

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

Overview:

KIPP San Jose Collegiate is a free, open-enrollment, public charter college preparatory high school open to 9th - 12th grade students in San Jose. At KIPP San Jose Collegiate, our mission is to prepare all students with the academic skills, knowledge, and strength of character to succeed in college and in the competitive world beyond. Through a rigorous college-preparatory curriculum that emphasizes critical thinking, analytical writing, and public speaking, students will be empowered to take ownership of their own education and achieve success not only as students, but also as active citizens engaged in their communities.

In August 2013, KIPP San Jose Collegiate opened its doors to a founding class of 120 ninth-grade students. We believe that education is the key that will allow all of our students to realize their fullest potential. Through a rigorous academic program, we will prepare students for success in college and beyond, as well as empower our students to be informed citizens who participate actively in their local and global communities.

KIPP San Jose Collegiate will achieve its mission and vision through its partnership with KIPP Bay Area Schools, and by implementing KIPP's Five Pillars, along with its own core values. Over the past several years, these components working together have led to demonstrated success at dozens of new KIPP schools nationally.

The Five Pillars are:

1. **High Expectations.** KIPP schools have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of our students. We expect every student to possess core habits of mind and character and ultimately gain acceptance to college.
2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP schools are part of the school by choice. No one is assigned or forced to attend the school. Students who choose to enroll at KIPP San Jose Collegiate commit to meeting the academic and behavioral expectations of a KIPP student. Parents who choose to enroll their students at KIPP commit to supporting their child through their high school and college experience. Staff members who choose to work at KIPP commit to doing whatever it takes to ensure that 100% of students succeed in high school and college. By making the choice and commitment to be part of the school community, students, parents, and staff at KIPP San Jose Collegiate play an integral role in the school's success.
3. **More Time.** Students at KIPP San Jose Collegiate put in long hours and, at times, give-up immediate gratification to earn a lifetime of choice and opportunity. In addition to a longer school day, students have as many as three hours of homework, dedicate several of their weekends to community service, and use their summers to expand their cultural experiences and extend their academic pursuits.
4. **Power to Lead.** Students at KIPP embrace the ability to lead that comes with the level of preparation, skill, and knowledge they possess upon graduation. KIPP teachers have the power to lead in their classrooms. Within the California adopted curricula, teachers choose the curricula and methods of instruction that are best suited to students' needs. KIPP principals have the power to lead the school to meet the needs of its students. KIPP principals are effective academic, operational, and organizational leaders who understand that there are no great schools without great school leaders. KIPP principals have control over the school budget and personnel, allowing them to nimbly move dollars or make staffing changes in order to be most effective in helping students learn.
5. **Focus on Results.** KIPP schools focus unrelentingly on results. The KIPP San Jose Collegiate's goal is for 100% of students to gain admittance to college or university and mature into passionate, compassionate, and relentless achievers. In order to assess attainment of the school's mission, it is essential that the KIPP San Jose Collegiate commit to a focus on results.

LCAP Highlights

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

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

The Local Control and Accountability Planning process allows parents to engage in the school's continued progress: developing, refining and reflecting on the goals and actionable steps to improve each year. Parents are invited to attend LCAP meetings lead by the School Leader with support from a staff member from the Regional Office. LCAP meetings address the state priorities, the specific goals for KIPP San Jose Collegiate and the actionable steps to achieve those goals. Additionally, LCAP surveys are distributed in paper and online form to collect feedback from students, teacher and families as well as the surrounding community of KIPP San Jose Collegiate. An interpreter is present at these meetings and translated materials are made available in the school's most prevalent languages. This collective information is used to update and improve the KIPP San Jose Collegiate LCAP each school year.

The results of the surveys and the community indicated that KIPP San Jose Collegiate's mission is in line with the goals of the school community.

Review of Performance

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

Greatest Progress

2018 U.S. News Report ranked KIPP San Jose Collegiate as the best high school in the Bay Area and #4 in all of California. This ranking reviewed thousands of schools across the nation and looked at achievement levels for students with some of the greatest needs. This success is attributed to the unwavering belief that all of our students will learn. The KIPP staff, community, families and students share a common goal of going to and graduating from college.

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

Greatest Needs

There were no state or local performance indicators for which overall performance was in the “Red” or “Orange” performance category.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There were no state indicators for which performance for any student group was two or more performance levels below the “all student” performance.

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

Increased or Improved services

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

KIPP San Jose Collegiate will receive an estimated \$1,134,507 in funding generated by the school’s unduplicated pupils. The percentage of unduplicated pupils is estimated to be well above 55% for the 2018-2019 school year as the percentage in the 2017-2018 school year was 72%. Due to the high percentage of unduplicated pupils KIPP San Jose Collegiate has decided to allocate these funds schoolwide on the services listed in the LCAP.

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

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

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$6,046,330
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,464,965

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

Of the expenses included in the general fund budget but not included in LCAP, the largest percentage is portions of staff time and benefits.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$5,843,099

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

KIPP San Jose Collegiate students will be taught by qualified teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 1 (Basic Services)

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

Annual Measurable Outcomes

Expected

Actual

KIPP San Jose Collegiate core teachers will be qualified and appropriately assigned.

All teachers were qualified and assigned. Certificated teachers were responsible for overseeing student academic progress and for monitoring grading and matriculation decisions.

67% of KIPP San Jose Collegiate teachers will feel supported in their professional development.

