# 2019-20 Local Control and Accountability Plan (LCAP)
## Budget Overview for Parents Input Form

<table>
<thead>
<tr>
<th>Required Prompts(s)</th>
<th>Response(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Educational Agency (LEA) Name:</strong> Enter the LEA name</td>
<td>KIPP Valiant Community Prep</td>
</tr>
<tr>
<td><strong>CDS Code:</strong> Enter the County District School (CDS) code for the LEA (14 digits)</td>
<td>41689990135608</td>
</tr>
<tr>
<td><strong>LEA Contact Information:</strong> Enter the name, phone number, and email of the LEA’s contact</td>
<td>Kate Belden, KIPP Valiant Community Prep School Leader</td>
</tr>
<tr>
<td><strong>Coming LCAP Year:</strong> Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX</td>
<td>2019-20</td>
</tr>
<tr>
<td><strong>Current LCAP Year:</strong> Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX</td>
<td>2018-19</td>
</tr>
</tbody>
</table>

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.*

## Projected General Fund Revenue for the 2019-20 LCAP Year

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total LCFF Funds</strong> Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.</td>
<td>$5,861,977</td>
</tr>
<tr>
<td><strong>LCFF Supplemental &amp; Concentration Grants</strong> Enter the total amount of LCFF supplemental &amp; concentration grants the LEA estimates it will receive</td>
<td>$1,545,727</td>
</tr>
<tr>
<td><strong>All Other State Funds</strong> Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive</td>
<td>$280,165</td>
</tr>
<tr>
<td><strong>All Local Funds</strong> Enter the total amount of local funds and entitlements the LEA estimates it will receive</td>
<td>$79,545</td>
</tr>
<tr>
<td><strong>All Federal Funds</strong> Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)</td>
<td>$241,090</td>
</tr>
<tr>
<td><strong>Total Projected Revenue</strong> There is no entry required as the total is calculated for you</td>
<td>$6,462,777</td>
</tr>
</tbody>
</table>

## Total Budgeted Expenditures for the 2019-20 LCAP Year

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Budgeted General Fund Expenditures</strong> Enter the total budgeted General Fund expenditures for the Coming LCAP year</td>
<td>$6,340,804</td>
</tr>
<tr>
<td><strong>Total Budgeted Expenditures in LCAP</strong> Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year</td>
<td>$1,841,877</td>
</tr>
<tr>
<td><strong>Total Budgeted Expenditures for High Needs Students in LCAP</strong> Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students</td>
<td>$501,762</td>
</tr>
<tr>
<td><strong>Expenditures Not in the LCAP</strong></td>
<td>$4,498,927</td>
</tr>
</tbody>
</table>
Expenditures for High Needs Students in the 2018-19 LCAP Year

<table>
<thead>
<tr>
<th>Total Budgeted Expenditures for High Needs Students in the LCAP</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year</td>
<td>$438,342</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Actual Expenditures for High Needs Students in LCAP</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year</td>
<td>$357,012</td>
</tr>
</tbody>
</table>

Funds for High Needs Students

<table>
<thead>
<tr>
<th>Funds for High Needs Students</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20 Difference in Projected Funds and Budgeted Expenditures</td>
<td>$-1,043,965</td>
</tr>
<tr>
<td>2018-19 Difference in Budgeted and Actual Expenditures</td>
<td>$-81,330</td>
</tr>
</tbody>
</table>

Required Prompts(s)  | Response(s)
--- | ---
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP. | Of the expenses included in the general fund budget but not included in LCAP, the largest percentage are portions of staff time and benefits.

The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students. | KIPP is an open-enrollment public school that accepts students regardless of previous academic achievement, conduct, or socioeconomic background. Students face many obstacles, yet they choose to attend a KIPP because they want a safe, challenging environment that will provide them with many educational opportunities and put them on the path to college. KIPP’s percentage of unduplicated pupils is estimated to be well above 55% for the next school year. Due to the high percentage of unduplicated pupils, KIPP has decided to allocate these funds schoolwide on the services listed in the LCAP. The services provided to English learners, low-income students, and foster youth will increase proportionally due to the additional funding. The school's primary mission is to improve the educational opportunities for students in low-income areas and minority subgroups and therefore 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.

The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19. | Regional shifts in department structure on the Talent and School Culture teams resulted in the total estimated actual expenditures for actions and services to increase or improve services for high needs students to be lower than initially budgeted. These departmental changes had no adverse impact on outcomes for our high needs students. The Talent team remained focused on hiring a diverse pool of qualified teachers, while the School Culture team continued to lead the support of restorative practices through more capacity building activities at the school level, including training and access to new data reports.
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

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

The total revenue projected for KIPP Valiant Community Prep is $6,462,777, of which $5,861,977 is Local Control Funding Formula (LCFF), $280,165 is other state funds, $79,545 is local funds, and $241,090 is federal funds. Of the $5,861,977 in LCFF Funds, $1,545,727 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

KIPP Valiant Community Prep plans to spend $6,340,804 for the 2019-20 school year. Of that amount, $1,841,877 is tied to actions/services in the LCAP and $4,498,927 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- Portions of staff time and benefits.

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

In 2019-20, KIPP Valiant Community Prep is projecting it will receive $1,545,727 based on the enrollment of foster youth, English learner, and low-income students. KIPP Valiant Community Prep must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, KIPP Valiant Community Prep plans to spend $501,762 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

KIPP is an open-enrollment public school that accepts students regardless of previous academic achievement, conduct, or socioeconomic background. Students face many obstacles, yet they choose to attend a KIPP because they want a safe, challenging environment that will provide them with many educational opportunities and put them on the path to college.

KIPP’s percentage of unduplicated pupils is estimated to be well above 55% for the next school year. Due to the high percentage of unduplicated pupils, KIPP has decided to allocate these funds schoolwide on the services listed in the LCAP. The services provided to English learners, low-income students, and foster youth will increase proportionally due to the additional funding. The school’s primary mission is to
improve the educational opportunities for students in low-income areas and minority subgroups and therefore 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.
LCFF Budget Overview for Parents

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

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

In 2018-19, KIPP Valiant Community Prep's LCAP budgeted $438,342 for planned actions to increase or improve services for high needs students. KIPP Valiant Community Prep estimates that it will actually spend $357,012 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-81,330 had the following impact on KIPP Valiant Community Prep's ability to increase or improve services for high needs students: Regional shifts in department structure on the Talent and School Culture teams resulted in the total estimated actual expenditures for actions and services to increase or improve services for high needs students to be lower than initially budgeted. These departmental changes had no adverse impact on outcomes for our high needs students. The Talent team remained focused on hiring a diverse pool of qualified teachers, while the School Culture team continued to lead the support of restorative practices through more capacity building activities at the school level, including training and access to new data reports.
Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

2017-20 Plan Summary

The Story

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

KIPP Valiant Community 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.
KIPP Valiant Community Prep opened its doors in 2017 to 225 students in grades TK-1 and 6. In the 2018 year, we expanded to add grades 2 and 7, and are now serving four hundred students. KIPP Valiant’s vision is to support our students academically, socially, and emotionally so that they can be successful and fulfilled in college and in life. We empower one another to continuously grow into passionate, innovative agents of change who raise our unique voices to make the world a better and more equitable place. Our values of love, justice, courage, curiosity, and growth were selected by our parents in our community and are practiced and celebrated every day through our interactions and choice of curriculum. We also celebrate students who have shown the values through weekly assemblies.

Our instructional vision is: at KIPP Valiant Community Prep, we believe students learn best when they know that every teacher believes in them and deeply cares about their success. Instruction is culturally and community relevant and designed so that students do the “heavy lifting” of the classroom. Students, teachers, and parents are data-driven; we are all aware of students’ progress towards their goals so that we can personalize instruction to accelerate growth. Our students apply their knowledge and skills through collaborative, real-world problem-solving using the design-thinking process to cultivate empathy, curiosity, and leadership.

