LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Adelante Preparatory Academy
CDS Code: 37 68338 0101345
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Monique McKeown, Founding School Leader

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

Budget Overview for the 2019-20 LCAP Year

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

The total revenue projected for KIPP Adelante Preparatory Academy is $3,514,776, of which $2,554,208 is Local Control Funding Formula (LCFF), $471,651 is other state funds, $331,000 is local funds, and $157,917 is federal funds. Of the $2,554,208 in LCFF Funds, $477,622 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

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

KIPP Adelante Preparatory Academy plans to spend $4,218,235 for the 2019-20 school year. Of that amount, $4,218,235 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All General Fund Expenditure were included in LCAP

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

In 2019-20, KIPP Adelante Preparatory Academy is projecting it will receive $477,622 based on the enrollment of foster youth, English learner, and low-income students. KIPP Adelante Preparatory Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, KIPP Adelante Preparatory Academy plans to spend $607217 on actions to meet this requirement.
LCFF Budget Overview for Parents

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

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

In 2018-19, KIPP Adelante Preparatory Academy's LCAP budgeted $557,398 for planned actions to increase or improve services for high needs students. KIPP Adelante Preparatory Academy estimates that it will actually spend $589,127 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name  Contact Name and Title  Email and Phone
KIPP Adelante Preparatory Academy  Monique McKeown  Founding School Leader  mmckeown@kippadelante.org

2017-20 Plan Summary

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

Mission and Vision
The vision of KIPP Adelante is a diverse community of responsible, contented citizens leading productive, choice-filled lives. The mission of KIPP Adelante Preparatory Academy is to ensure that our students develop the academic skills, intellectual habits and character traits that are necessary for success in top-quality high schools, college, and the competitive world beyond. The school uses the Spanish word ‘Adelante’ as its name to instill in its students and families that everyone will be focused on getting ahead for college and life. KIPP Adelante aims to ensure that students become self-motivated, competent and life-long learners. The students of KIPP Adelante recognize an outstanding education as the instrument to achieve personal success and that success means having abundant opportunities. KIPP Adelante believes that early intervention will not only set students on a trajectory toward success, but also that the upper elementary and middle school years are crucial, with crucial choices that set students on a path for life. Thus, our school will serve Pre-Kindergarten through eighth grade students.

Students

KIPP Adelante believes that all students deserve access to a top-quality education and that knowledge is the key to success. To that end, KIPP’s extended day model provides an opportunity for historically underserved children to utilize education as a means to personal success.

KIPP Adelante serves a student population in which:
- 95.4% of students qualify for free or reduced lunch
- 50.5% of students are English Learners
- 96.1% Latino
- 2.6% African-American

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
• 2.3% Other (White, Two or More Races, Not Reported)

The overwhelming majority of our students come from schools that drastically underperforming (rated 1 to 3 on the previous statewide Academic Performance Indexes). As a result, on average, our entering fifthgraders are three grade levels behind in Reading, and two grade levels behind in Math. KIPP Adelante serves students in grades five through eight, typically students between the ages of nine and fifteen. The total enrollment at the school is generally 100 students per grade, or 400 students for all four grades.

**LCAP Highlights**

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

The KIPP Adelante LCAP focuses on three core areas of work as follows:

- **Goal 1: Team and Family**
  - KIPP Adelante will cultivate a student culture of community and scholarship.
  - KIPP Adelante will foster an adult culture of collaboration.

- **Goal 2: Meaningful Work**
  - KIPP Adelante will provide authentic learning experiences that develop critical thinking skills and engage students in deep learning.
  - KIPP Adelante will provide differentiation and intervention to ensure all students develop at their optimal pace.
  - KIPP Adelante will support innovation.

- **Goal 3: Voice**
  - KIPP Adelante will promote student voice.
  - KIPP Adelante will support informed, mobilized families.

In addition, it holds a fourth foundational goal as follows:

- **Goal 4: Capacity**
  - KIPP Adelante is an operationally-sound organization with the capacity to carry out Goals 1-3.

**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 Adelante made significant progress across Goal areas as follows:

Goal 1: Team and Family

- Restorative Practices - Restorative practices are in place at KIPP Adelante, which leverage the use of conversation to learn from behavior infractions and repair harm when needed. The use of suspension was further refined, both in terms of what a suspendable offense is and when used, how to pair suspension with logical consequences and the ability to repair harm. As a result, the school is currently rated Green on the California School Dashboard in the area of Suspension.

- Attendance - Every parent received a call home when their student was absent, with a monthly letter sent to families of students who were chronically absent. Face to face meetings were held to support students and families in understanding the importance of active attendance and collaborating to remove barriers to support this goal.

- Professional Development - For the past two years, teachers were observed at least once per week, which has been followed by coaching meetings in which teachers are supported in thinking through observational data and planning next steps. This consistent coaching has supported growth in teacher practice.

- Family Involvement - Multiple initiatives are in place to support family engagement and involvement, including weekly communication through each student’s Family Journal, text messages and phone calls, Coffees with the Principal, and 8th Grade Parent Nights. This communication is geared toward building transparency and connection between school and home, to support students and build agency within both students and families.

Goal 2: Meaningful Work

- Professional Development - For the past two years, teachers were observed at least once per week, which has been followed by coaching meetings in which teachers are supported in thinking through observational data and planning next steps. This consistent coaching has supported growth in teacher practice.

- Differentiated Instruction - Strong data practices supported a significant increase in data-based differentiation and intervention during the P60 Block (personalized learning and intervention) to address academic needs and ensure students develop at their optimal pace. Students received intervention in small, flexible groupings based on growth. Guided reading during P60 drove student growth, with the strategic planning in place to ensure that the most struggling readers received the highest frequency of supports. Computer programs were leveraged to meet students where they are and provide "just right" supports, including Lexia and Newsela.

- Project Based Learning - Exhibition projects and products are getting stronger, with students able to clearly and confidently communicating their learning. Field Lessons were integrated into Project Based Learning (PBL) units. Technology was leveraged as a tool within units, to both research and create.
Goal 3: Voice

- Student Voice - A variety of structures were used to promote student voice, including student government, restorative circles, advisory, and morning meetings. In addition, we worked to ensure that some Morning Meetings were student led to promote student voice and ownership. Restorative Practices have supported students in having conversations that promote the ability to learn from mistakes when they are made. Relationships between students and teachers have strengthened. As a result, more students are voicing their opinions as they feel they will be heard.

- Family Support and Communication - A variety of communication tools were leveraged to provide information to families in a timely manner and engage them in the school community, including the school website, social media, Family Journal, phone calls, text messages, and monthly Coffees with the Principal. Families are sharing their opinions and feel that they are both heard and responded to, which is building family engagement. When there are families in crisis, the KIPP Adelante community rallies to support them.

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 Adelante has identified the following areas of need:

Goal 1: Team and Family

- Suspension

Data - KIPP Adelante is now Green on the State Dashboard for Suspension, as measured by the 2015-16 Suspension Rates (two-year delay). The school has “Declined” the suspension rate for all subgroups and “Significantly Declined” it for the SPED subgroup. This said, the SPED subgroup in 2015-16 had a significantly higher rate of Suspension and was two levels higher than the overall population.

- Status is “Medium” overall (4.9%) and for the FRL (5.2%), EL (56.6%), and Latino (4.8%) subgroups and “Very High” for the SPED (16.7%) subgroup
- Growth is “Declined” overall (-0.7%) and for the FRL (-0.7%) and Latino (-0.5%) subgroups and “Maintained” for the EL (-0.1%) subgroup, and “Declined Significantly” for the SPED (-5%) subgroup.

Actions – KIPP Adelante’s shift to the use of Restorative Practices has served to reduce suspension rates significantly. In 2016-17, the overall suspension rate was maintained at similar rates overall and the SPED subgroup was brought down to a rate similar to the overall student population (5%). In 2017-18, rates were brought down overall and for all subgroups with the SPED subgroup having the lowest rate of 1.5%. Restorative Practices will continue to be implemented to maintain a low suspension rate, with a focus on this subgroup.

Goal 2: Meaningful Work
• English Language Arts

o Data - KIPP Adelante is Orange on the State Dashboard for English Language Arts, as measured by the 2016-17 SBAC.
  • Status is “Low” overall and for the FRL, EL, and Latino subgroups and “Very Low” for the SPED subgroup
  • Growth is “Declined” overall and for the FRL, EL, and Latino subgroups and “Maintained” for the SPED subgroup

o Actions – Ongoing coaching on implementation of best practices was provide for the second year to all teachers. This work, coupled with a strong data practice that supported targeted intervention for students with a focus on Guided Reading, led to significant increases in ELA on the 2017-18 SBAC.

• Mathematics

o Data - KIPP Adelante is Yellow on the State Dashboard for Mathematics, as measured by the 2016-17 SBAC.
  • Status is “Low” overall and for the FRL, EL, and Latino subgroups and “Very Low” for the SPED subgroup
  • Growth is “Increased” overall and for the FRL, EL, and Latino subgroups and “Maintained” for the SPED subgroup

o Actions – Ongoing coaching on implementation of best practices was provide for the second year to all teachers. This work, coupled with a strong data practice that supported targeted intervention for students, led to increases in Math on the 2017-18 SBAC.

• English Learner Progress

o Data - KIPP Adelante is Yellow on the State Dashboard for English Learner Progress, which measures annual progress toward learning English.
  • Status is “High” at 79.1%
  • Growth is “Declined” at -1.6%

o Actions - KIPP Adelante will continue to provide Integrated and Designated ELD supports for ELs to continue to achieve strong rates of progress toward English fluency.

Goal 3: Voice

• Family Involvement – KIPP Adelante will continue to support family engagement and involvement, working to enlist more families and ensure families know how to use the tools and structures available to them and provide supports as needed.

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
There was a performance gap of two levels for the SPED subgroup in Suspension rate and academic Achievement in Math, as reflected on the California School dashboard. Since 2015-16, the gap in rates of suspension for the SPED subgroup has been remediated. That subgroup now has the lowest rate of suspension. A strong data practice and intensive intervention are realizing increases in achievement, which is expected to result in increases for the SPED subgroup as well.