88% of KIPP San Jose Collegiate's teachers reported on the TNTP culture survey that they feel supported in their professional development.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hiring process: KIPP implements a rigorous hiring process, which includes paper screening,	Hiring process: KIPP implemented a rigorous hiring process, which included paper	\$44,147	\$44,851

formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks.	screening, formal and informal interviews, performance tasks, curricular and teacher materials review,teaching demonstration, and reference checks.		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable. Describe the overall implementation of the actions/services to achieve the articulated goal.

Strong, dedicated teachers are the backbone of any excellent school. KIPP San Jose Collegiate hired outstanding, committed teachers familiar with the population of students the school serves. KIPP San Jose Collegiate has a committed team that supports diversified outreach and vetting of candidates, including a member that specializes in teacher move/transition support. Teachers remained focused on the school's mission, commitment to its values, and were open to collaboration and constant learning. This was reinforced through coaching, feedback evaluation and tailored professional development. The School Leadership Team was responsible for evaluating all teachers and support staff. A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the curriculum. The annual performance assessments were based on those standards.

The school established a clearly defined criteria for performance reviews and feedback that included:

- Commitment to the school's mission and goals
- Successful implementation of the curriculum and educational philosophy
- High level of professionalism
- High level of accomplishment
- Effective participation in the school's staff and team

Tools used in the evaluation process:

- Written evaluations based on classroom observations
- Self-evaluation completed by teacher being evaluated
- Student performance on major assessments
- Feedback from parents

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

Actions and services will continue to support growth and improvement in these goals and expected outcomes. The goal remains to hire, maintain and support qualified teachers. KIPP will continue to support a rigorous hiring process to ensure that we have a qualified teaching staff. The school is committed to supporting

teachers in their professional development and is investing in more coaching tools and resources. Through a shared instructional vision, KIPP San Jose Collegiate will deliver clear expectations for instructional staff and commit School Leadership time to supporting teacher's instructional practice in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

TNTP Instructional Culture Index data will continue to be used to gauge our staff's professional development needs.

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 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school. Coaching: One of the foundational pieces of our ongoing staff development is customized,	Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.	\$140,269	\$140,502

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

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

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

Teachers remained focused on the school's mission, commitment to its values, and were open to collaboration and constant learning. This was reinforced through coaching, feedback evaluation and tailored professional development. The Leadership Team was responsible for evaluating all teachers and support staff. A critical part of teacher evaluation and retention is based on performance outcomes, measuring student achievement and the teacher's implementation of the curriculum. The annual performance assessments were based on those standards.

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

The actions/services taken this academic school year in support of the articulated goal were effective given the results attained in overall growth as well as in our assessments. KIPP San Jose Collegiate students will be successful in the classroom so long as teachers are receiving ongoing observation and coaching from the leadership team. The leadership team will continue these supports in the coming year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

TNTP Instructional Culture Index data will continue to be used to gauge our staff's professional development needs.

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 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Credentialing Specialist: KIPP employs personnel responsible for supporting the adequate credentialing of our teachers which is subject but not limited to transition, housing and onboarding assistance.	Credentialing Specialist: KIPP employs personnel responsible for supporting the adequate credentialing of our teachers which is subject but not limited to transition, housing and onboarding assistance.	\$7,634	\$7,678

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.

Ensuring that our teachers are credentialed ensure that our students are prepared to go to and through college. This dedicated resource ensures that the credentialing functioning has adequate support for our teachers at KIPP San Jose Collegiate. This support includes but is not limited to transition, housing and onboarding assistance.

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

Actions and services listed above have contributed to the success of the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

KIPP San Jose Collegiate will continue to provide this service in support of our goal of hiring and retaining qualified teachers. Therefore, no changes will be made for the upcoming LCAP cycle.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 1 (Basic Services), State Priority 2 (Implementation of State Standards) , State Priority 7 (Course Access)

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

Annual Measurable Outcomes

Expected

Actual

70% of teachers respond positively on an annual survey regarding access to state standards aligned instructional materials.

100% responded positively on an annual survey regarding access to state standards aligned instructional materials.

100% of students will be enrolled in a broad and rigorous course schedule

100% of students are enrolled in a broad and rigorous course schedule.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Resources: KIPP prioritizes the need for excellent resources and provides teachers with the supplies and learning tools that they need to successfully teach common core curriculum in the classroom.	Resources: KIPP prioritized the need for excellent resources and provided teachers with the supplies and learning tools that they needed to successfully teach common core curriculum in the classroom.	\$290,867	\$309,493

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 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher salaries: We offer competitive teacher salaries that allow us to attract effective staff that can offer diverse programming.	Teacher salaries: We offered competitive teacher salaries that allowed us to attract effective staff that offered diverse programming.	\$163,670	\$160,880

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Special education: KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA. Our special education department offers interventions to students with IEPs.	Special education: KIPP offered an extensive special education program ran by the Regional Support Office in partnership with the El Dorado County Charter SELPA. Our special education department offered interventions to students with IEPs.	\$195,859	\$240,397

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 Bay Area Schools continued to partner with other KIPP schools to create curriculum resources and common benchmark assessments that are aligned to the Common Core State Standards. Teachers were provided tools and resources for use in their classrooms. There was a rigorous selection process to determine the tools and resources for alignment with common core and college and career readiness standards. Course scheduling and student assignments were part of a School Leadership and Teacher collaboration to ensure that students were best supported in their learning. This intentional and individualized approach to scheduling using data and feedback better prepares students for success in high school, college and beyond. KIPP believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. This common belief covers the realm from students behind grade level to special education students to English Language Learners (ELL). KIPP San Jose Collegiate implemented comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child.

