supportive teachers are critical to student achievement. Through targeted professional development, led by the school's leadership, effective, evidence-based educational strategies are taught and modeled that close the achievement gap and enable high needs students to meet the state's challenging academic standards.

Budgeted Expenditures

Amount			$8,781
Source			Title II
Budget Reference			Action being added to the LCAP to create more transparency with our community about the use of federal funds.

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)

[Add Students to be Served selection here]	[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)	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)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Credentialing Specialist: KIPP employs personnel responsible for supporting the adequate credentialing of our teachers. Duties include, but are not limited to, transition, housing and on-boarding assistance.	Credentialing specialist: KIPP employs personnel responsible for supporting the adequate credentialing of our teachers. This additional resource ensures that teachers are always prepared to offer the highest quality instruction to all students.	Credentialing specialist: KIPP employs personnel responsible for supporting the adequate credentialing of our teachers. This additional resource ensures that teachers are always prepared to offer the highest quality instruction to all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$7,515	$5,201
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 4

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)
[Add Students to be Served selection here]	[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)	**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)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Resources: KIPP prioritizes the need for excellent resources and provides teachers with the supplies and learning tools that they need to successfully teach common core curriculum in the classroom.	Resources: KIPP prioritizes the need for excellent resources and provides teachers with the supplies and learning tools that they need to teach common core curriculum in the classroom successfully. The annual selection process for these materials requires a robust, in-depth review of student performance data by subgroup. Only materials that can meet the needs of all students will be selected and used to bring all student subgroups to the highest level of achievement.	Resources: KIPP prioritizes the need for excellent resources and provides teachers with the supplies and learning tools that they need to teach common core curriculum in the classroom successfully. The annual selection process for these materials requires a robust, in-depth review of student performance data by subgroup. Only materials that can meet the needs of all students will be selected and used to bring all student subgroups to the highest level of achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$116,419	$100,511
Source	LCFF	LCFF	LCFF

Action 5

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

Foster Youth

Low Income

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

LEA-wide

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

All Schools

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

Teacher salaries: We offer competitive teacher salaries that allow us to attract effective staff that can offer diverse programming.

2018-19 Actions/Services

Teacher salaries: KIPP is dedicated to the "more time in schools" model to best support high need students. All teachers commit to this increased instructional time, and we offer competitive teacher salaries to attract a capable and diverse staff that commit to this approach.

2019-20 Actions/Services

Teacher salaries: KIPP is dedicated to the "more time in schools" model to best support high need students. All teachers commit to this increased instructional time, and we offer competitive teacher salaries to attract a capable and diverse staff that commit to this approach.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$52,622	$89,829
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Action 6

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
Foster Youth
Low Income

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

LEA-wide

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

All Schools

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

Custodial and facility staff: KIPP will prioritize creating a safe and clean learning environment by maintaining the school facility in good condition. Regular reviews of the school facility will be conducted and documented. Any issues will be addressed in partnership with the landlord.

2018-19 Actions/Services

Custodial and facility staff: KIPP supports and operates schools in communities that have the highest need. KIPP invests in the maintenance of school buildings to keep them at the standard that all students deserve. KIPP will prioritize creating a safe, clean and welcoming learning environment by keeping school facilities in good condition. We will regularly conduct site reviews of the school facility and share the results. We will address facility issues in partnership with the landlord.

2019-20 Actions/Services

Custodial and facility staff: KIPP supports and operates schools in communities that have the highest need. KIPP invests in the maintenance of school buildings to keep them at the standard that all students deserve. KIPP will prioritize creating a safe, clean and welcoming learning environment by keeping school facilities in good condition. We will regularly conduct site reviews of the school facility and share the results. We will address facility issues in partnership with the landlord.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$23,242	$20,500
Source	LCFF	LCFF	LCFF

Action 7

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
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Facilities and emergency procedures: KIPP will take the necessary steps to make sure the school facility is safe and secure. This requires regular maintenance on our facility, gates, and locks. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff.	Facilities and emergency procedures: KIPP supports and operates schools in communities that have the highest need. KIPP invests in the maintenance of school buildings to keep them at the standard that all students deserve. KIPP will take the necessary steps to make sure the school facility is safe and secure by requiring regular maintenance on our facility, gates,	Facilities and emergency procedures: KIPP supports and operates schools in communities that have the highest need. KIPP invests in the maintenance of school buildings to keep them at the standard that all students deserve. KIPP will take the necessary steps to make sure the school facility is safe and secure by requiring regular maintenance on our facility, gates,

	and locks. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff.	and locks. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$14,301	$5,723
Source	LCFF	LCFF	LCFF

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$523,293	27.60%

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).

The services provided to English learners, low income students, and foster youth will increase proportionally due to the additional funding. Since the school's primary mission is to improve the educational opportunities for students in low income areas and minority subgroups the allocation of this funding schoolwide will directly impact the services offered to these students. KIPP holds an extended day and year which these funds will help make possible. Due to an extended day and year the expenditures for daily services and teacher salaries increases. These additional funds will help make this model more financially stable and allow KIPP to continue to offer increased services to unduplicated pupils.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$332,011	25.06%

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).

The services provided to English learners, low income students, and foster youth will increase proportionally due to the additional funding. Since the school's primary mission is to improve the educational opportunities for students in low income areas and minority subgroups the allocation of this funding schoolwide will directly impact the services offered to these students. KIPP holds an extended day and year which these funds will help make possible. Due to an extended day and year the expenditures for daily services and teacher salaries increases. These additional funds will help make this model more financially stable and allow KIPP to continue to offer increased services to unduplicated pupils.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$

Percentage to Increase or Improve Services

%

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).

The services provided to English learners, low income students, and foster youth will increase proportionally due to the additional funding. Since the school's primary mission is to improve the educational opportunities for students in low income areas and minority subgroups the allocation of this funding schoolwide will directly impact the services offered to these students. KIPP holds an extended day and year which these funds will help make possible. Due to an extended day and year the expenditures for daily services and teacher salaries increases. These additional funds will help make this model more financially stable and allow KIPP to continue to offer increased services to unduplicated pupils.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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

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?

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