Our vision for culture is: At KIPP Valiant Community Prep, we uplift one another through love, joy, and unconditional support. We build deep partnerships with our students and families by welcoming, honoring, and celebrating every identity in our community. We build self-awareness, confidence, and mindfulness in our students through social-emotional learning and restorative practices. Our students develop voice and agency through authentic leadership experiences in the classroom, school, and broader community. Each day, we strengthen our courage by seeking challenges and persevering through them while viewing mistakes as opportunities to grow.

KIPP Valiant Community Prep was founded because of the passion and dedication of parents and community members who wanted additional educational options in the East Palo Alto community. The School Leader, Kate Belden, was able to work directly with founding parents to create the vision, values, names, colors, and logo of the school and parents continue to be involved in many of the important decisions of the school, including hiring teachers, the School Site Council, the English Language Learners Advisory Council, and the Family Leadership Council, which helps plan school-wide events such as our three Family Saturdays, as well as supporting political actions in our local school district.

KIPP Valiant is currently co-located across two Ravenswood School District campuses: Brentwood Academy and Ronald McNair Academy. Our student population is 98% students of color: 92% Latinx, 4% African American, 3% Asian Pacific Islander, and 2% other. 82% of KIPP Valiant students qualify for free and reduced lunch, 12% are Special Education students, and 50% are English Language Learners.

**LCAP Highlights**

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

This year, we successfully (nearly) doubled in size from 225 students in 2017-2018, to now almost 400 in 2018-2019. We also added fifteen staff members to support this growth in our population. In our student achievement data at the end of 2018 (most of which was collected after the LCAP was written), our students showed remarkable growth. In 6th grade (the only state tested cohort at KIPP Valiant last year due to the grades that were enrolled), 43% of students exceeded or met the standard on ELA and 21% of students met or exceeded the standard, which met our LCAP goals.
We also exceeded our goals for parent satisfaction and participation. We held over twenty family events throughout the year and parents. 70% of all families took our School Culture Survey, and of those families, 95% of our parents felt that the school had opportunities for them to participate and engage in their child's education (goal was 70%), and 100% of families felt their child was safe at school (goal was 80%). 81% of students felt safe at school (our goal was 80%). Finally, we expelled 0 students from the school and had a very low suspension rate of .09%.

**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 Valiant Community Prep doesn't yet have all of the California Dashboard metrics as we have only been open for two school years. Some of our glows thus far include meeting the standard in terms of basics: facilities, teachers, instructional materials, local climate survey, parent engagement, implementation of academic standards, and access to a broad course of study. As this is only our second year of operation, we do not yet have end of year data on improvement over last year's metrics.

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 Valiant Community Prep needs to have stronger attendance initiatives. This year we had two transitions in our Operations Team: a new Operations Manager, a new Operations Associate overseeing attendance, and we trained a second full-time Operations Associate. While our team is now poised to do more robust interventions, this year we were playing some catch-up with developing a new team. We are making improving chronic absenteeism an operational priority for 2019-2020. We shared research-based data on the impacts of chronic absenteeism on student achievement with our School Site Council and they were very compelled and surprised by the serious impacts absenteeism has on student achievement. We also shared this data more broadly with our families and our Family Leadership Council meeting in March. Over the summer, we plan to do a data dive on chronically absent kids and which subgroups they are part of so that we can plan our supports strategically.

While we met our LCAP goals for ELA and Math, we have more work to do until all of our students are meeting the standards. We will continue to support 6/7th teachers in differentiation for our students, over 90% of whom enter 6th grade far below grade level. We want to continue to expand support for our ELs, especially newcomers.
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 Valiant began operating in the 17-18 school year does not currently have indicator colors 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 Valiant Community 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

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19 KIPP Valiant Community Prep’s core teachers will be qualified and</td>
<td>KIPP’s core teachers were qualified and appropriately assigned</td>
</tr>
<tr>
<td>appropriately assigned</td>
<td></td>
</tr>
<tr>
<td>18-19 KIPP Valiant Community Prep’s teachers will feel supported in their</td>
<td>86% KIPP teachers felt supported in their professional development</td>
</tr>
<tr>
<td>professional development</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring process: KIPP implements a rigorous hiring process, which includes paper</td>
<td>Fulfilled action/service.</td>
<td>LCFF 71,877</td>
<td>$40,678 Supplemental and</td>
</tr>
<tr>
<td>screening, formal and informal interviews,</td>
<td></td>
<td></td>
<td>Concentration</td>
</tr>
</tbody>
</table>
performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks.

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.

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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 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</td>
<td>LCFF &amp; Title I 93,453</td>
<td>$131,145 LCFF &amp; Title I</td>
</tr>
</tbody>
</table>
KIPP teachers receive ongoing observation, coaching and support from the Assistant Principal. Ongoing observation, coaching and support 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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>LCFF 14,364</td>
<td>$6,444 Supplemental and Concentration</td>
</tr>
</tbody>
</table>

**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 Valiant Community 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:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td>Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards</td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>18-19</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of teachers respond positively on an annual survey regarding access to state standards aligned instructional materials</td>
<td>96% of teachers responded positively on an annual survey regarding access to state standards-aligned instructional materials</td>
<td></td>
</tr>
<tr>
<td>100% of students will be enrolled in a broad and rigorous course schedule</td>
<td>100% of students were enrolled in a broad and rigorous course schedule</td>
<td></td>
</tr>
</tbody>
</table>

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

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</tr>
</thead>
</table>
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.

### Action 2

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Teacher salaries: We offer competitive teacher salaries that allow us to attract effective staff that can offer diverse programming.</td>
<td>Fulfilled actions/services. Teacher salaries: KIPP is dedicated to the &quot;more time in schools&quot; 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.</td>
<td>LCFF 133,304</td>
<td>$125,690 Supplemental and Concentration</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education: KIPP offers an extensive special education</td>
<td>Fulfilled actions/services.</td>
<td>LCFF 208,622</td>
<td>$243,774 Special Education</td>
</tr>
</tbody>
</table>
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.

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.

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.

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 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 Valiant Community Prep’s school facility will be maintained and in good condition.

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

<table>
<thead>
<tr>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19 70% of students, staff and families will respond positively when asked about school facility conditions</td>
</tr>
<tr>
<td>18-19 Rating of “fair” and above during annual facility walk-through using the KIPP Facility Inspection Tool (FIT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>78% of students and 94% of families responded positively when asked about school facility conditions</td>
</tr>
<tr>
<td>KIPP received a rating of “good” during the annual facility walk-through using the KIPP Facility Inspection Tool (FIT)</td>
</tr>
</tbody>
</table>

### 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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Custodial and facility staff: KIPP will prioritize creating a safe and clean learning environment by</td>
<td>Fulfilled action/service.</td>
<td>LCFF 61,978</td>
<td>$61,978 LCFF</td>
</tr>
</tbody>
</table>
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.

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.

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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 our facility, gates, and locks. KIPP put in place procedures for emergencies to ensure the safety of our students and staff.</td>
<td>LCFF 37,520</td>
<td>$37,520 LCFF</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Local Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td>Implementation of Academic Standards</td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>60% or greater of English Learner students will increase 1 ELPAC level or maintain advanced or early advanced on the overall score.</td>
<td>The CELDT was replaced by ELPAC in spring 2018. CELDT aligned with the 1999 CA English Language Development (ELD) standards and had five proficiency levels measured by five performance levels (Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced). The ELPAC aligns with the newer 2012 CA ELD standards, which were created to align with the CA Common Core State Standards, with three proficiency levels (Emerging, Expanding and Bridging) measured by four performance levels (1-4). Furthermore, the summative test moved from fall with CELDT to the spring with ELPAC. For these reasons, we cannot compare performance on CELDT to ELPAC. The state is developing improvement metrics for the CA dashboard once we have two years of data after this spring’s administration of the ELPAC.</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>30% of EL KIPP Valiant students will reclassify by the year-end assessment</td>
<td>44.3% of EL KIPP students were reclassified by the year-end assessment</td>
</tr>
</tbody>
</table>
**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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>A KIPP administrator will be trained to administer the ELPAC to English Learner students. KIPP teachers will use techniques that maximize learning for English Learner students.</td>
<td>Fulfilled action/service. 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.</td>
<td>LCFF 151,470</td>
<td>$152,967 LCFF</td>
</tr>
</tbody>
</table>

**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.

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 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.
Goal 5

KIPP Valiant Community 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

18-19  
KIPP student's overall performance on state testing (SBAC) will meet or exceed the overall performance of the district in which it resides for students with similar demographics.