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

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

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

Monitoring and Evaluating Effectiveness
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Goal 1: Team and Family
- KIPP Adelante will cultivate a student culture of community and scholarship.
- KIPP Adelante will foster an adult culture of collaboration.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
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<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Expected</strong></td>
<td><strong>Actual</strong></td>
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</tbody>
</table>
| The average daily attendance rate will increase by 1% annually until goal of 95% is met overall and for all significant subgroups, as measured by attendance audit. | 18-19  
2017-18 +1%, or 95% | The average daily attendance rate, as measured by attendance audit, was: |
| **Baseline** | Overall - 94.8% |  
- Overall – 94.3%, narrowly missing the goal |
| FRL – TBD | o FRL – 94.3%, establishing a baseline |
| ELL – TBD | o ELL – 93.5%, establishing a baseline |
| Latino – TBD | o Latino – 94.2%, establishing a baseline |
| SPED – TBD | o SPED – 94.7%, establishing a baseline |
| The percent of students absent more than 10% of the school days (chronic absence) will decrease from by 1% annually until goal of less than 10% is established. | 18-19  
2017-18 +1%, or 95% | The percent of students absent more than 10% of the school days (chronic absence), as measured by attendance audit, was as follows establishing a baseline: |
| **Baseline** | Overall - 94.8% |  
- Overall – 94.3%, narrowly missing the goal |
| FRL – TBD | o FRL – 94.3%, establishing a baseline |
| ELL – TBD | o ELL – 93.5%, establishing a baseline |
| Latino – TBD | o Latino – 94.2%, establishing a baseline |
| SPED – TBD | o SPED – 94.7%, establishing a baseline |
met overall and for all significant subgroups, as measured by attendance audit.

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<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
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<tr>
<td></td>
<td>18-19: 2017-18 -1%, or less than 10%</td>
<td>Overall – 16.8%, a decrease of -0.8% narrowly missing the goal</td>
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<tr>
<td>Baseline</td>
<td>Overall – 6.7%</td>
<td>FRL – 16.6%, establishing a baseline</td>
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<td></td>
<td>FRL – TBD</td>
<td>ELL – 14.4%, establishing a baseline</td>
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<td>ELL – TBD</td>
<td>Latino – 15.6%, establishing a baseline</td>
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<td>Latino – TBD</td>
<td>SPED – 11.0%, establishing a baseline</td>
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</table>

The percent of suspensions was:

- Overall – 0%, meeting the goal

The percent of students who feel teachers care about them, as measured by student survey, was:

- 75%, not meeting the goal

The percent of families who feel teachers have built strong relationships with their child, as measured by family survey, was:

- 94.6%, an increase of over 20%, and meeting the goal
### Metric/Indicator

**The percent of families who feel teachers have built strong relationships with their child will increase by +1% until the goal of 80% is met, as measured by family survey.**

**18-19**

2017-18 +1%, or 80%

**Baseline**

89%

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**Questions on the survey changed. Proxy question:** The percent of teachers who feel interactions between students and adults are respectful was

- 60%, not meeting the goal

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**Metric/Indicator**

The percent of teachers who feel teachers build strong relationships with students will increase by +1% until the goal of 80% is met, as measured by teacher survey.

**18-19**

2017-18 +1%, or 80%

**Baseline**

65%

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**Questions on the survey changed. Proxy question:** The percent of teachers who feel time I spend collaborating with my colleagues is productive was

- 66%, not meeting the goal

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**Metric/Indicator**

The percent of staff who feel the school staff models excellent teamwork will increase by +1% until the goal of 80% is met, as measured by teacher survey.

**18-19**

2017-18 +1%, or 80%

**Baseline**

55%

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### 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.

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**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
</table>
| 1a. KIPP Adelante will utilize the structures of Morning Meeting and Advisory to pro-actively foster a strong sense of community within | 1a. KIPP Adelante utilized the structures of Morning Meeting and Advisory to pro-actively foster a strong sense of community within | 1300 – Assistant Principal (20%)  
1000-1999: Certificated Personnel Salaries Supplemental & Concentration $15914 | 1300 – Assistant Principal (20%)  
1000-1999: Certificated Personnel Salaries Supplemental & Concentration $15,914 |
the student body and celebrate student growth in academics. 

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

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
LEA-wide

**Locations**
All Schools

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tr>
<td>1b. KIPP Adelante staff will utilize restorative practices, including restorative circles, to address challenges within student culture as they arise to maintain a strong sense of community.</td>
<td>1b. KIPP Adelante staff utilized restorative practices, including restorative circles, to address challenges within student culture as they arose to maintain a strong sense of community. Restorative practices leveraged the use of conversation between students, students and families, and students and staff to learn from behavior infractions and repair harm when needed. In addition, strategic work has continued to address the use of suspension as a consequence both in terms of reducing its use and ensuring that, when used, suspension is paired with logical consequences and</td>
<td>1300 – Assistant Principal (20%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $0</td>
<td>1300 – Dean (50%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $31,500</td>
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<td>Professional Development in RJ 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration $0</td>
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Associated Payroll Tax and Benefits 3000-3999: Employee Benefits Supplemental & Concentration $2101

**Associated Payroll Tax and Benefits 3000-3999: Employee Benefits Supplemental & Concentration $2101**
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
- English Learners
- Foster Youth
- Low Income

Scope of Services
- LEA-wide

Locations
- All Schools

Action 3

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<td>1c. KIPP Adelante will actively monitor student attendance, maintain strong school to</td>
<td>1c. KIPP Adelante actively monitored student attendance and maintained strong school to</td>
<td>Office Manager (20%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $11,415</td>
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<tr>
<td>family communication, and provide bus transportation to maximize student time at school.</td>
<td>family communication to maximize student time at school. All parents received a call home when their student was absent and each month all students who were chronically absent had a letter sent home stating the number of days missed and emphasizing the importance of regular attendance. These were followed by face to face conversations for students whose patterns did not change, to build understanding of the importance of active attendance and collaborate to remove barriers that were keeping students from attending more regularly.</td>
<td>Associated Payroll Tax and Benefits 3000-3999: Employee Benefits Supplemental &amp; Concentration $1,507</td>
<td>Associated Payroll Tax and Benefits 3000-3999: Employee Benefits Supplemental &amp; Concentration $1,507</td>
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<td>Action 4</td>
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<td><strong>Students to be Served</strong></td>
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<td><strong>1d. KIPP Adelante will utilize structures to foster adult collaboration, including weekly professional development, common planning time, and department meetings.</strong></td>
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<td><strong>1d. KIPP Adelante utilized structures to foster adult collaboration, including weekly professional development, common planning time, and department meetings. In addition, teachers were observed at least once per week, which was followed by coaching meetings in which teachers were supported in thinking through observational data and student work/data, then planning next steps. Content teams met every week to look at student work and develop data-based instructional plans, with an additional three data days held across the school year in which teams developed in-depth reteach plans. Finally, Professional Development (PD) continued to</strong></td>
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<td><strong>Budgeted Expenditures</strong></td>
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<td>1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $3000</td>
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<td><strong>Estimated Actual Expenditures</strong></td>
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<td>Teacher Leader Stipends 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $3,000</td>
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provide whole school support in focal areas (i.e. Diversity, Equity, and Inclusion; Restorative Practices; Reading Intervention) as well as outside PD in specific areas of need (i.e. SPED, differentiation within subject areas). The overall effect has been a high level of support felt by teachers, coupled with a deepening understanding and an internalization of the Common Core State Standards (CCSS).

**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.

**Highlights of growth in overall implementation of Goal 1 are as follows:**

- Restorative Practices - Restorative practices are in place at KIPP Adelante, which leverage the use of conversation to learn from behavior infractions and repair harm when needed. The use of suspension was further refined, both in terms of what a suspendable offense is and, when used, how to pair suspension with logical consequences and the ability to repair harm.

- Attendance - Every parent received a call home when their student was absent, with a monthly letter sent to families of students who were chronically absent. Face to face meetings were held to support students and families in understanding the importance of active attendance and collaborating to remove barriers to support this goal.

- Family Involvement - Multiple initiatives are in place to support family engagement and involvement, including weekly communication through each student’s Family Journal, text messages and phone calls, Coffees with the Principal, and 8th Grade Parent Nights. This communication is geared toward building transparency and connection between school and home, to support students and build agency within both students and families.
• Professional Development - For the past three years, teachers were observed at least once per week, which has been followed by coaching meetings in which teachers are supported in thinking through observational data and planning next steps. This consistent coaching has supported growth in teacher practice.

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

Highlights of the overall effectiveness of Goal 1 are as follows:

• Attendance – Active monitoring of attendance and frequent communication with families resulted in an overall attendance rate that neared the target of 95%. The school has strengthened its ability to accurately measure chronic absence in alignment with the California School Dashboard, which has allowed it to establish a more reliable baseline from which to work forward.

• Suspension – Consistent implementation of restorative practices has resulted in a significant decrease in the suspension rate, despite qualification of events as suspendable offenses under Education Code. In 2015-16, as reflected on the California School dashboard, there was a small subgroup of students with higher special needs (7 of 42) resulting in a difference of two levels for this subgroup from the overall population. Since that time, the suspension rate has not only been brought down significantly overall – it has been brought down across subgroups, with the SPED subgroup currently holding the lowest suspension rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between the Budgeted Expenditures and Estimated Actual Expenditures were as follows:

• Action 1a– Continued focus on classroom culture was supported by Instructional coaches

• Action 1b- The Dean is the primary driver of Restorative Practices and conversations and consequences

• Action 1d – Grade Level chairs, continue to play a leadership role in coordinating across grade levels. Content Groups were led by Instructional Coaches this year, as opposed to teacher-leadership opportunities.

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.

The goals, measures, and all remaining actions are expected to continue as written in 2019-20
Goal 2: Meaningful Work
- KIPP Adelante will provide authentic learning experiences that develop critical thinking skills and engage students in deep learning.
- KIPP Adelante will provide differentiation and intervention to ensure all students develop at their optimal pace.
- KIPP Adelante will support innovation.