All students had access to a broad course of study including courses described under EC section 51220, as applicable to KIPP San Jose Collegiate's required course offerings. Additionally, programs and services are developed and provided to individuals with exceptional needs, including students on an IEP. KIPP San Jose Collegiate offers enrichment courses to all students, including various music options, physical education and student leadership.

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

Actions and services listed above have contributed to the success of all student's access to a broad course study. These actions and services around resourcing have also contributed to teachers having the necessary access to common core and college and career readiness standards and implementing them in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

No changes will be made to the goal, expected outcomes, metrics or actions and services for the 2018-2019 LCAP year. Survey data will continue to address teacher satisfaction with standards based resources in the classroom.

Goal 3

KIPP San Jose Collegiate's school facility will be maintained and in good condition.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 1 (Basic Needs)

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

Annual Measureable Outcomes

Expected

60% of teachers and families responded positively when asked about school facility conditions.

A rating of "fair" and above on SARC (State Academic Report Card)

Actual

73% of families and 63% of teachers responded positively when asked about school facility conditions.

Utilizing the Facility Inspection Tool (FIT) the KIPP real estate team conducted a facility walk-through and assessed the newly built condition to be in fair condition.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Custodial and facility staff: KIPP will prioritize creating a safe and clean learning environment by maintaining the school facility in good condition. Regular reviews of the school facility will be conducted and documented. Any issues will be addressed in partnership with the landlord.	Custodial and facility staff: KIPP prioritized creating a safe and clean learning environment by maintaining the school facility in good condition. Regular reviews of the school facility were conducted and documented. Issues were addressed in partnership with the landlord.	\$43,512	\$51,512
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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.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Facilities and emergency procedures: KIPP will take the necessary steps to make sure the school facility is safe and secure. This requires regular maintenance on our facility, gates, and locks. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff.	Facilities and emergency procedures: KIPP took the necessary steps to make sure the school facility was safe and secure. This required regular maintenance on our facility, gates, and locks. KIPP put into place procedures for emergencies to ensure the safety of our students and staff.	\$11,104	\$8,146

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 San Jose Collegiate provides a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading. Regular and preventative maintenance and a strong focus on process and procedures were all effective systems in making progress towards our goal.

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

Actions and services listed above have contributed to us making progress towards our goal. Families have expressed that options such as a field or regulation size gymnasium would be ideal to support a more robust sports program. There is currently limited space on campus. We will continue to partner with the district regarding our facility options.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

No changes will be made to the goal, expected outcomes, metrics or actions and services for the 2018-2019 LCAP year. Survey data for family satisfaction with the school's facility will be requested in the 2018-2019 SY.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 2 (Implementation of State Standards), State Priority 4 (Pupil Achievement)

Local Priorities: Implementation of Academic Standards

Annual Measurable Outcomes

Expected

62% or greater of English Learner students will increase one level from the following academic school year.

Actual

For the 2016-17 school year, 69.2% of English Learner students increased one level. KIPP San Jose Collegiate does not yet have the CELDT nor ELPAC

testing results for the current school year. The 2017-18 results will be reported on in next year's LCAP.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A KIPP administrator will be trained to administer the CELDT/ELPAC to English Learner students. KIPP teachers will use techniques that maximize learning for English Learner students.	A KIPP administrator was trained to administer the CELDT/ELPAC to English Learner students. KIPP teachers used techniques that maximized learning for English Learner students.	\$21,552	\$21,552

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

Structured English Immersion

In accordance with KIPP's philosophy of no excuses and more time on task, all students who are ELL are expected to become proficient in the English language at a rapid pace. Based on a substantial research base proving the benefits of a structured English immersion program, KIPP San Jose Collegiate supports a comprehensive structured immersion program for its ELL students. English Proficient students will participated in a mainstream English Language Arts program with a curriculum based on the California common core content standards. Teachers of English Language Learners at KIPP San Jose Collegiate taught to the English Language Development standards as set forth by the California Department of Education and supp. KIPP San Jose Collegiate ensured that all ELL students had access to the core content and college and career readiness standards. The school also supported the teachers in their use of Achieve 3000 which improves reading comprehension for English Learners.

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

The 2016-17 results demonstrated the effectiveness of the actions/services taken for our students to make year over year progress. We provide rigorous interventions to ensure that students make continue growth on the ELPAC assessment. When the data becomes available for the 2017-18 school year, the actions and services listed above will be reassessed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

KIPP San Jose Collegiate will report out on 2017-18 CELDT/ELPAC results in the next LCAP cycle and accordingly make the necessary changes on the goals and appropriate actions/services after ELPAC testing results are available.

Goal 5

KIPP San Jose Collegiate will support common core state standards in the classroom and improve student's achievement levels.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 1 (Basic Services), State Priority 2 (Implementation of State Standards), State Priority 4 (Pupil Achievement), State Priority 7 (Course Access)

Local Priorities: NA

Annual Measurable Outcomes

Expected

Actual

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

KIPP San Jose Collegiate's performance on English Language Arts (SBAC) state testing exceeded the overall performance of the district by 15%.