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-18 English language arts results for all students: 43% proficient, 19% above district results</td>
<td></td>
</tr>
<tr>
<td>17-18 English language arts results for low-income students: 42% proficient, 18% above district results</td>
<td></td>
</tr>
<tr>
<td>17-18 English language arts results for English language learners: 3% proficient, 7% below district results</td>
<td></td>
</tr>
<tr>
<td>17-18 English results for students with disabilities: 0% proficient, 6% below district results</td>
<td></td>
</tr>
<tr>
<td>17-18 Math results for all students: 22% proficient, 7% above district results</td>
<td></td>
</tr>
<tr>
<td>17-18 Math results for low-income students: 13% proficient, 1% below district results</td>
<td></td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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</td>
<td>LCFF &amp; Title I 93,453</td>
<td>$131,145 LCFF &amp; Title I</td>
</tr>
</tbody>
</table>

**Expected**

17-18 Math results for English language learners: 3% proficient, 5% below district results

17-18 Math results for students with disabilities: data not available
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.

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.

Reflecting on the 17-18 testing results, the school employed the following strategies in the current school year:

One of our most successful initiatives towards making progress for this goal was our Guided Reading program. We use Guided Reading as a Tier 1 intervention as 90% of our readers are coming in below grade level. Our philosophy is that every teacher is a Reading Teacher and we train all teachers in Fountas and Pinnell’s Leveled Literacy Intervention and below grade level readers have 45 minutes of reading intervention daily. We also built in personalized learning blocks for students to work on Math and Reading intervention daily, which helped drive student achievement. Finally, every teacher has a coach who meets with them weekly to provide observation, feedback, planning support, and data analysis and reteach coaching. Teachers received over 200 hours of professional development throughout the year to improve their effectiveness in the classroom.

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.

Actions and services listed above have contributed to meeting the majority of the metrics associated with 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 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 Valiant Community 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

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>KIPP Valiant Community Prep will provide parents with the opportunity to</td>
<td>KIPP provided parents with the opportunity to meet with teachers via</td>
</tr>
<tr>
<td></td>
<td>meet with teachers via progress conference meetings held in the</td>
<td>progress conference meetings held at the beginning, middle and end of</td>
</tr>
<tr>
<td></td>
<td>beginning, middle and end of the school year (3-times)</td>
<td>the school year (3-times)</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>KIPP Valiant Community Prep will provide more than seven (7) KIPP</td>
<td>KIPP provided more than twenty (20) KIPP opportunities for parent</td>
</tr>
<tr>
<td></td>
<td>opportunities for parent participation.</td>
<td>participation</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>KIPP Valiant Community Prep’s survey results will be maintained or indicate</td>
<td>95% of KIPP families are satisfied with the parent participation</td>
</tr>
<tr>
<td></td>
<td>an increase in satisfaction with parent participation at the school.</td>
<td>opportunities available at the school</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental involvement: KIPP will encourage parents to be active members of the school by providing opportunities for engagement (KIPP Parent Association, LCAP meetings, student productions to showcase talent, etc.)</td>
<td>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.</td>
<td>LCFF 16,000</td>
<td>$10,113 Supplemental and Concentration</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication resources: Communication between teachers/administrators and students/families will be encouraged by issuing work cell phones to KIPP staff.</td>
<td>Fulfilled actions/service. Communication resources: as a continued commitment to the &quot;more time&quot; model that supports struggling students, communication between teachers</td>
<td>LCFF 11,182</td>
<td>$11,793 Supplemental and Concentration</td>
</tr>
</tbody>
</table>
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.

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.

Our families and students felt safe and included in our school. Some of our initiatives around this included robust parent programming, including monthly Family Leadership Council meetings, led by parents and open to all parents, as well as a partnership with the Children’s Health Council of Palo Alto, who provided monthly bilingual Parent Education classes on parenting topics that our parents selected. For each of these events, we provided food and childcare to reduce barriers to participation. We also held three Family Saturdays to celebrate our community: a Fall Festival, a Literacy Book Fair, and a Multicultural Event. These helped parents and kids feel welcomed to the school. Students felt included through our advisory program. Each student starts the day in advisory, where in a small group, they learn about social-emotional skills and have a safe space to share.
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 Valiant Community 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: Priority 5: Pupil Engagement (Engagement)
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19 The school will report at or above 95% average daily attendance at P2</td>
<td>KIPP reported 94% average daily attendance at P2</td>
</tr>
<tr>
<td>18-19 Student drop-out rates will be below 3%.</td>
<td>KIPP reported a 0% student drop-out rate</td>
</tr>
<tr>
<td>18-19 KIPP Valiant will report Chronic Absenteeism rates below 7% when reporting out on SY17-18 data.</td>
<td>KIPP reported a 15.80% chronic absenteeism rate in 17-18 and is tracking at a rate of 19% at P2 reporting</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
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.

LCFF 9,226

$11,355 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.

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.

Additional actions and services have been added in the 19-20 school year to meet this need.
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.
Goal 8
KIPP Valiant Community 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:

<table>
<thead>
<tr>
<th>State Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities</th>
</tr>
</thead>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>18-19</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of school suspension data will remain under 7% when reporting in the 2017-2018 SY</td>
<td></td>
<td>KIPP’s suspension rate was .09%</td>
</tr>
<tr>
<td>KIPP Valiant Community Prep’s out of school expulsion rates will remain under 7% when reporting on the 2017-2018 SY</td>
<td></td>
<td>KIPP’s expulsion rate was 0%</td>
</tr>
<tr>
<td>75% of students, staff and families will respond positively when asked about school safety on an annual survey.</td>
<td></td>
<td>81% of students and 100% of staff responded positively when asked about &quot;students feeling/being safe at school&quot; on an annual survey</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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 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.</td>
<td>LCFF &amp; Title I 93,453</td>
<td>$131,145 LCFF &amp; Title I</td>
</tr>
</tbody>
</table>

### Action 2
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character development: KIPP staff will support in implementing restorative practices and social emotional learning into the framework of our schools.</td>
<td>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.</td>
<td>LCFF &amp; Philanthropy 40,145</td>
<td>$9,329 Supplemental and Concentration *Partially funded by other sources.</td>
</tr>
</tbody>
</table>

*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.

Our families and students felt safe and included in our school. Some of our initiatives around this included robust parent programming, including monthly Family Leadership Council meetings, led by parents and open to all parents, as well as a partnership with the Children’s Health Council of Palo Alto, who provided monthly bilingual Parent Education classes on parenting topics that our parents selected. For each of these events we provided food and childcare to reduce barriers to participation. We also held three Family Saturdays to celebrate our community: a Fall Festival, a Literacy Book Fair, and a Multicultural Event. These helped parents and kids feel welcomed to the school. Students felt included through our advisory program. Each student starts the day in advisory, where in a small group, they learn about social-emotional skills and have a safe space to share.
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.
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