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)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18 +3%, or 75%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The percent of students who are level 3 or 4 in reading, as measured by the SBAC, was:

- Overall – 46% (preliminary), an increase of +6% meeting the goal
- FRL – 45% (preliminary), an increase of +6.3% meeting the goal
- ELL – 24% (preliminary), an increase of +4.5% meeting the goal
- Latino – 46% (preliminary), an increase of +5.8% meeting the goal
- SPED – 11% (preliminary), a decrease of 1.7%
### Expected

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>The percent of students who are level 3 or 4 in math as measured by the SBAC will increase by +3% until the goal of 75% or higher is met, overall and for all significant subgroups.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong></td>
<td>2017-18 +3%, or 75%                                                                clidean</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Expected</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>ELL – TBD%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Latino – TBD%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>The percent of 8th grade students who are college-ready in reading as measured by the NWEA (75th percentile or higher) will increase by +3% until the goal of 75% or higher is met</strong></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>2017-18 +3%, or 75%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>18%</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>The percent of 8th grade students who are college-ready in math as measured by the NWEA (75th percentile or higher) will increase by +3% until the goal of 75% or higher is met</strong></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>2017-18 +3%, or 75%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>The percent of English Learners who make annual progress in English fluency will increase by +1.5% until the goal of 75% or higher is met, as measured by the CELDT/ELPAC.</strong></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>2017-18 +1.5%, or 75%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>The percent of students who feel classes are preparing them for real life will increase by +1% until the goal of 80% is met, as measured by student survey.</strong></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
</tbody>
</table>
Metric/Indicator
The percent of families who feel the school has a positive impact on their child's academic performance will increase by +1% until the goal of 80% is met, as measured by family survey.

18-19
2017-18 +1%, or 80%
Baseline
65%

Expected
Actual
- 70.4% not meeting the goal

The percent of families who feel the school has a positive impact on their child's academic performance, as measured by family survey, was:
- 92.6%, meeting the goal

Metric/Indicator
The percent of teachers who feel curriculum is rigorous and prepares students for college will increase by +1% until the goal of 80% is met, as measured by teacher survey.

18-19
2017-18 +1%, or 80%
Baseline
76%

The percent of teachers who feel curriculum is rigorous and prepares students for college, as measured by teacher survey, was:
- 67%, a decrease of 16%!not meeting the goal

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>2a. Staff will receive differentiated support in designing authentic learning experiences, which may entail professional development sessions, co-planning, observation and debrief, and coaching.</td>
<td>2a. Staff received differentiated support in designing authentic learning experiences that incorporated field lessons. This included professional development sessions, co-planning, observation and debrief, and coaching. As detailed in Action 1d, teachers</td>
<td>2300 –School Leader (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $10272</td>
<td>Instructional Coach/Principal (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $10,272</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associated Payroll Tax and Benefits 3000-3999: Employee</td>
<td>Associated Payroll Tax and Benefits 3000-3999: Employee</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
LEA-wide

**Locations**
All Schools

**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>2b. Staff will receive differentiated support in the integration of technology to promote meaningful work and student engagement, which may entail professional development sessions, co-planning, observation and debrief, and coaching.</td>
<td>2b. Staff received differentiated support in the integration of technology to promote meaningful work and student engagement, which entailed co-planning, observation and debrief, and coaching.</td>
<td>Classroom Technology 4000-4999: Books And Supplies Supplemental &amp; Concentration $12,769</td>
<td>Classroom Technology 4000-4999: Books And Supplies Supplemental &amp; Concentration $12,769</td>
</tr>
<tr>
<td>1900 - Educational Technology Specialist/Assessment Coordinator (0%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $0</td>
<td>1900 - Educational Technology Specialist/Assessment Coordinator (50%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $0</td>
<td>1900 - Educational Technology Specialist/Assessment Coordinator (50%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $0</td>
<td>1900 - Educational Technology Specialist/Assessment Coordinator (50%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $0</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>3000-3999 Associated Payroll Tax and Benefits 1000-1999: Certificate Personnel Salaries Supplemental &amp; Concentration $0</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>3000-3999 Associated Payroll Tax and Benefits 3000-3999: Employee Benefits Supplemental &amp; Concentration $0</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>2c. Student data will be collected and analyzed on an ongoing basis, to inform whole group, small group, and individual instruction.</td>
</tr>
<tr>
<td>Low Income</td>
<td>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
<tr>
<td></td>
<td>Students to be Served English Learners Foster Youth Low Income</td>
</tr>
<tr>
<td></td>
<td>2c. Student data was collected and analyzed on an ongoing basis, to inform whole group, small group, and individual instruction. Teachers used both class and individual student data to determine next steps, adjusting lessons and units of study as necessary. Three data days were held over the course of the school year, in which teachers analyzed results and developed re-teaching plans.</td>
</tr>
<tr>
<td></td>
<td>Scope of Services LEA-wide</td>
</tr>
<tr>
<td>Action 3</td>
<td>Locations All Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 3</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Actions/Services</td>
<td>2300 – Dir Acad (15%) Dean (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $19050</td>
<td>2300 – Dir Acad (15%) Dean (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $19050</td>
<td></td>
</tr>
<tr>
<td>Estimated Actual Expenditures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 4

<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>2d. Differentiation and intervention will be deployed to address academic needs and ensure students develop at their optimal pace, leveraging technology as appropriate. <strong>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
<td>2d. Strong data practices supported a significant increase in data-based differentiation and intervention during the P60 Block (personalized learning and intervention) to address academic needs and ensure students develop at their optimal pace. Students received intervention in small, flexible groupings based on growth. Guided reading during P60 drove student growth, with the strategic planning in place to ensure that the most struggling readers received the highest frequency of supports. programsComputer were leveraged to meet students where they are and provide &quot;just right&quot; supports, including Lexia, Newsela Khan Academy and Next Gen. ELD groups were formed using assessment data.</td>
<td>2300 – Dir Ac (10%) Dean (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $14800</td>
<td>Dir Ac (10%) Dean (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $14800</td>
</tr>
<tr>
<td><strong>Students to be Served</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>1200 - Reading Interventionist (90%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $54000</td>
<td>Reading Interventionist (90%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $54000</td>
<td></td>
</tr>
<tr>
<td><strong>Scope of Services</strong></td>
<td></td>
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<tr>
<td>LEA-wide</td>
<td></td>
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</tr>
<tr>
<td><strong>Locations</strong></td>
<td></td>
<td></td>
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<tr>
<td>All Schools</td>
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</tbody>
</table>

### Action 5

<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>2e. Students will have regular opportunities to demonstrate their knowledge in authentic contexts, including unit projects and products as well as expositions of student work.</td>
<td>2e. 8th graders have opportunities to demonstrate their knowledge in authentic contexts through Project Based Learning (PBL) units in Science that include projects and products as well as exhibition nights of student work where students presented their projects</td>
<td>2300 – AP (20%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $15914</td>
<td>Assistant Principal (50%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $15914</td>
</tr>
<tr>
<td><strong>Planned Actions/Services</strong></td>
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<td>2e.</td>
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<td>2e.</td>
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<td></td>
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<tr>
<td><strong>Actual Actions/Services</strong></td>
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<tr>
<td>2e.</td>
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<tr>
<td>2e.</td>
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</tr>
<tr>
<td><strong>Budgeted Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2300 – AP (20%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $15914</td>
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<td></td>
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</tr>
<tr>
<td><strong>Estimated Actual Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principal (50%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $15914</td>
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</tr>
</tbody>
</table>
### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served
- English Learners
- Foster Youth
- Low Income

#### Scope of Services
- LEA-wide

#### Locations
- All Schools

---

### Action 6

<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>2f. Teachers will have opportunities to conduct research in their own classrooms, to inform the KIPP Adelante program and model.</td>
<td>2f. Teachers have opportunities to pilot practices in their own classrooms, content areas, and grade levels, to inform the KIPP Adelante program and model. This included piloting curriculum and a restructuring of the P60 block.</td>
<td>2300 – Instructional Coach (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $8500</td>
<td>Instructional Coach (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $8500</td>
</tr>
</tbody>
</table>

### Field lessons were incorporated into PBL units.

### Benefits Supplemental & Concentration $2101

### Dean (20%) SL (25%) 2000-2999: Classified Personnel Salaries Supplemental & Concentration $38279

### Associated Payroll Tax and Benefits 3000-3999: Employee Benefits Supplemental & Concentration $5053

### Associated Payroll Tax and Benefits 3000-3999: Employee Benefits Supplemental & Concentration $5053
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
- English Learners
- Foster Youth
- Low Income

Scope of Services
- LEA-wide

Locations
- All Schools

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.

Highlights of growth in overall implementation of Goal 2 are as follows:

- Professional Development - For the past three years, teachers were observed at least once per week, which has been followed by coaching meetings in which teachers are supported in thinking through observational data and planning next steps. This consistent coaching has supported growth in teacher practice.

- Differentiated Instruction - Strong data practices supported a significant increase in data-based differentiation and intervention during the P60 Block (personalized learning and intervention) to address academic needs and ensure students develop at their optimal pace. Students received intervention in small, flexible groupings based on growth. Guided reading during P60 drove student growth, with the strategic planning in place to ensure that the most struggling readers received the highest frequency of supports. Within the ELD population, small instructional groups were formed based on ELAC data, so that students could get the focused instruction they needed in order to improve fluency. Computer programs were leveraged to meet students where they are and provide "just right" supports, including Lexia, Next Gen, Khan Academy and Newsela.
Project Based Learning - 8th Grade Science Exhibition projects and products are getting stronger, with students able to clearly and confidently communicating their learning. Field Lessons were integrated into Project Based Learning (PBL) units. Technology was leveraged as a tool within units, to both research and create.

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

Highlights of growth in overall effectiveness of Goal 2 are as follows:

- Academic Growth – Strong teacher practice, coupled with data-based intervention, resulted in an increase in student achievement as measured by the SBAC in both ELA and Math.

- Stakeholder Satisfaction – Strong curriculum and instruction, differentiated supports, and meaningful project-based work have resulted in high levels of students and families feeling that the school is supporting students’ academic growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between the Budgeted Expenditures and Estimated Actual Expenditures were as follows:

- Action 2a- Some duties were shifted, to leverage changing strengths among individuals: the Dir. of Academics has been coaching the coaches, and taking on a coaching load directly. While instructional coaches also have other duties throughout the day.