KIPP San Jose Collegiate's performance on Mathematics (SBAC) state testing exceeded the overall performance of the district by 10%.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.	Professional development: KIPP provided professional development for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff received professional development as it related to the new Common Core State Standards so they could successfully implement them into their classrooms. KIPP teachers were trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.	\$140,269	\$140,502

Analysis

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

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

The content of KIPP San Jose Collegiate curriculum focuses on building upon foundational skills coupled with an emphasis on higher order thinking processes in all content areas. In accordance with state regulations, KIPP San Jose Collegiate provides the standard age-appropriate curriculum for Mathematics, Science,

English-Language Arts and History-Social Science at each grade level. In line with our mission to prepare all students for success in college and beyond, KIPP San Jose Collegiate supports both Common Core State Standards (“CCSS”) and ACT College and Career Readiness Standards (“CCRS”) for its students. The CCSS represent the knowledge and skills that prepare students for college and career. The CCRS standards and assessments provide a way to measure the knowledge and skills and are gateway assessments of whether students are ready to enter college. Together, these standards and assessments ensure that our students are ready to take on the rigors of college and future careers.

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

Actions and services listed above have contributed to us meeting our goal. KIPP San Jose Collegiate will continue to to employ the actions and services that contribute to strong student outcomes in common core assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

No changes will be made to the goal, expected outcomes, metrics or actions and services for the 2018-2019 LCAP year.

Goal 6

KIPP San Jose Collegiate parents/guardians will be engaged in their children’s education.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 3 (Parental Involvement),

Local Priorities: NA

Annual Measurable Outcomes

Expected

Actual

School holds 3 teacher / parent conference opportunities per year.	KIPP San Jose Collegiate provided parents with the opportunity to meet with teachers via progress conference meetings held in the beginning, middle and end of the school year (3-times).
School holds 5 parent meetings per year.	KIPP San Jose Collegiate has provided more than five (5) KIPP Parent Association meetings this school year for which all families were informed and invited to attend, after school in the evening hours.
70% of parents will respond "neutral and above" when asked about their satisfaction with parental involvement at the school.	KIPP San Jose Collegiate survey results indicate that 75% of parents are satisfied with parent participation at the school.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parental involvement: KIPP will encourage parents to be active members of the school by providing opportunities for engagement (KIPP Parent Association, LCAP meetings, student productions to showcase talent, etc.)	Parental involvement: KIPP encouraged parents to be active members of the school by providing opportunities for engagement (KIPP Parent Association, LCAP meetings, student productions to showcase talent, etc.)	\$38,556	\$39,556

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 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communication resources: Communication between teachers/administrators and students/families will be encouraged by issuing work cell phones to KIPP staff.	Communication resources: Communication between teachers/administrators and students/families was encouraged by issuing work cell phones to KIPP staff.	\$8,531	\$8,631

Analysis

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

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

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

We communicate with families on a weekly basis using a weekly bulletin. Students and families have each staff member's email address and cell phone number to reach out at any time. Progress reports are sent home during the 1st and 3rd quarter of the year, with report cards being sent home at each semester. Families are invited to set up conferences with teachers, and any student who is in danger of retention is required to meet with teachers. Finally, we started forming relationships with our families during our orientation in the spring prior to the start of the new year by inviting them to the campus to welcome them and learn more about the culture of the school.

The KIPP San Jose Collegiate KPA (KIPP Parent Association) has active families that participate in monthly meetings to plan and implement special events for students, families and the community, and that advocate for the school's continued outreach in San Jose. Parents are the primary drivers of KIPP San Jose Collegiate's KPA. KPA parents also volunteer at the school in various capacities. The principal, Tom Ryan, meets regularly with the KPA team to assist with any projects and to ensure alignment between the school and the community. The school is trying to foster this continued engagement with all grade levels.

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

Actions and services listed above have contributed to us meeting our goal. KIPP San Jose Collegiate will continue to to employ the actions and services that contribute to student, parent and community engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Survey data will continue to address parent satisfaction with the school's level of parent engagement.

Goal 7

KIPP San Jose Collegiate will create an engaging school environment that encourages students to attend classes regularly and stay committed to graduating.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 5 (Pupil Engagement),

Local Priorities: NA

Annual Measurable Outcomes

Expected

Actual

Average daily attendance will be at or above 95% at P2.

KIPP San Jose Collegiate reported an average daily attendance rate of 96.97% at P2 and is on track to meet the goal.

Student drop-out rates will be below 3%.

KIPP San Jose Collegiate reported 0% dropouts in the 2016-2017 SY. 2017-2018 SY data will not be made available until the close of the school year. KIPP San Jose Collegiate is tracking to report well below 3% for the current year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Innovation and personal learning: KIPP values innovation in the classroom and strives to find	Innovation and personal learning: KIPP values innovation in the classroom and strived to find	\$11,365	\$11,513

new ways to better teach our students. Through personalized learning and assessments we can track our student's progress and set realistic high expectations. By keeping students engaged in the classroom we can improve attendance rates.	new ways to better teach our students. Through personalized learning and assessments we tracked our student's progress and set realistic high expectations. By keeping students engaged in the classroom we were able to improve attendance rates.		
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable. Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

Actions and services listed above have contributed to us meeting our goal. KIPP San Jose Collegiate will continue to to employ the actions and services that contribute to high student attendance rates and low drop-out rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

No changes will be made to the goal or actions and services for the 2018-2019 LCAP year.