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC ELA: Exceeding District Results</td>
<td>No prior year data to report in 17-18, school was not in operation</td>
<td>17-18 English language arts results for all students: 43% proficient,</td>
<td>18-19 English language arts results for all students: exceeding district results</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td>-------------------</td>
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<tr>
<td>SBAC Math:</td>
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<td></td>
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<tr>
<td>Exceeding District</td>
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<tr>
<td>Results for</td>
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<tr>
<td>Mathematics.</td>
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<tr>
<td>No prior year</td>
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<tr>
<td>data to report</td>
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<td>in 17-18, school</td>
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<td>was not in</td>
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<td>operation</td>
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<tr>
<td>17-18 Math results</td>
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<tr>
<td>for all students:</td>
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<tr>
<td>22% proficient,</td>
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<td>7% above district</td>
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<td>results</td>
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<tr>
<td>17-18 Math results</td>
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<tr>
<td>for low-income</td>
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<tr>
<td>students:</td>
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<tr>
<td>13% proficient,</td>
<td></td>
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<tr>
<td>1% below district</td>
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<td>results</td>
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<tr>
<td>17-18 Math results</td>
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<tr>
<td>for English</td>
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<tr>
<td>language learners:</td>
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<tr>
<td>3% proficient,</td>
<td></td>
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<tr>
<td>5% below district</td>
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<tr>
<td>results</td>
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<tr>
<td>17-18 Math results</td>
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<tr>
<td>for students with</td>
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<tr>
<td>disabilities:</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>0% proficient,</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6% below district</td>
<td></td>
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<tr>
<td>results</td>
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<tr>
<td>18-19 Math results</td>
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<tr>
<td>for all students:</td>
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<td></td>
<td></td>
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<tr>
<td>exceeding district results</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>18-19 Math results for low-income students: exceeding district results</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>18-19 English language arts results for English language learners: exceeding district results</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18-19 English results for students with disabilities: exceeding district results</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>English Learner Reclassification Rate:                                             Greater Than 30% Annually                                             No prior year data to report in 17-18, school was not in operation</td>
<td>44.30% English learner reclassification rate                              Greater Than 30% Annually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rate in which students who are classified and received supports as English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners become proficient in the English Language, as measured by annual state</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and local assessments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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)

**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 | Limited to Unduplicated Student Group(s) | All Schools

### Actions/Services

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

**Unchanged Action**

**2017-18 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.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$121,176</td>
<td>$151,470</td>
<td>$214,707</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

### 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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]
## Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$80,949</td>
<td>$208,622</td>
<td>$371,777</td>
</tr>
<tr>
<td>Source</td>
<td>Special Education</td>
<td>Special Education</td>
<td>Special Education</td>
</tr>
</tbody>
</table>

## 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
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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5,183</td>
<td>$9,226</td>
<td>$37,604</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

### 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)

**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)
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2017-18 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 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.

### 2018-19 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 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 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.

### 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 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 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$103,415</td>
<td>$93,453</td>
<td>$202,929</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF &amp; Title I</td>
<td>LCFF &amp; Title I</td>
<td>LCFF &amp; Title I</td>
</tr>
</tbody>
</table>

### 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.
<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td>$10,140</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td>Title III</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Engagement Opportunities:</td>
<td>At or Above 6 Events</td>
<td>KIPP provided nine (9) KIPP opportunities for parent participation</td>
<td>KIPP provided more than twenty (20) KIPP opportunities for parent participation</td>
<td>At or Above 6 Events</td>
</tr>
<tr>
<td>Number of scheduled events in the school year where parents and/or community are invited to participate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Engagement Satisfaction:</td>
<td>At or Above 70% Satisfaction</td>
<td>77% of KIPP families are satisfied with the parent participation opportunities available at the school</td>
<td>95% of KIPP families are satisfied with the parent participation opportunities available at the school</td>
<td>At or Above 70% Satisfaction</td>
</tr>
<tr>
<td>Annual school culture survey results: parents share their satisfaction level with the available opportunities for parental involvement at the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Average Daily Attendance:</td>
<td>At or Above 95%</td>
<td>95.06% average daily attendance</td>
<td>94% average daily attendance</td>
<td>At or Above 95%</td>
</tr>
<tr>
<td>The average percent of students attending school daily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Chronic Absenteeism:</td>
<td>At or Below 15% or Decrease YoY of 3%</td>
<td>No prior year data to report in 17-18, school was not in operation</td>
<td>All Students: 15.8% Low Income: 16.8% English Learners: 16.9% SPED: 18.2%</td>
<td>At or Below 15% or Decrease YoY of 3%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Student Suspensions:</strong></td>
<td><strong>Less Than 7%</strong></td>
<td>No prior year data to report in 17-18, school was not in operation</td>
<td>All Students: 0.9% Low Income: 0.9% English Learners: 0.7% SPED: 3%</td>
<td>Less Than 7%: All Students Low Income English Learners SPED</td>
</tr>
<tr>
<td>The percent of students (count) that have been suspended from school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Expulsions:</strong></td>
<td><strong>Less Than 7%</strong></td>
<td>No prior year data to report in 17-18, school was not in operation</td>
<td>All Students: 0% Low Income: 0% English Learners: 0% SPED: 0%</td>
<td>Less Than 7%: All Students Low Income English Learners SPED</td>
</tr>
<tr>
<td>The percent of students (count) that have been expelled from school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Drop Out Rate:</strong></td>
<td><strong>Less Than 3%</strong></td>
<td>No prior year data to report in 17-18, school was not in operation</td>
<td>All Students: 0% Low Income: 0% English Learners: 0% SPED: 0%</td>
<td>Less Than 3%: All Students Low Income English Learners SPED</td>
</tr>
<tr>
<td>Students who dis-enroll and do not re-enroll in another public, private or alternative program or school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Safety:</strong></td>
<td><strong>80% Neutral or Above</strong></td>
<td>52% of students and 93% of staff responded positively when asked about &quot;students feeling/being safe at school&quot; on an annual survey</td>
<td>81% of students and 100% of staff responded positively when asked about &quot;students feeling/being safe at school&quot; on an annual survey</td>
<td>80% Neutral or Above</td>
</tr>
<tr>
<td>Annual school culture survey results: teachers and students share their perception of school safety.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

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

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

**Actions/Services**

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

- Unchanged Action

2017-18 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.)

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

- Unchanged Action

2018-19 Actions/Services

- 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

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

- Unchanged Action

2019-20 Actions/Services

- 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.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$29,020</td>
<td>Supplemental and Concentration</td>
<td>2018-19</td>
<td>$16,000</td>
<td>Supplemental and Concentration</td>
<td>2019-20</td>
<td>$11,419</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

### Action 2

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

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
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**

Communication resources: Communication between teachers/administrators and

**2018-19 Actions/Services**

Communication resources: as a continued commitment to the "more time" model that supports struggling students, communication between teachers and

**2019-20 Actions/Services**

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. 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$7,226</td>
<td>$11,182</td>
<td>$13,406</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

### 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

- 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
KIPP will provide educational opportunities for families, such as financial literacy training to students and parents through the KIPP Through College Program.

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

### 2019-20 Actions/Services
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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>Philanthropy</td>
<td>Philanthropy</td>
<td>Philanthropy</td>
</tr>
</tbody>
</table>

### 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

- 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

### 2018-19 Actions/Services

### 2019-20 Actions/Services
Character development: KIPP staff will support in implementing restorative practices and social emotional learning into the framework of our schools. *Partially funded by other fund sources.

Character development: KIPP staff will support 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 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.