- Action 2b – The Educational Technology Specialist position was not staffed, The work detailed in this action was taken on within the existing administration team.

- Action 2e- Responsibilities were shifted as the Dean and Principal took on coaching in 18-19

- Action 2f- less emphasis was placed on research, though some teachers piloted and made changes to new initiatives in their classrooms based on results

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.

The goals, actions, and all remaining measures are expected to continue as written in 2018-19.
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**

Goal 3: Voice
- KIPP Adelante will promote student voice.
- KIPP Adelante will support informed, mobilized families.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

| Local Priorities: |

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>The percent of students who feel they have opportunities to express themselves will increase by +1% until the goal of 80% is met, as measured by student survey.</td>
<td>Will be updated in Fall 2019 when outcomes are available.</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>2017-18 +1%, or 80%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>54%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>The percent of families who feel parents are actively involved in the school will increase by +1% until the goal of 80% is met, as measured by family survey.</td>
<td>Will be updated in Fall 2019 when outcomes are available.</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>2017-18 +1%, or 80%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>
### Metric/Indicator
The percent of teachers who feel school leadership involves staff in decision making and problem solving will increase by +1% until the goal of 80% is met, as measured by family survey.

<table>
<thead>
<tr>
<th>18-19</th>
<th>2017-18 +1%, or 80%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>78%</td>
</tr>
</tbody>
</table>

### Metric/Indicator
The percent of families who attend student-led conferences will increase by +1% until the goal of 80% is met, as measured by family survey.

<table>
<thead>
<tr>
<th>18-19</th>
<th>2017-18 +1%, or 80%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>66%</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>3a. KIPP Adelante will promote student voice through a variety of structures, including student government, restorative circles, advisory, and morning meetings.</td>
<td>3a. KIPP Adelante promoted student voice through a variety of structures, including student government, restorative circles, advisory, and morning meetings. In addition, we worked to ensure that some Morning Meetings are student led to promote student voice and ownership. Restorative Practices have supported students in having conversations that promote the ability to learn from</td>
<td>Certificated Staff (10%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $166,398</td>
<td>Certificated Staff (10%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $166,398</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
- English Learners
- Foster Youth
- Low Income

Scope of Services
- LEA-wide

Locations
- All Schools

mistakes when they are made. Advisory has been leveraged to build community among students and elicit student voice to guide programming.

Student government meets regularly, and has been active in spearheading student activities and fundraising efforts. Clubs continue to be offered based on student interest, such as the mini-mermaids running club and a 6th grade boys' groups. Finally, each administrator facilitates a book club during the school day based on a culturally relevant book, to instill the joy and love of reading.

### 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>3b. KIPP Adelante will utilize student-led conferences to develop student and family ownership and agency over learning.</td>
<td>3b. KIPP Adelante utilized student-led conferences to develop student and family ownership and agency over learning. These conferences included reflection on progress, review of data, and goal setting.</td>
<td>Assistant Principal (15%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $11395</td>
<td>Assistant Principal (15%) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $11935</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
LEA-wide

**Locations**
All Schools

### 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>3c. KIPP Adelante will employ a variety of communication tools to provide information to</td>
<td>3c. KIPP Adelante employed a variety of communication tools to provide information to</td>
<td>5900 – Website, Social Media, Printing (20%) 5000-5999: Services And Other Operating</td>
<td>Website, Social Media, Printing (20%) 5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td>families in a timely manner and engage them in the school community, including the school</td>
<td>families in a timely manner and engage them in the school community, including the school</td>
<td>Expenditures Supplemental &amp; Concentration $2861</td>
<td>Supplemental &amp; Concentration $2861</td>
</tr>
<tr>
<td>website, social media, newsletters, and Coffee Mondays.</td>
<td>website, social media, Family Journal, phone calls, text messages, and monthly Coffee with the Principal. All of these communications are made in both Spanish and English. The Powerschool portal promoted transparency of student data with families and students themselves, who have on demand access to the gradebook. In addition, all students receive a weekly report generated from Dean's List that includes both academic and behavioral data. Finally, the Family Journal includes important</td>
<td>Home Visits 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $0</td>
<td>Assistant Principal (Home Visits) 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration $0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associated Payroll Tax and Benefits 3000-3999: Employee Benefits Supplemental &amp; Concentration $0</td>
<td>Associated Payroll Tax and Benefits 3000-3999: Employee Benefits Supplemental &amp; Concentration $0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2300 – Assistant Principal (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $7957</td>
<td>Assistant Principal (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $7957</td>
</tr>
</tbody>
</table>
### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- LEA-wide

**Locations**
- All Schools

### Action 4

<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>3d. KIPP Adelante will provide parent education trainings to support college knowledge and college going, via the KIPP Through College program.</td>
<td>3d. KIPP Adelante provided parent education trainings to support college knowledge and college going, via the KIPP Through College (KTC) program. Families received updates on the LCAP process and provided feedback, helping to determine priorities of families.</td>
<td>KTC Staff (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $17500</td>
<td>KTC Staff (10%) 2000-2999: Classified Personnel Salaries Supplemental &amp; Concentration $17,500</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**
- English Learners
- Foster Youth
- Low Income

**Scope of Services**
- LEA-wide

**Locations**
- All Schools

**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.

A focus on relationships establishes the basic condition required for students to take risks in classrooms, and specific strategies (high leverage questions) require students to do the "heavy lifting" and develop their voice as learners and self-advocates.

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

Increased numbers of students report that they have opportunities to express themselves, though fewer families attended SLCs, which provide an opportunity to align that confidence with academic work.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 3b – Additional time and resources were dedicated to developing and supporting student led conferences
- Action 3c– Home visits were de-emphasized and increased contact and relationship building was supported by the Assistant Principal
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.

The goals, actions, and all remaining measures are expected to continue as written in 2019-20
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

Goal 4: Capacity

- KIPP Adelante is an operationally-sound organization with the capacity to carry out Goals 1-3.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>Meet</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>Met</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>
</table>
### Action 2

**Planned Actions/Services**

4b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.

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

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Category</th>
<th>Expenditure Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>$153,681</td>
</tr>
</tbody>
</table>

**Estimated Actual Expenditures**

<table>
<thead>
<tr>
<th>Category</th>
<th>Expenditure Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>$153,681</td>
</tr>
</tbody>
</table>

### Action 3

**Planned Actions/Services**

4a. Hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.

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

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Category</th>
<th>Expenditure Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$1,381,234</td>
</tr>
<tr>
<td>2000-2999: Classified Personnel Salaries</td>
<td>$417,324</td>
</tr>
<tr>
<td>3000-3999: Employee Benefits Base</td>
<td>$462,309</td>
</tr>
</tbody>
</table>

**Estimated Actual Expenditures**

<table>
<thead>
<tr>
<th>Category</th>
<th>Expenditure Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>$1,381,234</td>
</tr>
<tr>
<td>2000-2999: Classified Personnel Salaries</td>
<td>$417,324</td>
</tr>
<tr>
<td>3000-3999: Employee Benefits Base</td>
<td>$462,309</td>
</tr>
</tbody>
</table>
4c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

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

Students to be Served
All

Location(s)
All Schools

Operating Expenses 5000-5999: Services And Other Operating Expenditures Base $1,193,384

4d. Maintain depreciating capital as necessary to support strong school operations.

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

Students to be Served
All

Location(s)
All Schools

Capital Outlay 6000-6999: Capital Outlay Base $3086

Capital Depreciation 6000-6999: Capital Outlay Base $3,086
<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>4e. Fund district oversight, contracted district services, and special education</td>
<td>4e. Fund district oversight, contracted district services, and special education</td>
<td>Other Outgo 7000-7439: Other Outgo Base $0</td>
<td>Other Outgo 7000-7439: Other Outgo Base $0</td>
</tr>
<tr>
<td>encroachment as required to maintain a sound organization under school law and education</td>
<td>encroachment as required to maintain a sound organization under school law and education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>code.</td>
<td>code.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved</strong></td>
<td><strong>Students to be Served</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Services Requirement:</strong></td>
<td><strong>All</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location(s)</strong></td>
<td><strong>All Schools</strong></td>
<td></td>
<td></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 Adelante experienced a mid-year transition in our operations leader, resulting in a redistribution of responsibilities. We anticipate implementing a new standard of operational procedures with the transition from KIPP San Diego to KIPP SoCal.

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

KIPP Adelante met all local performance indicators related to this goal on the CA Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A - no material difference between Budgeted Expenditures and Estimated Actual Expenditures
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goals, actions, and all remaining measures are expected to continue as written in 2019-20.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</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

Analysis

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

A Stakeholder Reporting Calendar was in place to ensure regular reporting of data throughout the year, building transparency, empowering stakeholders, and soliciting valuable feedback. This included:

- Students - A survey was administered three times per year to gather critical input across areas of the school program including LCAP Goals and Actions.

- Families - Progress toward goals, actions to date, and data on measures were shared with families in monthly coffees with the Principal. An annual survey gathered critical input across areas of the school program including LCAP Goals and Actions.

- Staff - Ongoing updates and analysis of data occurred during Professional Development. In addition, a survey was administered three times per year gathered critical input across areas of the school program including LCAP Goals and Actions.

- Board - Progress toward goals, including data from measures and actions to date, were shared with the Board on an ongoing basis at meetings. The 2017-20 LCAP Annual Update and Plan was reviewed and approved at the June 11, 2018 Board Meeting in a Public Hearing.

Impact on LCAP and Annual Update

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

Stakeholder feedback has been in general alignment with KIPP Adelante strategic initiatives. Consultations with groups has informed the following focal areas:

Goal 1: Team and Family
• Restorative Practices - Restorative practices will be continued, to maintain the reduction in suspensions and the percent of time students spend out of class.

• Professional Learning Community - Teachers will continue to receive weekly observation and feedback, to support practice. Content teams will continue to meet every other week to support collaboration and community.