Goal 8

KIPP San Jose Collegiate will minimize the amount of student suspensions and expulsions in order to build a positive school climate.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: NA

Annual Measureable Outcomes

Expected

KIPP San Jose Collegiate's out of school suspension rates will decrease from the previous year to work towards a 7% or below suspension rate for students

KIPP San Jose Collegiate's out of school expulsion rates will remain under 7% when reporting on the 2016-2017 SY.

Students, staff and families will respond positively when asked about school safety on an annual survey.

Actual

KIPP San Jose Collegiate's out of school suspension rates was 1.6%, below our regional goal of 7%.

KIPP San Jose Collegiate's out of school expulsion rate was 0%, below our regional goal of 7%.

58% of students, 88% of staff and 81% of families will respond positively when asked about school safety on an annual survey.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will	Professional development: KIPP provided professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff received professional development as it related to the	\$140,269	\$140,502

receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.	new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers were trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.		
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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.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Character development: KIPP staff will support in implementing restorative practices and social emotional learning into the framework of our schools.	Character development: KIPP staff were supported in implementing restorative practices and social emotional learning into the framework of our schools.	\$21,899	\$22,110

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable. Describe the overall implementation of the actions/services to achieve the articulated goal.

The KIPP San Jose Collegiate combined California's rigorous content standards with the pedagogical methodologies that have proven successful in established KIPP schools, including: character education, extra-curricular activities, technology, and community service. Teachers also take into consideration the interests and cultural backgrounds of students in an effort to make all instruction relevant and purposeful. It was equally important that all scholars were offered support in social and emotional development. As young adults grow from year-to-year, they experience new challenges, new emotions, and new situations. Students need more than academic and intellectual skills alone to thrive in college, career and life. When a school is a positive place to be, students and teachers are happy to be there, do their best, and make their best better. Research has shown that positive school culture is the basis for sustainable learning and preparation for the tasks and tests of life and that a positive school culture and climate has direct impact on students' academic success, graduation rates, and overall well-being and connection to their school community.

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

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

Actions and services listed above have contributed to us making progress towards our goal. KIPP San Jose Collegiate will continue to to employ the actions and services that contribute to minimizing student expulsions. KIPP San Jose Collegiate remains committed to decreasing the number of out of school suspensions by continuing to support social and emotional learning and positive school culture and climate. KIPP San Jose Collegiate is implementing restorative justice practices.

The school builds on an understanding of the history and context of San Jose and will work closely with the students, families and community to establish practices that will instill a sense of self-awareness, community-orientation, and pride in students. This also enables students to develop self-knowledge, relational awareness, and community orientation that will sustain their success beyond their years at KIPP San Jose Collegiate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Survey data will continue to address parent, teacher and student results regarding school safety.

Goal 9

KIPP San Jose Collegiate will prepare students for college.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 4 (Pupil Achievement), State Priority 5 (Pupil Engagement)

Local Priorities: NA

Annual Measurable Outcomes

Expected

Actual

Percentage of KIPP San Jose Collegiate students scoring a 3 or better on AP tests will be the same or above the state average for schools with similar demographics.	The percentage of KIPP San Jose Collegiate students scoring a 3 or better on AP tests was 57% for the Class of 2016. The rate for CA test takers for the 2015-16 year was 43%.
KIPP San Jose Collegiate's senior graduation rates will be 90% or above.	The graduation rate for the Class of 2017 is 88%. The rate for the Class of 2018 is not available at this time.
95% of courses offered at KIPP San Jose Collegiate will be A-G certified.	100% of courses offered at KIPP San Jose Collegiate will be A-G certified.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
KIPP college counselors ensure that all students have the skills, resources and guidance that they need to navigate the road to college and beyond.	KIPP college counselors worked to ensure that all students had the skills, resources and guidance that they needed to navigate the road to college and beyond.	\$179,856	\$177,800

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 2

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

Analysis

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

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

The college counseling department at KIPP San Jose Collegiate provided individualized guidance for all students in order to create a roadmap to graduation. Students were assigned age appropriate courses and also encouraged to take AP courses to prep them for the rigors of a college experience. An array of AP course options were offered at KIPP San Jose Collegiate. The school participated in an AP for All Program supported by the KIPP Network. This expanded access to AP Math and AP English course work.

KIPP San Jose Collegiate's College Counseling and Alumni Support Program worked closely with parents and guardians to teach them how to support their children through the college application process and in solidifying college "match" wish lists, reviewing application materials such as teacher recommendations and college essays, completing scholarship applications, navigating the complicated college admissions system, and ultimately making the best choice for matriculation.

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

Actions and services listed above have contributed to us making progress towards our goal. To graduate from KIPP San Jose Collegiate, all students must meet A-G course requirements. KIPP San Jose will continue to employ the actions and services that contribute to preparing students for college and careers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

No changes will be made to the goal, expected outcomes, metrics or actions and services for the 2018-2019 LCAP year.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

KIPP San Jose Collegiate operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership and are key stakeholders in the school. Every KIPP parent and student completes a Commitment to Excellence Form that outlines the ways in which parents support the educational mission of the school. Staff members who choose to work at KIPP commit to doing whatever it takes to ensure that students succeed in high school and college. By making the choice and commitment to be part of the school community; students, parents, and staff at KIPP play an integral role in the school's success.