Character development: KIPP staff will support 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 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$8,462</td>
<td>$40,145</td>
<td>$12,085</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

### Action 5

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

**OR**

- 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**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,260</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will have the spaces, resources and opportunities to achieve.</td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Resources:</td>
<td>At or Above 80% Satisfaction</td>
<td>100% of teachers responded positively on an annual survey regarding access to</td>
<td>96% of teachers responded positively on an annual survey regarding access to</td>
<td>At or Above 80% Satisfaction</td>
</tr>
<tr>
<td>Annual teacher survey results: teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 54 of 82
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>satisfaction with access to current, standards-aligned instructional materials for their classrooms.</td>
<td>state standards-aligned instructional materials</td>
<td>state standards-aligned instructional materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Professional Development: Annual teacher survey results: teacher satisfaction with the school's commitment to improving teacher's instructional practice.</td>
<td>At or Above 75% Satisfaction</td>
<td>88% of KIPP teachers felt supported in their professional development</td>
<td>86% of KIPP teachers felt supported in their professional development</td>
<td>At or Above 75% Satisfaction</td>
</tr>
<tr>
<td>Access to Rigorous Courses: Percent of students that have access to a full and robust course schedule as defined by the state.</td>
<td>100% of students enrolled in a broad and rigorous course schedule</td>
<td>100% of students were enrolled in a broad and rigorous course schedule</td>
<td>100% of students were enrolled in a broad and rigorous course schedule</td>
<td>100% of students will be enrolled in a broad and rigorous course schedule</td>
</tr>
<tr>
<td>Facilities Inspection Tool: Annual inspection of school facilities and major systems by the KIPP Real Estate team.</td>
<td>Rating of Fair or Above</td>
<td>KIPP received a rating of “fair” during the annual facility walk-through using the KIPP Facility Inspection Tool (FIT)</td>
<td>KIPP received a rating of “good” during the annual facility walk-through using the KIPP Facility Inspection Tool (FIT)</td>
<td>Rating of Fair or Above</td>
</tr>
<tr>
<td>Community Facilities Feedback:</td>
<td>At or Above 70% Satisfaction</td>
<td>67% of students and 76% of families</td>
<td>78% of students and 94% of families</td>
<td>At or Above 70% Satisfaction</td>
</tr>
</tbody>
</table>
### Annual school culture survey results: parents and students satisfaction with the maintenance and cleanliness of the school.

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>responded positively when asked about school facility conditions</td>
<td>responded positively when asked about school facility conditions</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Credentialing:

KIPP's core teachers are qualified and appropriately assigned

<table>
<thead>
<tr>
<th>Teacher Credentialing: Status of teachers credentialed and teaching core classes.</th>
<th>KIPP's core teachers were qualified and appropriately assigned</th>
<th>KIPP's core teachers were qualified and appropriately assigned</th>
<th>KIPP's core teachers will be qualified and appropriately assigned</th>
</tr>
</thead>
</table>

---

**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)

<table>
<thead>
<tr>
<th>[Add Students to be Served selection here]</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>[Add Location(s) selection here]</th>
</tr>
</thead>
</table>

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)

<table>
<thead>
<tr>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Low Income</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LEA-wide</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>
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

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.

2018-19 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 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.

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 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$17,060</td>
<td>$71,877</td>
<td>$72,394</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

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
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.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td>$28,934</td>
</tr>
</tbody>
</table>

**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)

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

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4,864</td>
<td>$14,364</td>
<td>$7,701</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

## 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)

### 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
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.

2018-19 Actions/Services
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.

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 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$327,358</td>
<td>$501,160</td>
<td>$583,172</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

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)

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

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

Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher salaries: We offer competitive teacher salaries that allow us to attract effective staff that can offer diverse programming.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher salaries: KIPP is dedicated to the &quot;more time in schools&quot; 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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher salaries: KIPP is dedicated to the &quot;more time in schools&quot; 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.</td>
</tr>
</tbody>
</table>

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$70,560</td>
<td>$133,304</td>
<td>$168,790</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
<td>Supplemental and Concentration</td>
</tr>
</tbody>
</table>

Action 6

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[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:

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

**Actions/Services**

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

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.

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

Unchanged Action

**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.

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

Unchanged Action

**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**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$33,740</td>
<td>$61,978</td>
<td>$90,662</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Action 7**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

OR

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

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

Actions/Services

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

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.

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$20,425</td>
<td>$37,520</td>
<td>$14,897</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF</td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
</tbody>
</table>
## Demonstration of Increased or Improved Services for Unduplicated Pupils

### LCAP Year: 2019-20

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,545,727</td>
<td>35.91%</td>
</tr>
</tbody>
</table>

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.


### LCAP Year: 2018-19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,177,819</td>
<td>38.32%</td>
</tr>
</tbody>
</table>
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.


LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$148,449</td>
<td>8.27%</td>
</tr>
</tbody>
</table>

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.

Addendum

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, January 2019
Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name
KIPP Valiant Community Prep

CDS Code:
41689990135608

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

KIPP will apply for the following federal funds and fulfill the corresponding program requirements:

Title I, Part A
Title II, Part A
Title III, Part A LEP (English Learner)
Title IV

In the following pages, ONLY complete the sections for the corresponding programs.
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.
Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The school’s primary mission is to improve the educational opportunities for students in low-income areas and minority subgroups. We expect over 80% of our incoming students will qualify for free and reduced meals. The allocation of this federal funding will directly impact the services offered to these students and provide additional and improved opportunities for the school.

Extended Instructional Day (Basic Services):

KIPP holds an extended day and year which these funds will help make possible. Due to an extended day 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 all students. For any student struggling academically, we will offer after-school tutorials to practice those skills. Students who qualify for Special Education will receive the accommodations and modifications specified in their IEPs and work individually or during class with our Education Specialist. Some students may receive 1:1 attention in pull-outs throughout the day. Our Education Specialist may also co-teach in classes with our special education students. For English Language Learners, we will offer tutoring after school, where students can come do their homework and receive extra assistance. We may also offer additional resources such as audiobooks or the primary language version of some textbooks as additional supports. These supports exist both within the school day and after school.

Staff Development Aligned with Standards-Based Instruction and Coaching (Basic Services):

KIPP is committed to providing high-quality teachers and administrators for all students. The school leadership team leads an intensive summer learning for all teachers to prepare them for the upcoming school year, promote collaboration and set expectations about continuous support and development throughout the school year. A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher’s implementation of the common core content standards. Staff development activities are tied directly to leveraging state-adopted textbooks and standards-based materials in the classroom. School leadership and other approved instructors lead the staff development work and these development opportunities and services are improved through the use of these federal funds.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

KIPP’s annual planning is centered around the Local Control and Accountability Plan (LCAP) where the school outlines the strategies, actions, services, goals and measurable outcomes. In order to ensure alignment, KIPP’s LEA Federal Addendum to the LCAP discusses strategies and activities that are based on federal funding which are in addition to our overall approach outlined in the LCAP. The LEA will annually review and adjust both plans depending on needs identified during the family, community and school engagement opportunities that take place throughout each school year.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.
TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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<th>ESSA SECTION</th>
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<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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 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.

Overuse in Discipline Practices that Remove Students from the Classroom

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<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Character development: KIPP staff will support 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 will ensure we are working with our students and families to develop character traits that lead to success in school and life.

Career Technical and Work-based Opportunities

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<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Not applicable.
**TITLE II, PART A**

**Title II, Part A Activities**

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<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

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.

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 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.
Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

KIPP will make parent involvement a priority. Parents are asked to be an active member of the school and participate in school events. Translations are provided in multiple languages to meet the needs of every family and translators are available for group meetings to ensure that communication is clear. This fosters a community where parents, students, teachers, and staff are working together to provide an excellent education for students. This high level of involvement will increase family literacy and academic growth of LEP students.

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 has been selected and funded to increase the level of engagement of families.
ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

**Poverty Criteria**

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<td>1112(b)(4)</td>
<td>N/A</td>
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Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

KIPP uses the percentage number of students qualifying for the Federal Free and Reduced Lunch Program as the poverty criteria to select the school attendance area. As a free public charter school we are able to serve a wide geographic area.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. Each provision for each program provided on the following pages must be addressed, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision within this addendum.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Staff selection is one of the most crucial aspects of the founding and growth of KIPP. The goal of the process is to find driven candidates and hire staff that have developed cultural competency, have at least two years of successful teaching experience in an under-resourced community, have exemplary student achievement results and are qualified to deliver the proposed instructional program. Also, they must have strong and positive recommendations, evidence of strong connections with students and their families, must be team players, flexible, smart, community service oriented, embody and exemplify the values of the school, and be committed to the vision and mission of KIPP. There is a human resources and talent team in place at KIPP Bay Area Schools to ensure that all core instructional teachers at KIPP are highly qualified under the ESSA requirements.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:
KIPP involves parents of Title I students in an organized, ongoing, and timely way. To start each year out strong, KIPP will have a summer orientation where parents/guardians will be introduced or re-introduced to the systems of school from attendance to homework. Parents will also find out how they can be involved with the school, but also how to be involved in their child’s education at the school to ensure their child’s success. This would include checking homework, signing their student agenda, making sure their child is at school every day and on time.