• Goal 2: Meaningful Work Curriculum and Instruction – The current work around coaching of teacher practice, using data to inform instruction, and providing differentiated supports within the P60 Block will continue as they are realizing results, which in turn is increasing stakeholder satisfaction with the program.

Goal 3: Voice

• Student Voice – Students will continue to have their voice heard and supported through Advisory and Community Circles, as well as student led initiatives. Teachers will continue working to develop positive and trusting relationships with students, as a foundation for promoting student voice.

• Family Engagement – Family engagement efforts will focus on broadening the base of families involved, as well as providing concrete training and supports for families in using the tools available to them.
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Unchanged Goal |

Goal 1

Goal 1: Team and Family
- KIPP Adelante will cultivate a student culture of community and scholarship.
- KIPP Adelante will foster an adult culture of collaboration.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 6: School Climate (Engagement) |

Local Priorities:

Identified Need:
A strong school culture promotes academic success and social and emotional well-being. Too often, schools serving traditionally underserved student populations do not have a school community that engages both students and staff as a team and family. This is seen in low attendance rates, as well as high chronic absenteeism, suspension, and expulsion for students, and in high teacher turnover. KIPP Adelante’s work to promote Team and Family addresses this need.

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>The average daily attendance rate will increase by 1% annually until goal of 95% is met overall and for all significant subgroups,</td>
<td>Overall - 94.8% FRL – TBD ELL – TBD Latino – TBD</td>
<td>Baseline +1%, or 95%</td>
<td>2017-18 +1%, or 95%</td>
<td>2018-19 +1%, or 95%</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>as measured by attendance audit.</td>
<td>Overall – 6.7%</td>
<td>Baseline -1%, or less than 10%</td>
<td>2017-18 -1%, or less than 10%</td>
<td>2018-19 +1%, or less than 10%</td>
</tr>
<tr>
<td>The percent of students absent more than 10% of the school days (chronic absence) will decrease from by 1% annually until goal of less than 10% is met overall and for all significant subgroups, as measured by attendance audit.</td>
<td>FRL – TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELL – TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latino – TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percent of suspensions will decrease by -0.3% until goal of 6% or lower is reached.</td>
<td>Overall – 5.5%</td>
<td>Baseline -0.3%, or 6% or lower</td>
<td>2017-18 -0.3%, or 6% or lower</td>
<td>2018-19 -0.3%, or 6% or lower</td>
</tr>
<tr>
<td></td>
<td>FRL – 5.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELL – 4.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latino – 5.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percent of expulsions will decrease by -0.5% until goal of less than 1% or lower is reached.</td>
<td>0.0%</td>
<td>Baseline -0.5%, or less than 1%</td>
<td>2017-18 -0.5%, or less than 1%</td>
<td>2018-19 -0.5%, or less than 1%</td>
</tr>
<tr>
<td>The percent of students who feel teachers care about them as a person will increase by +1% until the goal of 80% is met, as measured by student survey.</td>
<td>74%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</td>
</tr>
<tr>
<td>The percent of families who feel teachers have built strong relationships with their child will increase by +1% until</td>
<td>89%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</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>the goal of 80% is met, as measured by family survey.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percent of teachers who feel teachers build strong relationships with students will increase by +1% until the goal of 80% is met, as measured by teacher survey.</td>
<td>65%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</td>
</tr>
<tr>
<td>The percent of staff who feel the school staff models excellent teamwork will increase by +1% until the goal of 80% is met, as measured by teacher survey.</td>
<td>55%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</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: (Select from All, Students with Disabilities, or Specific Student Groups)</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<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:
### 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

### 2017-18 Actions/Services

1a. KIPP Adelante will utilize the structures of Morning Meeting and Advisory to pro-actively foster a strong sense of community within the student body and celebrate student growth in academics.

### 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>$14,510</td>
<td>$15914</td>
<td>$15914</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries 1300 – Assistant Principal (20%)</td>
<td>1000-1999: Certificated Personnel Salaries 1300 – Assistant Principal (20%)</td>
<td>1000-1999: Certificated Personnel Salaries 1300 – Assistant Principal (20%)</td>
</tr>
<tr>
<td>Amount</td>
<td>$1,915</td>
<td>$2101</td>
<td>$2101</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; 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

1b. KIPP Adelante staff will utilize restorative practices, including restorative circles, to address challenges within student culture as they arise to maintain a strong sense of community.

### 2018-19 Actions/Services

1b. KIPP Adelante staff will utilize restorative practices, including restorative circles, to address challenges within student culture as they arise to maintain a strong sense of community.

### 2019-20 Actions/Services

1b. KIPP Adelante staff will utilize restorative practices, including restorative circles, to address challenges within student culture as they arise to maintain a strong sense of community.

### 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>$45,675</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries 1300 – Assistant Principal (20%)</td>
<td>1000-1999: Certificated Personnel Salaries 1300 – Assistant Principal (20%)</td>
<td>1000-1999: Certificated Personnel Salaries 1300 – Assistant Principal (20%)</td>
</tr>
</tbody>
</table>
### Action 3

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>
</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>
</tbody>
</table>

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

<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>1c. KIPP Adelante will actively monitor student attendance and maintain strong school to family communication to maximize student time at school.</td>
<td>1c. KIPP Adelante will actively monitor student attendance, maintain strong school to family communication, and provide bus transportation to maximize student time at school.</td>
<td>1c. KIPP Adelante will actively monitor student attendance, maintain strong school to family communication, and provide bus transportation to maximize student time at school.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,029</td>
<td>Supplemental &amp; Concentration</td>
<td>Associated Payroll Tax and Benefits</td>
</tr>
<tr>
<td>$60</td>
<td>Supplemental &amp; Concentration</td>
<td>Associated Payroll Tax and Benefits</td>
</tr>
<tr>
<td>$60</td>
<td>Supplemental &amp; Concentration</td>
<td>Associated Payroll Tax and Benefits</td>
</tr>
<tr>
<td>Year</td>
<td>Amount</td>
<td>Source</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>---------------------------------</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)
### 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

<table>
<thead>
<tr>
<th>Category</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1d. KIPP Adelante will utilize structures to foster adult collaboration, including weekly professional development, common planning time, and department meetings.</td>
<td>1d. KIPP Adelante will utilize structures to foster adult collaboration, including weekly professional development, common planning time, and department meetings.</td>
<td>1d. KIPP Adelante will utilize structures to foster adult collaboration, including weekly professional development, common planning time, and department meetings.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$6,000</td>
<td>Supplemental &amp; Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</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 2</th>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

Goal 2: Meaningful Work
- KIPP Adelante will provide authentic learning experiences that develop critical thinking skills and engage students in deep learning.
- KIPP Adelante will provide differentiation and intervention to ensure all students develop at their optimal pace.
- KIPP Adelante will support innovation.

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 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

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

Identified Need:
There is a large achievement gap for the traditionally underserved students in San Diego, which must be addressed. KIPP Adelante’s work to engage students in Meaningful Work addresses this need.

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>The percent of students who are level 3 or 4 in reading as measured by the SBAC will increase by +3% until the goal of</td>
<td>Overall – 31%</td>
<td>Baseline +3%, or 75%</td>
<td>2017-18 +3%, or 75%</td>
<td>2018-19 +3%, or 75%</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>75% or higher is met, overall and for all significant subgroups.</td>
<td></td>
<td>Baseline +3%, or 75%</td>
<td>2017-18 +3%, or 75%</td>
<td>2018-19 +3%, or 75%</td>
</tr>
<tr>
<td>The percent of students who are level 3 or 4 in math as measured by the SBAC will increase by +3% until the goal of 75% or higher is met, overall and for all significant subgroups.</td>
<td>Overall – 20% FRL – 19% ELL – 7% Latino – 19%</td>
<td>Baseline +3%, or 75%</td>
<td>2017-18 +3%, or 75%</td>
<td>2018-19 +3%, or 75%</td>
</tr>
<tr>
<td>The percent of students who achieve projected growth goal in reading as measured by the NWEA will increase by +3% until the goal of 75% or higher is met, overall and for all significant subgroups.</td>
<td>Overall – 67% FRL – TBD% ELL – TBD% Latino – TBD%</td>
<td>Baseline +3%, or 75%</td>
<td>2017-18 +3%, or 75%</td>
<td>2018-19 +3%, or 75%</td>
</tr>
<tr>
<td>The percent of students who achieve projected growth goal in math as measured by the NWEA will increase by +3% until the goal of 75% or higher is met, overall and for all significant subgroups.</td>
<td>Overall – 65% FRL – TBD% ELL – TBD% Latino – TBD%</td>
<td>Baseline +3%, or 75%</td>
<td>2017-18 +3%, or 75%</td>
<td>2018-19 +3%, or 75%</td>
</tr>
<tr>
<td>The percent of 8th grade students who are college-ready in reading as measured by the NWEA (75th percentile or higher) will increase</td>
<td>18%</td>
<td>Baseline +3%, or 75%</td>
<td>2017-18 +3%, or 75%</td>
<td>2018-19 +3%, or 75%</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>by +3% until the goal of 75% or higher is met</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The percent of 8th grade students who are college-ready in math as measured by the NWEA (75th percentile or higher) will increase by +3% until the goal of 75% or higher is met</td>
<td>10%</td>
<td>Baseline +3%, or 75%</td>
<td>2017-18 +3%, or 75%</td>
<td>2018-19 +3%, or 75%</td>
</tr>
<tr>
<td>The percent of English Learners who make annual progress in English fluency will increase by +1.5% until the goal of 75% or higher is met, as measured by the CELDT/ELPAC.</td>
<td>TBD</td>
<td>Baseline +1.5%, or 75%</td>
<td>2017-18 +1.5%, or 75%</td>
<td>2018-19 +1.5%, or 75%</td>
</tr>
<tr>
<td>The percent of students who feel classes are preparing them for real life will increase by +1% until the goal of 80% is met, as measured by student survey.</td>
<td>65%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</td>
</tr>
<tr>
<td>The percent of families who feel the school has a positive impact on their child's academic performance will increase by +1% until the goal of 80% is met, as measured by family survey.</td>
<td>91%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

The percent of teachers who feel curriculum is rigorous and prepares students for college will increase by +1% until the goal of 80% is met, as measured by teacher survey.