The KIPP San Jose Collegiate KFA (KIPP Family Association) has active families that participate in monthly meetings to plan and implement special events for students, families and the community, and that advocate for the school's continued outreach in San Jose. Parents are the primary drivers of KIPP San Jose

Collegiate's KFA. KFA parents also volunteer at the school in various capacities. The principal, Tom Ryan, meets regularly with the KFA team to assist with any projects and to ensure alignment between the school and the community.

In order to engage the stakeholders (students, families, staff and the community) several different measures were taken. Families were invited to an LCAP presentation led by the School Leader with support from a staff member from the Regional Support Office (RSO) at KIPP Bay Area Schools. The School Leader described the purpose of the LCAP, the state priorities, and the specific goals for KIPP San Jose Collegiate. A Spanish translator was present during the meeting to relay the information verbally in Spanish and answer any questions. A written Spanish translation of the presentation was also provided.

A parent survey was distributed over a 3 week period beginning in January and ending in mid-February. Additionally, students were given the opportunity to participate in the online survey during the regular school day and give feedback on the school's needs and successes while learning about the LCAP.

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

Impact on LCAP and Annual Update

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

The ideas and preferences in parent, student and staff surveys were analyzed and used to influence the KIPP San Jose Collegiate Local Control Accountability Plan. The results of the surveys along with feedback that we received from families during the involvement process indicated that we needed to continue to focus on: Families expressed interest in being informed about the behavior expectations for their students and character development. KIPP's commitment to restorative practices and social and emotional learning are an integral part of that work. Therefore our school engagement/school climate goals and measurable outcomes were heavily influenced by parent feedback and discussion. The results of the surveys and the community indicated that KIPP San Jose Collegiate's mission is in line with the goals of the school community. Collaboration with the regional support team and KIPP San Jose Collegiate community allowed us to find additional ways to monitor our success and create more consistent measurable outcomes from year to year. These changes allowed increased transparency and open discussion with families, students and the community.

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

KIPP San Jose Collegiate will be taught by qualified teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 1 (Basic Services)

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

Identified Need:

Hiring and maintaining a qualified, dedicated teaching staff to support students in the classroom.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
KIPP San Jose Collegiate's teachers will be qualified for their roles.	KIPP San Jose Collegiate core teachers were qualified and appropriately assigned.	All teachers were qualified and assigned. Certificated teachers were responsible for overseeing student	KIPP San Jose Collegiate's core teachers will be qualified and appropriately assigned	KIPP San Jose Collegiate's core teachers will be qualified and appropriately assigned

		academic progress and for monitoring grading and matriculation decisions.		
KIPP San Jose Collegiate's teachers will feel supported in their professional development	65% of KIPP San Jose Collegiate teachers feel supported in their professional development	88% of KIPP San Jose Collegiate's teachers reported on the TNTP culture survey that they feel supported in their professional development.	70% of KIPP San Jose Collegiate's teachers will feel supported in their professional development	75% of KIPP San Jose Collegiate's teachers will feel supported in their professional development

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 and Low-Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

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

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

Unchanged

Unchanged

2017-18 Actions/Services

Hiring process: KIPP implements a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks.

2018-19 Actions/Services

Hiring process: KIPP implements a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,147	\$100,760	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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:

Scope of Services:

Location(s):

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

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

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

English Learners, Foster Youth and Low-Income	LEA-wide	All schools
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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	Unchanged	
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2017-18 Actions/Services

Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.

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

2018-19 Actions/Services

Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,269*partially funded by other sources	\$109,199 *partially funded by other sources	[Add amount here]

Source	LCFF & Title I	LCFF & Title I	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth and 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

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

Unchanged

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

2017-18 Actions/Services

Credentialing Specialist: KIPP employs personnel responsible for supporting the adequate credentialing of our teachers which is subject but not limited to transition, housing and onboarding assistance

2018-19 Actions/Services

Credentialing Specialist: KIPP employs personnel responsible for supporting the adequate credentialing of our teachers which is subject but not limited to transition, housing and onboarding assistance

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,864	\$18,882 *partially funded by other sources	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 1 (Basic Services), State Priority 2 (Implementation of State Standards) , State Priority 7 (Course Access)
 Local Priorities: Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards

Identified Need:

Supporting standards aligned instructional materials for teachers and students. Ensuring that all students have access to a broad and rigorous course selection.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
survey: Teachers respond positively on an annual survey regarding having access to state standards aligned instructional materials	No data in base year	100% responded positively on an annual survey regarding access to state standards aligned instructional materials.	70% of teachers respond positively on an annual survey regarding access to state standards aligned instructional materials	75% of teachers respond positively on an annual survey regarding access to state standards aligned instructional materials
100% of students are enrolled in a broad and rigorous course schedule	100% of students are enrolled in a broad and rigorous course schedule.	100% of students are enrolled in a broad and rigorous course schedule.	100% of students will be enrolled in a broad and rigorous course schedule	100% of students will be enrolled in a broad and rigorous course schedule

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth and 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

Unchanged

2017-18 Actions/Services

Resources: KIPP prioritizes the need for excellent resources and provides teachers with the supplies and learning tools that they need to successfully teach common core curriculum in the classroom.