Parents are involved in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy. Parent groups may assist the Principal with community outreach, resource development, extracurricular programs, and community service projects. The committees will also have input into specific school-site decisions that pertain to fundraising efforts and special events.

All parents will be notified and involved in the school through the weekly newsletter outreach, Parent Orientation Meetings, regular KIPP Parent Advisory (KPA) meetings and KIPP School Site Council meetings. Parent involvement is ensured by the obligation of the school leader to collaborate with KIPP school advisory and council groups under the direction of KIPP Bay Area Schools.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
KIPP operates a schoolwide program that meet the requirements listed below in the following ways:

1. Comprehensive needs assessment of the entire school and schoolwide reform strategies:

KIPP measures the impact and success of our academic programs utilizing several forms of evaluation and assessment. Where assessments reveal that students are not performing at appropriate levels, modifications to curriculum and individual student programs are made. The school’s goal is to have students meet or exceed the state’s learning standards for their grades, as reported in achievement measures consistent with standardized assessments and other assessment tools.

KIPP employs a variety of internal assessment tools to ensure that all of our students reach the proficient or advanced levels in language arts and mathematics. These additional assessment tools will allow the school’s teachers and administrators to critique the instructional program, and to quickly adjust instructional practices, including the establishment of new goals and expectations to better serve the student population.

These assessments measure progress towards content and performance standards constructed by the teacher at the beginning of the year. These assessments may or may not be graded, but serve an essential role in communicating a student’s deficits and growth to the student, his or her family, and teachers. Some of these assessments assess basic content and skill knowledge. Additional tools that will be implemented to check for student understanding of academic content and skills include informal verbal check-ins throughout lessons, class work and homework. These assessment tools allow a teacher to gauge the level of understanding for individual lesson objectives. Quizzes, tests, essays, projects and other performance-based assessments provide more formal gauges of a student’s mastery of a particular unit of study and the corresponding state academic standards. Individual reading inventories provide teachers with a clear picture of each student’s strengths and weaknesses in reading, as well as identifying an accurate reading level. Since units are connected to state and district benchmarks and standards, the assessments of instructional units will align with state standards.

KIPP uses effective methods and instructional strategies based on scientific research that strengthen the core academic program in the school, increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum, include strategies for meeting the educational needs of historically underserved populations.

With the mission of enabling all students to make it to and through college, KIPP places standards-based, rigorous instruction, based on scientific research, at the center of its academic program. The Common Core State Standards will drive all instruction, and curricular programs in reading, writing, math, science, and social studies are selected based on their alignment with state standards. Reading instruction will be driven by the philosophy that literacy is taught across all content areas. Students will learn literacy strategies from all of their instructors in order to achieve proficiency in all Common Core State standards.

To ensure that our school is serving the academic needs of its entire student population, we offer a “More Time in School” academic program. More time to receive high-quality instruction is central to the success of KIPP students. Under the “More Time in School” model students are offered approximately 10,000 more minutes of instruction each year than what is required by law. The “More Time in School” model is broken down into the following three components:

Core Academic Subjects
Students will be engaged in the standard curriculum areas of English language arts, mathematics, science, social studies, fine arts, thinking skills, current events, technology, physical education and health.

Supplemental Instruction
Students will receive supplemental instruction from teachers. For example, students identified as being “at risk of failing” participate in a structured literacy tutorial class during this time to supplement their daily core English-Language Arts instruction.

Enrichment
Depending on students’ interests, the extracurricular program may include competitive sports (such as basketball, baseball, softball, and soccer), drama, dance team, school newspaper and magazine, yearbook, debate team, and service projects.

Under our “More Time in School” academic model, students also participate in a summer school enrichment program (Summer Success Academy). During summer school, students receive instruction in all core subjects. To prepare our students to successfully start the school year, our summer school enrichment program also teaches all students the character traits necessary to be successful students during the school year.
The mission, vision, and instructional program of KIPP, as outlined in its charter, was designed purposefully to meet the needs of the underserved student populations in the areas where our schools are located, specifically English language learners, socio-economically disadvantaged students, and students receiving special education services.

In order to meet the needs of its English language learners, KIPP will ensure that all of its teachers have been trained in SDAIE methods of instruction. The administration will monitor the effectiveness of instruction in terms of meeting the needs of English Language Learners. Materials and supplies will be purchased to support the effective instruction of English Language Learners. The school uses proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Students’ language proficiency levels, as determined by the ELPAC, are closely monitored to ensure students are advancing to higher levels of English Language proficiency.

KIPP has designed its program to support students from socioeconomically disadvantaged backgrounds in several different ways. For example, the school has created a “College Bound” culture, and will name each classroom after a top college and will continually making collegiate connections in the form of curriculum, newsletters, and / or workshops, for both students and parents. The school works with families to create supportive learning environments at home in order to increase literacy experiences. The school provides opportunities for students to engage in activities they may otherwise be missing, such as physical education, art, music, and technology. KIPP provides nutritious meals for its students, recognizing that health and nutrition are important parts of a student’s well-being and success in school. Finally, KIPP offers its families parent workshops in order to increase their knowledge about how to help their children at home and to make sure that learning occurs both at school and within home.

KIPP is in full compliance with the state and district regarding its special education students. For these students, after an assessment is completed, an Initial Individualized Education Plan (IEP) team meeting will convene where all assessment reports are shared and eligibility is determined. If the child is found to be eligible for special education, the Least Restrictive Environment (LRE) for the child will be decided, IEP goals will be set and the amount and type of services will be decided upon by the IEP team.

KIPP addresses the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the school wide program. The services of such a program include:

Counseling, pupil services, and mentoring services; personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; The integration of vocational and technical education programs.

Our “More Time in School” model, which is specifically designed for the underserved students in our community, allows us to seamlessly incorporate a number of intervention systems throughout the day to best serve our student population. In class, teachers use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and more time in school, struggling students not only spend more time learning in a small school environment, but staff members also have time during school, after school, and on Saturdays to provide individualized and small group support to students requiring extra help. In addition, teachers are available to help students with homework by phone in the evenings and on weekends.

The content of KIPP’s curriculum focuses on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. If necessary, as determined by student diagnostic tests administered at the start of the school year, KIPP uses state-adopted remediation programs to get students up to grade level. Interventions such as Breaking the Code and LeapTrack for reading and Scott Foresman’s California Mathematics will be considered.

KIPP will determine if such needs have been met through evidence of the student mastery of the grade level content standards as measured through the SBAC tests. In addition, teachers keep anecdotal records of their students’ progress. The results of additional school-wide and grade level assessments assist the teachers in monitoring which students have not yet mastered the standards continually throughout the year. The teacher and the principal monitor student progress and identify students at risk of not meeting the standards. Student Success Team meetings are held with the student’s teachers and parents to address student needs and implement accommodations and modifications to support identified students. Students who need additional support are also referred to the after-school tutoring program.

2. Instruction by highly qualified teachers:

Staff selection is one of the most crucial aspects of the founding and growth of KIPP. The goal of the process is to find driven candidates and hire staff that have developed cultural competency, have at least two years of successful teaching
experience in an under-resourced community, have exemplary student achievement results and are qualified to deliver the proposed instructional program. Also, they must have strong and positive recommendations, evidence of strong connections with students and their families, must be team players, flexible, smart, community service oriented, embody and exemplify the values of the school, and be committed to the vision and mission of KIPP. There is a human resources team in place at KIPP Bay Area Schools to ensure that all core instructional teachers at KIPP are highly qualified under the ESSA requirements.

3. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards:

During the school year, staff development will continue through professional development days, whole staff meetings, and department and grade level team meetings. KIPP teachers receive at least one week of in-service during which they are trained to function effectively within the parameters of the school and to meet the goals outlined in the accountability agreement. During the school year, staff development continues through professional development days, whole staff meetings, and vertical and grade level team meetings. During these meetings, time is dedicated to critically look at student work using a research-based protocol and to engage in dialogue regarding common professional texts read by all faculty.

The best professional development is closely linked to teachers’ classroom practice. Thus, the most frequently used professional development tool at KIPP is classroom observation, followed by substantive conversation about the observation. Each teacher is observed informally by the principal several times each month. Teachers are also given the opportunity to observe a complete lesson taught by another teacher and discuss it during shared planning time or in a faculty meeting. All classrooms at KIPP have an ‘open door policy.’ Faculty, administrators, and visitors to the school are encouraged to visit any classroom unannounced, and to discuss the class afterwards with the teacher.

Teachers also have the opportunity to visit other KIPP schools in the Bay Area and participate in professional development days for all KIPP Schools. Also, our teachers are able to participate in subject-matter conferences with other KIPP teachers around the country, as well as an annual summit gathering of over 3,000 KIPP teachers in the country. When applicable, KIPP will request the opportunity to attend scheduled staff development programs of interest on a seat availability basis through our local districts and other organizations such as the California Charter Schools Association. KIPP also considers contracts for staff development needs, beyond those available, with private providers.

4. Strategies to attract highly qualified teachers to high-need schools:

In order to seek out a diverse pool of the best candidates, KIPP has implemented a strategic recruitment plan. Our school is heavily supported in our teacher recruitment efforts by our Regional Support Office’s talent team.

The talent team utilizes referrals from our network, as well as online recruitment portals such as KIPP Teach, Teach for America, Opportunity Knocks, and Idealist.org to recruit highly-qualified teachers committed to the mission of our school. In addition, KIPP has its own webpage, in which it will communicate its mission, vision, goals, values, and open positions, as well as information on how to apply for open positions. Partnerships with Teach for America help to seek candidates through both word of mouth and through postings on the Teach for America Office of Career and Civic Opportunities job posting website. KIPP also uses connections with students and alumni from the Schools of Education at Stanford University and UC Berkeley to seek out potential candidates from these universities.

As important as these recruitment strategies are to attracting highly qualified teachers to our school, the talent team has also developed a robust candidate pipeline process that allows our school to expedite the hiring of these highly qualified teachers since competition for these teachers is high.

5. Strategies to increase parental involvement through means such as family literacy services:

At KIPP, constant communication between the school and home are encouraged and facilitated. Parents are involved in planned parent nights as well as parent/teacher conferences where they will learn about their child’s progress and strategies to support their child at home. One way in which teachers communicate frequently with parents is through the use of school agendas. These agendas help both the student and parent track progress and can be used to write notes home to parents or vice versa. Agendas will be signed by parents nightly and returned the next day, this way it ensures that parents are informed on the expectations, progress, and grades. By staying committed to open communication with the parents, it helps provide the proper support that KIPP students need in order for them to be successful. In an effort to develop the best possible relationships with the community that we serve, we supply all of our teachers with cellular phones in order to maintain open communication with families. On the first day of school parents will be given the cellular phone number of all staff members and will be encouraged to use it whenever they need clarification about an academic assignment or need to talk to the teacher about their child’s progress.
When necessary, parents participate in family meetings to receive training on how to support the development of their child’s reading, writing and mathematical skills at home. Other opportunities for parent involvement include newsletters, local field trips and end of year trips, and fun events such as picnics and dances.

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs:

KIPP’s Kindergarten program and curriculum are designed to support all students in the transition from early childhood programs to our school. We use the enrollment process to start supporting children with the transition by offering several family orientations to engage parents/guardians in our program. During the school day, we incorporate character-building lessons and joyful play into our academic programs to further support all children. Additionally, KIPP provides Transitional Kindergarten (TK) as designed by the California State Department of Education for those kindergartners who turn five years old between September 2nd and December 2nd. This is important because families frequently have children that are ready for school but are blocked of that opportunity. We also strive to identify opportunities for collaboration with early childhood programs in the community to ensure a smooth transition for children.

7. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program:

As a school focused on high-quality instruction for all students, we believe that teacher input is vital to the academic success of our students. Our teachers collaborate by subject area, grade level and even school wide to develop internal assessments to best assess the academic proficiency of our students. As the leader of their classroom, they have the most valuable insight into the needs of their students. Through collaboration, they are able to share best practices to support the academic achievement of all students. Teachers can then modify their curriculum and daily instruction to meet school wide proficiency goals.

8. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students’ difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance:

Needs assessments include a combination of MAP testing, historical SBAC results, individual student grades, as well as any IEPs. To develop schoolwide goals and strategies for student achievement, we will look at both the results of SBAC and MAP by grade level and subgroup in order to best align staffing and resources.

Each school year we administered MAP tests a (national norm-referenced test) at the beginning of the school year as a diagnostic to understand our students’ learning needs and again in the winter to measure progress. MAP test results were used to set schoolwide goals and to develop schoolwide strategies to improve learning outcomes for all students. Additionally, we used MAP results to determine growth targets in reading and math for each individual student. Students who are identified to be at risk of not being proficient or advanced in the academic content standards were placed in supplemental instruction for the start of the school year. Thus, in September, we already have an academic performance plan in place to ensure proficiency by the end of the school year.

On an ongoing basis, we use weekly assessments to assist teachers and other instructional staff in monitoring students’ progress towards mastery of the academic content standards. For students who have continued to demonstrate deficiencies, the Student Success Team (SST) has quickly intervened.

Student Success Team meetings have been and are held with each struggling student, their teachers and parents, and any other instructional staff that is involved in the student’s instruction in order to collectively determine if students need any additional accommodations beyond supplemental instruction and/or modifications in order to help them achieve success. With supplemental instruction built into our academic program, we are able to immediately provide the academic support our students need to reach proficiency or advanced. Meanwhile, our SST meetings promote ongoing collaboration with all individuals involved in a student’s education to ensure that any and all accommodations are being considered to ensure the student’s success.

9. Coordination and integration of federal, state, and local services and programs, including, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training:
KIPP receives all of its school meals from the local school district, which provides students with nutritious food that is organic and locally sourced whenever possible. KIPP will add services as needed as they continue to network within the community.

**Homeless Children and Youth Services**  
**ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
KIPP adheres to the Mckinney-Vento Homeless Act and ensures that each homeless student has equal access to the same free, appropriate public education as other KIPP students. Homelessness is defined as lacking a fixed, regular, and adequate nighttime residence and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.

2. Children who may be living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

3. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.

4. Children and youth who are living in cars, public spaces, abandoned buildings, substandard housing, bus or trains, or similar settings.

5. Migratory children who qualify as homeless because the children are living in conditions described above.

The school leader will designate a member of the leadership team as the School Homeless Liaison ("Homeless Liaison") for homeless students attending a school or program. The Homeless Liaison shall ensure that:

1. Homeless students are identified by annual systems that request living situation of students, school personnel and through coordinated activities with other entities and agencies.

2. Homeless students enroll in, and have a full and equal opportunity to succeed in, its schools and programs.

3. Homeless families and students receive educational services for which they are eligible.

4. Parents/guardians are informed of the educational services and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Notice of the educational rights of homeless students is disseminated at places where children receive services, such as schools, shelters, and community centers.

6. Enrollment disputes are mediated in accordance with law, Board policy, and procedure.

7. Parents/guardians are fully informed of all transportation services.

Homeless students who are enrolled in KIPP have the right to: Equal access to all educational programs and services, including transportation and school nutrition programs; attend KIPP for the duration of homelessness or the current school year, whichever ends first; attend KIPP while homeless, unless there exists a legitimate reason for requiring attendance at another school; and receive all educational services for which they are eligible.
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
   (A) coordination with institutions of higher education, employers, and other local partners; and
   (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As stated in the Schoolwide Plan - KIPP's Kindergarten program and curriculum are designed to support all students in the transition from early childhood programs to our school. We use the enrollment process to start supporting children with the transition by offering several family orientations to engage parents/guardians in our program. During the school day, we incorporate character-building lessons and joyful play into our academic programs to further support all children. Additionally, KIPP provides Transitional Kindergarten (TK) as designed by the California State Department of Education for those kindergartners who turn five years old between September 2nd and December 2nd. This is important because families frequently have children that are ready for school but are blocked of that opportunity. We also strive to identify opportunities for collaboration with early childhood programs in the community to ensure a smooth transition for children.