<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>The percent of teachers who feel curriculum is rigorous and prepares students for college will increase by +1% until the goal of 80% is met, as measured by teacher survey.</td>
<td>76%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</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)

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

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services
2a. Staff will receive differentiated support in designing authentic learning experiences, which may entail professional development sessions, co-planning, observation and debrief, and coaching.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$17,000</td>
<td>Supplemental &amp; Concentration</td>
<td>2000-2999: Classified Personnel Salaries Instructional Coach (20%)</td>
</tr>
<tr>
<td></td>
<td>$2,244</td>
<td>Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits Associated Payroll Tax and Benefits</td>
</tr>
<tr>
<td></td>
<td>$1356</td>
<td>Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits Associated Payroll Tax and Benefits</td>
</tr>
<tr>
<td></td>
<td>$1356</td>
<td>Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits Associated Payroll Tax and Benefits</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

2b. Staff will receive differentiated support in the integration of technology to promote meaningful work and student engagement, which may entail professional development sessions, co-planning, observation and debrief, and coaching.

### 2018-19 Actions/Services

2b. Staff will receive differentiated support in the integration of technology to promote meaningful work and student engagement, which may entail professional development sessions, co-planning, observation and debrief, and coaching.

### 2019-20 Actions/Services

2b. Staff will receive differentiated support in the integration of technology to promote meaningful work and student engagement, which may entail professional development sessions, co-planning, observation and debrief, and coaching.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<tbody>
<tr>
<td>Amount</td>
<td>$12,000</td>
<td>$12,769</td>
<td>$12,769</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies Classroom Technology</td>
<td>4000-4999: Books And Supplies Classroom Technology</td>
<td>4000-4999: Books And Supplies Classroom Technology</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td>Amount</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>$15,914</td>
<td>Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits 2300, 3000-3999 - Director of Partnership (20%)</td>
<td>$20164</td>
</tr>
<tr>
<td>$38,625</td>
<td>Supplemental &amp; Concentration</td>
<td>1000-1999: Certificated Personnel Salaries 1900 - Educational Technology Specialist/Assessment Coordinator (50%)</td>
<td>$0</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:
<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></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

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**

2c. Student data will be collected and analyzed on an ongoing basis, to inform whole group, small group, and individual instruction.

**2018-19 Actions/Services**

2c. Student data will be collected and analyzed on an ongoing basis, to inform whole group, small group, and individual instruction.

**2019-20 Actions/Services**

2c. Student data will be collected and analyzed on an ongoing basis, to inform whole group, small group, and individual instruction.

**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>$17,000</td>
<td>$19050</td>
<td>$19050</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2000-2999: Classified Personnel Salaries Instructional Coach (20%)</td>
<td>2000-2999: Classified Personnel Salaries 2300 – Dir Acad (15%) Dean (10%)</td>
<td>2000-2999: Classified Personnel Salaries 2300 – Dir Acad (15%) Dean (10%)</td>
</tr>
<tr>
<td>Amount</td>
<td>$2,244</td>
<td>$2515</td>
<td>$2515</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Amount</td>
<td>$4,025</td>
<td>$4,025</td>
<td>$4,025</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
<tr>
<td>NWEA MAP</td>
<td>NWEA MAP</td>
<td>NWEA MAP</td>
<td>NWEA MAP</td>
</tr>
</tbody>
</table>

**Action 4**

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>

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>

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>

Budgeted Expenditures

2d. Differentiation and intervention will be deployed to address academic needs and ensure students develop at their optimal pace, leveraging technology as appropriate.
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructional Coach (20%)</td>
<td></td>
<td></td>
<td>2300 – Dir Ac (10%) Dean (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructional Coach (20%)</td>
<td></td>
<td></td>
<td>2300 – Dir Ac (10%) Dean (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructional Coach (20%)</td>
<td></td>
<td></td>
<td>2300 – Dir Ac (10%) Dean (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructional Coach (20%)</td>
<td></td>
<td></td>
<td>2300 – Dir Ac (10%) Dean (10%)</td>
<td></td>
<td></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)

[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

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2e. Students will have regular opportunities to demonstrate their knowledge in authentic contexts, including unit projects and products as well as expositions of student work.</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>2e. Students will have regular opportunities to demonstrate their knowledge in authentic contexts, including unit projects and products as well as expositions of student work.</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>2e. Students will have regular opportunities to demonstrate their knowledge in authentic contexts, including unit projects and products as well as expositions of student work.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$17,000</td>
<td>Supplemental &amp; Concentration</td>
<td>2000-2999: Classified Personnel Salaries Instructional Coach (20%)</td>
<td>$2,244</td>
<td>Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits Associated Payroll Tax and Benefits</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
<td>Action 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------</td>
<td>------------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$15,914</td>
<td>Supplemental &amp; Concentration</td>
<td>2000-2999: Classified Personnel Salaries Director of Partnership</td>
<td>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$38279</td>
<td>Supplemental &amp; Concentration</td>
<td>2000-2999: Classified Personnel Salaries 2300 – Dean (20%) SL (25%)</td>
<td>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$38279</td>
<td>Supplemental &amp; Concentration</td>
<td>2000-2999: Classified Personnel Salaries 2300 – Dean (20%) SL (25%)</td>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$2,101</td>
<td>Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits Associated Payroll Tax and Benefits</td>
<td>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) English Learners Foster Youth Low Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$5053</td>
<td>Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits Associated Payroll Tax and Benefits</td>
<td>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) LEA-wide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$5053</td>
<td>Supplemental &amp; Concentration</td>
<td>3000-3999: Employee Benefits Associated Payroll Tax and Benefits</td>
<td>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools</td>
<td></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

- Select from New, Modified, or Unchanged for 2018-19
  - Unchanged Action
  - 2018-19 Actions/Services

- Select from New, Modified, or Unchanged for 2019-20
  - Unchanged Action
  - 2019-20 Actions/Services
2f. Teachers will have opportunities to conduct research in their own classrooms, to inform the KIPP Adelante program and model.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries</td>
<td></td>
<td></td>
<td>Salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructional Coach (20%)</td>
<td></td>
<td></td>
<td>Instructional Coach (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Associated Payroll Tax and Benefits</td>
<td></td>
<td></td>
<td>Associated Payroll Tax and Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>$8500</td>
<td>Supplemental &amp; Concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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)

| Unchanged Goal |

Goal 3

Goal 3: Voice
- KIPP Adelante will promote student voice.
- KIPP Adelante will support informed, mobilized families.

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:
The traditionally underserved students and families have lacked access to strong educational opportunities, in large part because they have had their voice limited. KIPP Adelante’s work in the area of Voice is targeted at this need, building agency for students and families.

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>The percent of students who feel they have opportunities to express themselves will increase by +1% until the goal of 80% is met, as measured by student survey.</td>
<td>54%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</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>The percent of families who feel parents are actively involved in the school will increase by +1% until the goal of 80% is met, as measured by family survey.</td>
<td>88%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</td>
</tr>
<tr>
<td>The percent of teachers who feel school leadership involves staff in decision making and problem solving will increase by +1% until the goal of 80% is met, as measured by family survey.</td>
<td>78%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</td>
</tr>
<tr>
<td>The percent of families who attend student-led conferences will increase by +1% until the goal of 80% is met, as measured by family survey.</td>
<td>66%</td>
<td>Baseline +1%, or 80%</td>
<td>2017-18 +1%, or 80%</td>
<td>2018-19 +1%, or 80%</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]
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
3a. KIPP Adelante will promote student voice through a variety of structures, including student government, restorative circles, advisory, and morning meetings.

#### 2018-19 Actions/Services
3a. KIPP Adelante will promote student voice through a variety of structures, including student government, restorative circles, advisory, and morning meetings.

#### 2019-20 Actions/Services
3a. KIPP Adelante will promote student voice through a variety of structures, including student government, restorative circles, advisory, and morning meetings.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
</table>
### Action 2

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>
</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Learners</th>
<th>LEA-wide</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<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>Unchanged Action</th>
<th>Unchanged Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
<td>2019-20 Actions/Services</td>
</tr>
</tbody>
</table>

3b. KIPP Adelante will utilize student-led conferences to develop student and family ownership and agency over learning.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$120,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries Certificated Staff (10%)</td>
</tr>
<tr>
<td>$0</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries Certificated Staff (10%)</td>
</tr>
<tr>
<td>$0</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries Certificated Staff (10%)</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Amount</td>
<td>$4,568</td>
<td>$11,395</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000-1999: Certificated Personnel Salaries Assistant Principal (10%)</td>
<td>1000-1999: Certificated Personnel Salaries Assistant Principal (15%)</td>
</tr>
<tr>
<td>Amount</td>
<td>$603</td>
<td>$1,575</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; 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)

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>
3c. KIPP Adelante will employ a variety of communication tools to provide information to families in a timely manner and engage them in the school community, including the school website, social media, newsletters, and Coffee Mondays.

### 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>$1,200</td>
<td>$2,861</td>
<td>$3,533</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures Website, Social Media, Printing (20%)</td>
<td>5000-5999: Services And Other Operating Expenditures 5900 – Website, Social Media, Printing (20%)</td>
<td>5000-5999: Services And Other Operating Expenditures 5900 – Website, Social Media, Printing (20%)</td>
</tr>
<tr>
<td>Amount</td>
<td>$19,778</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Amount</td>
<td>$2,611</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Amount</td>
<td>$3,978</td>
<td>$7,957</td>
<td>$7,957</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2000-2999: Classified Personnel Salaries Director of Innovation (5%)</td>
<td>2000-2999: Classified Personnel Salaries 2300 – Assistant Principal (10%)</td>
<td>2000-2999: Classified Personnel Salaries 2300 – Assistant Principal (10%)</td>
</tr>
<tr>
<td>Amount</td>
<td>Source</td>
<td>Source</td>
<td>Source</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>$525</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td></td>
<td>Associated Payroll Tax and Benefits</td>
<td>Associated Payroll Tax and Benefits</td>
<td>Associated Payroll Tax and Benefits</td>
</tr>
</tbody>
</table>

### Action 4

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>
</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>
</tbody>
</table>

- 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

3d. KIPP Adelante will provide parent education trainings to support college knowledge and college going, via the KIPP Through College program.