2018-19 Actions/Services

Resources: KIPP prioritizes the need for excellent resources and provides teachers with the supplies and learning tools that they need to successfully teach common core curriculum in the classroom.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$290,867	\$319,133	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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 and 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

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

Unchanged

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$163,670	\$202,820	[Add amount here]

Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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)

Students with IEPs

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

Unchanged

Unchanged

2017-18 Actions/Services

Special education: KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA. Our special education department offers interventions to students with IEPs.

2018-19 Actions/Services

Special education: KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA. Our special education department offers interventions to students with IEPs.

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$195,859	\$264,050	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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

Unchanged Goal

Goal 3

KIPP San Jose Collegiate’s school facility will be maintained and in good condition.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 1 (Basic Needs)
Local Priorities: Basics (Teachers, Instructional Materials, Facilities),

Identified Need:

Maintaining a clean and equipped school facility.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students, staff and families will respond positively when asked about school facility conditions.	No data in base year.	73% of families and 63% of teachers responded positively when asked about school facility conditions.	65% of students, staff and families will respond positively when asked about school facility conditions	75% of students, staff and families will respond positively when asked about school facility conditions
Rating of “fair” and above during annual facility walk-through using the KIPP Facility Inspection Tool (FIT)	Rating of “fair” and above during annual facility walk-through using the KIPP Facility Inspection Tool (FIT)	Utilizing the Facility Inspection Tool (FIT) the KIPP real estate team conducted a facility walk-through and assessed the newly built condition to be in fair condition.	Rating of “fair” and above during annual facility walk-through using the KIPP Facility Inspection Tool	Rating of “fair” and above during annual facility walk-through using the KIPP Facility Inspection Tool (FIT)

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:

Scope of Services:

Location(s):

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

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

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

English Learners, Foster Youth and 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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,512	\$77,305	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Action 2

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

Students to be Served:

Location(s):

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth and 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

Unchanged

2017-18 Actions/Services

Facilities and emergency procedures: KIPP will take the necessary steps to make sure the school facility is safe and secure. This requires regular maintenance on our facility, gates, and locks. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff.

2018-19 Actions/Services

Facilities and emergency procedures: KIPP will take the necessary steps to make sure the school facility is safe and secure. This requires regular maintenance on our facility, gates, and locks. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,104	\$12,864	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 2 (Implementation of State Standards), State Priority 4 (Pupil Achievement)

Local Priorities: Implementation of Academic Standards

Identified Need:

Identify English Learners quickly and correctly and support techniques that maximize comprehensive input for English Learners and reclassified English proficient students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of English Learner students that moved up 1 CELDT/ELPAC level or maintained advanced or early advanced on the Overall Score	69% or greater of English Learner students increased 1 CELDT/ELPAC level or maintained advanced or early advanced on the Overall Score	For the 2016-17 school year, 69.2% of English Learner students increased one level. KIPP San Jose Collegiate does not yet have the CELDT nor ELPAC testing results for the	60% or greater of English Learner students will increase 1 ELPAC level or maintain advanced or early advanced on the overall score.	60% or greater of English Learner students will increase 1 ELPAC level or maintain advanced or early advanced on the overall score.

		current school year. The 2017-18 results will be reported on in next year's LCAP.		
EL Reclassification rates increase at KIPP San Jose Collegiate	KIPP San Jose Collegiate's reclassification rate is 52% for the 2016-17SY.	No data for base year.	40% of EL KIPP San Jose Collegiate students will reclassify by the year-end assessment	45% of EL KIPP San Jose Collegiate students will reclassify by the year-end assessment

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 and 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

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

Unchanged

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

2017-18 Actions/Services

A KIPP administrator will be trained to administer the ELPAC to English Learner students. KIPP teachers will use techniques that maximize learning for English Learner students.

2018-19 Actions/Services

A KIPP administrator will be trained to administer the ELPAC to English Learner students. KIPP teachers will use techniques that maximize learning for English Learner students.

2019-20 Actions/Services**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$21,552	\$21,552	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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

Unchanged Goal

Goal 5

KIPP San Jose Collegiate will support common core state standards in the classroom and improve student's achievement levels.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 1 (Basic Services), State Priority 2 (Implementation of State Standards), State Priority 4 (Pupil Achievement), State Priority 7 (Course Access)

Local Priorities: NA

Identified Need:

Supporting common core state standards in the classroom and improving all student outcomes on state testing.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
KIPP student's overall performance on state testing (SBAC) will meet or exceed the overall performance of the district in which it resides for students	KIPP San Jose Collegiate's performance on English Language Arts (SBAC) state testing exceeded the overall performance of the district by 10% in the 15-16 SY KIPP San Jose Collegiate's performance on Mathematics (SBAC) state testing exceeded the overall performance of the district by 10% in the 15-16 SY	KIPP San Jose Collegiate's performance on English Language Arts (SBAC) state testing exceeded the overall performance of the district by 15%. KIPP San Jose Collegiate's performance on Mathematics (SBAC) state testing exceeded the overall performance of the district by 10%.	KIPP student's overall performance on state testing (SBAC) will meet or exceed the overall performance of the district in which it resides for students with similar demographics.	KIPP student's overall performance on state testing (SBAC) will meet or exceed the overall performance of the district in which it resides for students with similar demographics.

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 and 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

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

Unchanged

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

2017-18 Actions/Services

Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.