For students that are new to KIPP we use the enrollment process to start supporting students with the transition by offering several family orientations to engage parents/guardians in our program as well as offer school visits during the school year. We reach out to local partners to recruit students in the community. During the summer program and regular school day, we incorporate character-building into our academic programs to further support all students.

KIPP is a single school LEA. However, KIPP’s program and curriculum are designed to support all students in the transition to their next KIPP school or other college preparatory school.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

   (A) assist schools in identifying and serving gifted and talented students; and
   (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:
**TITLE I, PART D**

**Description of Program**
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

* KIPP does not receive Title I, Part D funds.

**Formal Agreements**
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

* KIPP does not receive Title I, Part D funds.

**Comparable Education Program**
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

* KIPP does not receive Title I, Part D funds.

**Successful Transitions**
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

* KIPP does not receive Title I, Part D funds.

**Educational Needs**
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
THIS ESSA PROVISION IS ADDRESSED BELOW:

KIPP does not receive Title I, Part D funds.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KIPP does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KIPP does not receive Title I, Part D funds.

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KIPP does not receive Title I, Part D funds.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
**Probation Officer Coordination**
**ESSA SECTION 1423(11)**

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

KIPP does not receive Title I, Part D funds.

**Individualized Education Program Awareness**
**ESSA SECTION 1423(12)**

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

KIPP does not receive Title I, Part D funds.

**Alternative Placements**
**ESSA SECTIONS 1423(13)**

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

KIPP does not receive Title I, Part D funds.
TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KIPP is committed to providing high quality teachers and administrators for all students. Strong, dedicated teachers are the backbone of any excellent school. KIPP hires outstanding, committed teachers familiar with the population of students the school serves. Teachers remained focused on the school’s mission, commitment to its values, and were open to collaboration and constant learning. This is reinforced through coaching, feedback evaluation and tailored professional development across all teaching staff that support students.

A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the common core content standards. Staff development activities are tied directly to leveraging state-adopted textbooks and standards-based materials in the classroom. KIPP ensures that all outside contractors and internal staff have used common core state standards as the base from which to develop professional development activities. As the scope and sequence for curricula school-wide are rooted in the standards, the practical application of all professional development is finely integrated into standards-based instruction.

Staff development activities include supporting materials that address scientifically-based research outlining the efficacy of the instructional strategies being covered. All staff development activities will focus on teaching state content standards and reaching low-performing students. KIPP may reach out to renowned professionals locally and throughout the state to develop high impact professional development designed to make a real impact on student achievement.

KIPP’s sole focus is addressing the achievement gap among low-income, low-performing students. Every staff development session operates from that base commitment. Presenters and materials are designed and/or chosen to successfully address this challenge. For example, training on data-driven instruction empowers teachers to use classroom data to pace the scope and sequence of the curriculum until each skill has been learned and mastered by all students. Finally, staff development topics will be chosen based upon the relative strengths and weaknesses of our students. For example, if our ELL students struggle with certain skills we schedule staff development sessions to respond to trends in assessment data among our ELL students.

KIPP will work with our regional and national organizations, KIPP Bay Area and KIPP Foundation, and regional consultants to provide training to our teachers to ensure that they are adequately reaching all students in the classroom. All teachers will attend professional conferences, regional and district level trainings and school-based in-services covering all areas mentioned above. Planned in-service trainings include staff development sessions that focus on developing teacher’s ability to address needs of all students.

Grade level content area departments and our school’s leadership team will work proactively together to leverage prior year assessment data and ongoing classroom assessments to determine how we can improve classroom practice and student achievement.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:
KIPP is a single school LEA.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Effectiveness of KIPP’s program is measured by internal assessment results benchmarking student progress toward state standards and state-mandated test scores. KIPP will also use parent, student and teachers surveys. We will monitor our program effectiveness by regularly administering and analyzing data from the assessments. We are using this data to drive our instruction. Data will be disaggregated by gender, ethnicity, English Learners, and socioeconomic status. Any identified gaps will alter professional activities.

A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the common core content standards. Ongoing consultation is provided through individual meetings with the teacher and the school leader where they review individual development plans and continuous improvement of student achievement.
TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All teachers will receive professional development on communicating with students designated as English Language Learners and in techniques for detecting whether a student has English language needs. KIPP will provide staff with specialized curricular materials to enable ELL students to achieve proficiency. In addition, staff will be trained in various teaching strategies such as, scaffolding techniques, songs and chants, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

KIPP will ensure that all of its teachers have been trained in SDAIE methods of instruction. The administration will monitor the effectiveness of instruction in terms of meeting the needs of English Language Learners. Materials and supplies will be purchased to support the effective instruction of English Language Learners. The school uses proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Students’ language proficiency levels, as determined by the ELPAC, are closely monitored to ensure students are advancing to higher levels of English Language proficiency.

KIPP will provide supplemental professional development by conducting a readers/writers workshop training. Research has shown that immersion, demonstration, engagement, and practice improve instruction for ELL students. KIPP will infuse the balanced literacy framework into the classroom to increase ELL students understanding and proficiency with the English language.

The services dedicated to Title III funds are in-person professional development to train English Language teachers to meet the needs of English Language Learners.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KIPP does not receive Title III, Immigrant Funds.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:
Students at KIPP with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school’s services and teaching methods. Based on a substantial research base proving the benefits of a structured English immersion program, KIPP will implement a comprehensive structured immersion program for its ELL students. It is the goal of KIPP that all of its students leave the school proficient in the English language and with pride and support for their home language. ELL students will participate in a mainstream English Language Arts program with a curriculum based on the California Content Standards.

Teachers of English Learners at KIPP will teach to the English Language Development standards as set forth by the California Department of Education. KIPP teachers are trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques to meet the needs of English Language Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to core content, students who are assessed as English Learners receive assistance in oral language development. KIPP will ensure that all ELL students have access to the core content, and may contract with the necessary specialists as needed in order to do so. All instruction will be in English; however, the level of English used for instruction – both oral and written – will be modified appropriately for each ELL student. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum.

In addition to the structured English immersion modifications teachers will make in their mainstream classes within the school’s extended day schedule, there will be ample time that can be used for additional intensive English Language instruction. For example, students who enter the school with an ELL designation can be tutored during study hall or the enrichment period. The school will use proven methodologies including increased time for reading and math, individualized instruction, and extra tutorials for students who are working towards English proficiency.

**English Proficiency and Academic Achievement**

**ESSA SECTIONS 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

As mentioned above - Teachers of English Learners at KIPP will teach to the English Language Development standards as set forth by the California Department of Education. KIPP teachers are trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques to meet the needs of English Language Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to core content, students who are assessed as English Learners receive assistance in oral language development. KIPP will ensure that all ELL students have access to the core content, and may contract with the necessary specialists as needed in order to do so.

Students' language proficiency levels as determined by the ELPAC will be closely monitored to ensure our students are advancing to higher levels of English Language proficiency.

Student mastery of the grade level content standards will be measured through standards-based assessments, as well as the SBAC and MAP. In addition, teachers will keep anecdotal records of their students’ progress. Assessment results will be disaggregated by English Language proficiency levels for further analysis. Additionally, the academic progress of reclassified students will be monitored for two years after reclassification. ELLs and RFEP students not making adequate ELD or academic progress will be provided with appropriate interventions. ELLs at risk of retention will receive additional intervention services.
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

KIPP applies all Title IV funds to Title I. The transfer serves to enhance Title I services.