#### 2018-19 Actions/Services

3d. KIPP Adelante will provide parent education trainings to support college knowledge and college going, via the KIPP Through College program.

#### 2019-20 Actions/Services

3d. KIPP Adelante will provide parent education trainings to support college knowledge and college going, via 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>$17,403</td>
<td>$17500</td>
<td>$17500</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>2000-2999: Classified Personnel Salaries KTC Staff (10%)</td>
<td>2000-2999: Classified Personnel Salaries KTC Staff (10%)</td>
<td>2000-2999: Classified Personnel Salaries KTC Staff (10%)</td>
</tr>
<tr>
<td>Amount</td>
<td>$2,297</td>
<td>$2310</td>
<td>$2310</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; Concentration</td>
<td>Supplemental &amp; 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 4</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Goal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Goal 4

**Goal 4: Capacity**

- KIPP Adelante is an operationally-sound organization with the capacity to carry out Goals 1-3.

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

**State Priorities:** Priority 1: Basic (Conditions of Learning)

**Local Priorities:**

### Identified Need:

KIPP Adelante must be an operationally-sound organization with the capacity to support achievement of Goals 1 – 3.

### 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>Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update</td>
<td>Met</td>
<td>Meet</td>
<td>Meet</td>
<td>Meet</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>All</td>
<td>All Schools</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>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

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

<table>
<thead>
<tr>
<th>New Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

### 2017-18 Actions/Services

4a. Hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.

### 2018-19 Actions/Services

4a. Hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.

### 2019-20 Actions/Services

4a. Hire, develop, and retain a certificated and classified staff to support implementation of the goals and actions.

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></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)

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

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

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

<table>
<thead>
<tr>
<th>[Add Scope of Services 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>

**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
### 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)

- All

**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]

### 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>$150,021</td>
<td>$153,681</td>
<td>$153,681</td>
</tr>
</tbody>
</table>

**Source**  
Base

**Budget Reference**  
4000-4999: Books And Supplies

### Unchanged Action

**2017-18 Actions/Services**

- 4b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.

**2018-19 Actions/Services**

- 4b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.

**2019-20 Actions/Services**

- 4b. Acquire and maintain books, materials, and supplies necessary to support classroom instruction and school operations.
### 4c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$972,780</td>
<td></td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2018-19</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1,193,384</td>
<td></td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1,193,384</td>
<td></td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenses</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)

| All |

**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

Unchanged Action

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

Unchanged Action

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

Unchanged Action
### 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)

<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>$3086</td>
<td>$3086</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>6000-6999: Capital Outlay</td>
<td>6000-6999: Capital Outlay</td>
<td>6000-6999: Capital Outlay</td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
<td></td>
</tr>
</tbody>
</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>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2017-18 Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>4e. Fund district oversight, contracted district services, and special education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2019-20 Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>4e. Fund district oversight, contracted district services, and special education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
encroachment as required to maintain a sound organization under school law and education code.

centric as required to maintain a sound organization under school law and education code.

centric as required to maintain a sound organization under school law and education code.
## 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 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Goal</td>
</tr>
</tbody>
</table>

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

- **State Priorities:**
- **Local Priorities:**

### Identified Need:

### 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>
</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**

OR

**Actions/Services**

**Budgeted Expenditures**
# 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>$477,622</td>
<td>23%%</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).

**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>$525,546</td>
<td>22.26%</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).

KIPP Adelante will utilize funds on a school-wide basis, given the extremely high percentage of unduplicated pupils. Areas of focus are as follows:

- **Certificated Staff**, including salaries and benefits for:
  - Assistant Principals and Advisors to:
    - Provide support in implementation of academic and social-emotional program to improve and increase services for unduplicated pupils
  - Develop student belonging, agency, and voice
  - Promote a strong school culture through use of Restorative Practices
  - Reading Interventionist, to support struggling readers and close achievement gap
  - Teaching Staff, to provide additional time for home visits to engage with families

- **Classified Staff**, including salaries and benefits for:
  - Instructional coaches to support academic and social-emotional program to improve and increase services for unduplicated pupils
  - Director of Partnership and Innovation to support academic and social-emotional program to improve and increase services for unduplicated pupils
  - Office Staff to support with student and family communication, parent engagement, and auditing of engagement indicators
  - Education Technology and Assessment Specialist, to support data-driven practice

- **KIPP To College staff** to support development of a college-going culture
  - Materials, Services and Operating Expenses:
    - Professional Development to support academic and social-emotional program to improve and increase services for unduplicated pupils
o Classroom technology to support differentiated learning

o Licenses for data tools and software to track student progress

o Digital media and social media, to engage families and stakeholders

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>$</td>
<td>%</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).
Addendum

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

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

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

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

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

**Instructions: Linked Table of Contents**

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

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

**Plan Summary**

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

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

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

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

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

**Comprehensive Support and Improvement**

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires
charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
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.
  
  o 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: PRIORITY 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 fosters youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

_Prepared by the California Department of Education, January 2019_
# LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
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Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name
KIPP Adelante Preparatory Academy

CDS Code:
37 68338 0101345

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.*

**TITLE I, PART A**
**TITLE II, PART A**
**TITLE III, PART A**
**TITLE IV, PART A**

*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 Charter school takes a holistic approach to achieving student achievement. The following outlines local priorities and how we anticipate using federal funds to support our strategy.

Local Priority 1 Extended learning time:

The Charter School offers an extended day model, where students are in school until at a minimum of one hour beyond core instructional time. This long day gives our students the opportunity for more time on task to master the core content standards and experience educational enrichment. The extended day allows the Charter School to employ a rotational model for instruction in which students rotate between teacher-led small groups, online instruction, and independent work, as well as time for intervention activities such as working on intervention games.

Local Priority 2 Parents as Partners:

The Charter School believes one of the most significant contributing factors to our school success is the partnership that exists between students, their families, and our school team. The Charter School will work to engage parents in multiple ways and levels.

Local Priority 3 Staff development and professional collaboration aligned with standards-based instructional materials:

Several weeks before the school year will be dedicated to staff development and professional collaboration. The week before school starts will be dedicated to long-term planning in Mathematics. In addition, early release days will be used to plan, reflect, and share best practices on a weekly basis. Staff development and professional collaboration will be led by the School Leader and Dean except in cases where they choose to bring in other instructional leaders.

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.

The Charter School’s primary planning document is the Local Control and Accountability Plan (LCAP). In the LCAP the Charter School outlines all of the schools strategies, actions, services, goals and measurable outcomes. In order to ensure alignment, the Charter School’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. Our Single Plan for Student Achievement (SPSA) discusses the federal funds tied to the strategies and activities in our LEA Federal Addendum. The goals in the SPSA are also aligned to the LCAP to ensure there is alignment throughout the three school plans.

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
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.

### Overuse in Discipline Practices that Remove Students from the Classroom

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).

### Career Technical and Work-based Opportunities

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.
## TITLE II, PART A

### Title II, Part A Activities

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<th>ESSA SECTION</th>
<th>STATE PRIORITY ALIGNMENT</th>
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<tbody>
<tr>
<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.
Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.
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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Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
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:

Not Applicable for Charter School

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:
The Charter School was not identified for CSI or ATSI.

The parent and family engagement policy is developed jointly, updated periodically, and agreed upon with parents of children participating in Title I, Part A programs. The Charter School's processes for developing and evaluating its Title I parent engagement policy with the involvement of parents include the following:

- Asking for feedback on the policy during the annual Title I meeting
- Family leadership council meetings
- Parent surveys conducted in the beginning and middle of the year
- Parents are asked for feedback and input during monthly family nights or workshops
- Providing parents of Title I students with timely information about Title I programs through the Family Handbook, weekly newsletter, parent bulletin, phone calls, and emails

The parent engagement policy process is aligned with the Charter School's LCAP stakeholder involvement process. During the annual LCAP stakeholder engagement meeting, the School Leader of the Charter School presents to parents on the goals, actions, and services, and outcomes in the school's LCAP. Parents follow along with the presentation, recording their feedback on an accompanying survey in real time. This parent input influences the LCAP as well as the parent engagement policy and all aspects of school culture.

The Charter School assists parents in understanding State standards and assessments, Title I requirements and how to monitor their child's progress and work with teachers to improve their child's achievement in the following ways:

- Constant communication between the school and home. Parents are given their child’s teacher’s cellular phone number to use whenever they need clarification about an academic assignment or need to talk about their child's progress
- Parents are involved in planned parent nights as well as parent/teacher conferences where they learn ways to support their child at home and about their child’s progress.
- Parents of students at the Charter School may also participate in School Site Council
- The Charter School provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels are expected to meet through report cards, parent-teacher conferences, weekly newsletters, parent workshops, and data reports.

The Charter School supports parents with materials and training on how to improve their child’s achievement through the above-mentioned parent workshop nights. Specifically, parents receive training on how to support the development of their child's reading, writing, and mathematical skills at parent workshop nights.

The Charter School educates teachers, principals, and other staff on the value of contributions of parents and how to communicate and work with parents as equal partners in the following ways:

- Front office and operational staff members receive professional development on creating a warm and welcoming environment for all school visitors, including parents and families
- All Charter School staff must have evidence of strong connections with students and their families.

The Charter School integrates parent involvement with other programs in the following ways:

- The Charter School's afterschool program invites parents to student showcases.
- Parents of ELs may participate in the ELAC
- Parents are encouraged to participate in the Family Ambassadors program led by the regional Advocacy and Community Engagement team.

The Charter School provides informed participation of parents who have LEP, parents with disabilities, and parents of migratory children and ensure information about parent programs, meetings, and activities is provided in a format and language parents can understand in the following ways:

- The Charter School will determine parents’ language needs via the Home Language Survey. The Charter School will ensure that written communications are provided in a language LEP parents can understand and also provide translation and interpretation services for all meetings involving these family members.
- The Charter School uses a questionnaire to identify migratory families and determine and provide necessary additional supports
- The Charter School employs many different modes of communication – letters, phone calls, online platforms, in-person meetings – to ensure all families are engaged in an appropriate format.

The Charter School addresses requests from parents of Title I students for other supports in the following ways:
Requests can be made directly to the SL and administration of the school. The school's leadership will then work one-on-one with families to address or resolve the request.

**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:**
Description of programs and services provided at the Charter School and how the services support academically at-risk students and close achievement gaps:

- Designated daily blocks allow teachers to target specific student needs, and an intervention program provides further small group instruction to students below grade level.
- Use of proven methodologies including individualized instruction for ELs. Students’ language proficiency is monitored to ensure progress.
- Support of socioeconomically disadvantaged students through “College Bound” culture and by working with families to create supportive learning environments at home.
- Compliance with state and district special education policy. After assessment, the IEP team meets and decides eligibility, the Least Restrictive Environment, IEP goals, and appropriate services.
- Instruction by qualified teachers - the goal of the Charter School’s recruitment process is to find driven candidates who have developed cultural competency, have 2 or more years of successful teaching experience in an underresourced community, and have exemplary student achievement results.
- High-Quality Professional Development – teacher PD includes 4 weeks during the summer, 3 pupil-free days, and weekly sessions on early dismissal days. The administration monitors and supports teachers.
- Strategies to increase parent involvement - the Charter School facilitates constant communication between school and home. Parents are involved in parent/teacher conferences and receive training on how to support the development of their child’s reading, writing, and mathematical skills at home at parent workshop nights. Teachers send home daily communication logs. Additionally, the charter school sends home weekly newsletters, and all teachers are given cellular phones so that families can contact them for support.
- Plan for student transitions - through student recruitment efforts, the school leader communicates regularly with local schools. Their awareness of the academic and social programs that incoming students have participated in informs planning and allows for a smooth transition. Students who struggle with the transition are identified early through diagnostic assessments and teacher observations and given extra support through daily small group intervention.
- Teacher input on instructional program - Teachers collaborate with colleagues at their grade and content level to review weekly standards-based assessments that are used to measure student mastery of each standard. Teachers are responsible for analyzing the resulting student data and for adjusting their lesson and unit plans to better meet the needs of their students.
- Timely assistance of struggling students - The results of the standards-based assessments assist teachers in monitoring which students have not mastered which standards. The teacher and their manager will monitor student progress and identify students not yet proficient. Student Success Team meetings are held to address accommodations and modifications to support the students.
- Coordination of federal and state programs - The charter school continuously monitors performance and takes a holistic approach to meeting the needs of our students, which involves coordinating federal, state, and local services. The Charter school works with local organizations such as after-school partners and preschool programs. The Charter school ensures parents have opportunities to be involved in school planning. The Charter School will add services as needed as student needs change.

The parents of the Charter School’s students play an important role in developing school plans. All school plans are reviewed by the SSC and ELAC.

As of norm day 2018, student demographics fulfill the minimum that 40% of the students in the school, or residing in the attendance area served by the school, are from low-income families. Furthermore, each year the Charter School conducts a comprehensive data analysis of student achievement, including multiple measures of student performance. This evaluation of plan effectiveness is aligned to our LCAP development process to ensure plan alignment. Written and verbal input from the annual LCAP stakeholder engagement meeting influences the development and implementation of all school plans.

### 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:**
The Charter School recognizes the right of all students residing within the school’s boundaries, including those who are homeless, the opportunity to enroll in, and participate in the Charter School's educational and support programs. The Charter School will adhere to the provisions of the McKinney-Vento Homeless Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in outreach materials, websites, at community meetings, and regional center meetings notifying parents that the school is open to enroll and provide services to all students, which shall include a district standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition of enrollment.

Definitions

Homeless means students who lack 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

School Homeless Liaison

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 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

Student Rights

Homeless students who are enrolled in the Charter School have the right to:

- Equal access to all educational programs and services, including transportation and school nutrition programs;
- Continue to attend the Charter School for the duration of homelessness or the current school year, whichever ends first;
- Attend the Charter School while homeless, unless there exists a legitimate reason for requiring attendance at another school; and
- Receive all educational services for which they are eligible
Student Transitions  
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:

Through student recruitment efforts, the school leader of the charter school communicates regularly with local schools where our students are coming from. Their awareness of the academic and social programs that the incoming students have participated in informs their leadership of the entering grade level curricular planning, and allows them, in conjunction with the teachers, to plan a smooth transition from the early childhood/elementary programs to the academic content-heavy the curriculum of the Charter's instructional program. Students who struggle with the transition are identified early through diagnostic assessments, standards based assessments and teacher observations, and are then given extra support through daily participation in small group language arts and/or mathematics sessions with an intervention teacher.  

KIPP Through College (KTC) supports the Charter school's students with their transitions to both high school and college. For students transitioning from middle to high school, KTC provides support with identifying and applying to quality high schools. KTC also helps students identify and apply for scholarship opportunities for high-performing private high schools. As previously discussed, the Charter School promotes a College Bound culture, inspiring a "to and through" mindset for all its students. While the Charter School does not serve 9th-12th grades, KTC college match advisors support the school's alumni throughout high school in their pursuit of higher education. KTC counselors continue to provide support to alumni in college with a focus on persistence, completion, and career readiness.  

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:

N/A
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:

The Charter School 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:

The Charter School 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:

The Charter School 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:

The Charter School 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:

The Charter School 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:

The Charter School 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:

The Charter School 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:

The Charter School 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.
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<th><strong>THIS ESSA PROVISION IS ADDRESSED BELOW:</strong></th>
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<tr>
<td><strong>Probation Officer Coordination</strong></td>
<td>ESSA SECTION 1423(11)</td>
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<tr>
<td>As appropriate, provide a description of how schools will</td>
<td>work with probation officers to assist in meeting the needs of</td>
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<td>children and youth returning from correctional facilities.</td>
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<tr>
<td><strong>Individualized Education Program Awareness</strong></td>
<td>ESSA SECTION 1423(12)</td>
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<tr>
<td>Provide a description of the efforts participating schools</td>
<td>will make to ensure correctional facilities working with</td>
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<tr>
<td>children and youth are aware of a child’s or youth’s existing</td>
<td>individualized education program.</td>
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<td><strong>Alternative Placements</strong></td>
<td>ESSA SECTIONS 1423(13)</td>
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<tr>
<td>As appropriate, provide a description of the steps</td>
<td>participating schools will take to find alternative placements</td>
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<td>children and youth interested in continuing their education</td>
<td>but unable to participate in a traditional public school</td>
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**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:**

All professional development activities are focused on the students mastering the content standards. Professional activities are planned based on the assessments results as well as classroom observations. At the beginning of the year, professional developments time is dedicated to focusing in on the selected instructional programs.

Professional development activities are based on scientifically based research that has been effective in driving forward student achievement. As all instruction is data-driven, so is the professional development and are thus expected to improve student achievement.

All professional development is designed to support the student achievement of all students while cognizant of the specific needs of our subgroups. Data will be disaggregated by gender, ethnicity, English Learners, and socioeconomic status. Any identified gaps will alter professional activities.

Teachers and administration will be able to attend professional development activities that will enhance their growth as educators. Professional development is planned based on the needs of the school and the staff. Grade levels meet for at least an hour each week to share and support each other on top of the planned professional development on a specific topic. BTSA will be provided for those teachers in need of this support.

**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:**

The Charter School 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:**

The Charter Schools regional support office (KIPP LA Schools) has a team - Talent Acquisition and Credentialing that monitors teacher level information and progress towards their individual goals. On going consultation is provided through individual meetings with the teacher and the school leader where they review individual development plans.
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:

The Charter School is grounded in the belief that teachers are the key levers that boost student achievement; thus quality professional development is essential for KIPP students to excel academically. All professional development is designed to maximize student achievement, including that of our English Learners. The instructional team will focus on long term planning and supplementing the selected instructional materials to best support all of our students. The teachers will share out best practices that are successful with their English Learners, such as effective instructional methods and strategies. The administration will monitor and support the teachers to enhance the effectiveness of instruction. Professional development for teachers takes place on a weekly basis. The primary function of dedicated professional development time is to analyze data from interim and formative assessments. The interim assessment results are analyzed every 6-8 weeks, whereas the results of formative assessments are analyzed bi-weekly. Secondarily, school-wide professional development is a chance for the school’s administration and teachers to use scientifically based research to address instructional trends in the classroom and ways the students can be more effectively served. Topics may include instructional strategies like improving check for understandings, incorporating resulting in a positive and lasting impact on student achievement in their classrooms.

Another integral component of professional development at the Charter School is the observation-debrief cycle (coaching cycle). The School Leader will formally observe teachers. Following the observation, the School Leader and teacher will discuss student learning based on student data and notes from the observation. Teachers will also be empowered to observe and provide feedback to their colleagues. These observations will allow the School Leader and teachers to notice instructional and cultural trends across the school. This one-on-one professional development will cultivate a profound desire in teachers to continue to improve their craft.

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:

The Charter School 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:
It is a priority at The Charter School for all of our English Language Learners to advance each year in their language development and be redesignated. Based on their Home Language Survey, all students designated as potential English Learners will take the English Language Proficiency Assessment for California (ELPAC). The Charter School will purchase classroom materials that will support access to grade-level content for ELs in correlation with the California ELD standards. The Charter School will also support professional development for teachers, including training in SDAIE methods of instruction. The administration will monitor the effectiveness of instruction items of meeting the needs of our English Learners. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child’s language proficiency at home at parent workshop nights.

### 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:**

The selected instructional programs at The Charter School were chosen because of their basis on scientifically based research and effectiveness with English Learners. The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Examples of instructional models that may be employed with EL students at the Charter School are:

- Workshop models
- Cooperative learning
- Thematic teaching
- Scaffolding instruction
- Think/pair/share
- Kinesthetic activities

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, the NWEA MAP assessment, and KIPP LA regional assessments. 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. ELs and RFEP students not making adequate ELD or academic progress will be provided with appropriate interventions. ELs 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:

If the Charter School is awarded Title IV funds, we plan to transfer the funds into Title I, Part A.