2018-19 Actions/Services

Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$140,269*partially funded by other sources **duplicate expenditure, Goal 1	\$109,199 *partially funded by other sources **duplicate expenditure, Goal 1	[Add amount here]
Source	LCFF & Title I	LCFF & Title I	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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

Unchanged Goal

Goal 6

KIPP San Jose Collegiate parents/guardians will be engaged in their children's education.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 3 (Parental Involvement),

Local Priorities: NA

Identified Need:

Increasing participation from families and community members to better support students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School holds multiple teacher / parent conference opportunities	KIPP San Jose Collegiate provided parents with the opportunity to meet with teachers via progress conference meetings held in the beginning, middle and end of the school year (3-times)	KIPP San Jose Collegiate provided parents with the opportunity to meet with teachers via progress conference meetings held in the beginning, middle and end of the school year (3-times).	KIPP San Jose Collegiate will provide parents with the opportunity to meet with teachers via progress conference meetings held in the beginning, middle and end of the school year (3-times)	KIPP San Jose Collegiate will provide parents with the opportunity to meet with teachers via progress conference meetings held in the beginning, middle and end of the school year (3-times)
School provides multiple opportunities for parent engagement by hosting regular parent meetings	KIPP San Jose Collegiate provided more than five (5) KIPP Parent Association meetings this school year.	KIPP San Jose Collegiate has provided more than five (5) KIPP Parent Association meetings this school year for which all families were informed and invited to attend, after school in the evening hours.	KIPP San Jose Collegiate will provide more than six (6) KIPP opportunities for parent participation.	KIPP San Jose Collegiate will provide more than seven (7) KIPP opportunities for parent participation.
Parents will respond positively when asked about their satisfaction with parental	KIPP San Jose Collegiate survey results indicate that 75% of parents are	KIPP San Jose Collegiate survey results indicate that 75% of parents are	80% of KIPP San Jose Collegiate's survey results will be	85% of KIPP San Jose Collegiate's survey results will be maintained or indicate an increase in satisfaction with parent participation at the school.

involvement at the school	satisfied with parent participation at the school.	satisfied with parent participation at the school.	maintained or indicate an increase in satisfaction with parent participation at the school.	
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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 and 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

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

Unchanged

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Parental involvement: KIPP will encourage parents to be active members of the school by providing opportunities for engagement (KIPP Parent Association, LCAP meetings, student productions to showcase talent, etc.).	Parental involvement: KIPP will encourage parents to be active members of the school by providing opportunities for engagement (KIPP Parent Association, LCAP meetings, student productions to showcase talent, etc.).	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,556	\$20,713	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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 and Low-Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

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

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

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Communication resources: Communication between teachers/administrators and students/families will be encouraged by issuing work cell phones to KIPP staff.

Communication resources: Communication between teachers/administrators and students/families will be encouraged by issuing work cell phones to KIPP staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,531	\$12,291	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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

Unchanged Goal

Goal 7

KIPP San Jose Collegiate will create an engaging school environment that encourages students to attend classes regularly and stay committed to graduating.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 5 (Pupil Engagement)

Local Priorities: NA

Identified Need:

Maintaining or increasing high student attendance rates, monitoring and supporting students with chronic absences and ensuring that students stay enrolled in school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average daily attendance	No data in base year	KIPP San Jose Collegiate reported an average daily attendance rate of 96.97% at P2 and is on track to meet the goal.	The school will report at or above 95% average daily attendance at P2	The school will report at or above 95% average daily attendance at P2
Student drop-out rates	No data in base year	KIPP San Jose Collegiate reported 0% dropouts in the 2016-2017 SY. 2017-2018 SY data will not be made available until the close of the school year. KIPP San Jose Collegiate is tracking to report well below 3% for the current year.	Student drop-out rates will be below 3%.	Student drop-out rates will be below 3%.
Chronic Absenteeism	KIPP San Jose Collegiate reported a 4.6% Chronic Absenteeism rate for the 2016-17SY.	Data for the 2017-18SY is not available at this time.	KIPP San Jose Collegiate's Chronic Absenteeism rate will be below 7% for the 2017-18SY.	KIPP San Jose Collegiate's Chronic Absenteeism rate will be below 7% for the 2018-19SY.

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 and 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

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

Unchanged

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

2017-18 Actions/Services

Innovation and personal learning: KIPP values innovation in the classroom and strives to find new ways to better teach our students. Through personalized learning and assessments we can track our student's progress and set realistic high expectations. By keeping students engaged in the classroom we can improve attendance rates.

2018-19 Actions/Services

Innovation and personal learning: KIPP values innovation in the classroom and strives to find new ways to better teach our students. Through personalized learning and assessments we can track our student's progress and set realistic high expectations. By keeping students engaged in the classroom we can improve attendance rates.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,365	\$12,052	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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

Unchanged Goal

Goal 8

KIPP San Jose Collegiate will minimize the amount of student suspensions and expulsions in order to build a positive school climate.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: NA

Identified Need:

Increasing the partnership between teachers, students and parents to build a positive school climate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Out of school expulsion rates	KIPP San Jose Collegiate reported a 2.5% out of school suspension rate in the 2015-16SY.	KIPP San Jose Collegiate's out of school suspension rates was 1.6%, below our regional goal of 7%.	KIPP San Jose Collegiate's out of school suspension rates will remain under 7% when reporting on the 2017-18SY.	KIPP San Jose Collegiate's out of school suspension rates will remain under 7% when reporting on the 2018-19SY.
School expulsion rates	KIPP San Jose Collegiate reported a 0% expulsion rate in the 2015-16SY.	KIPP San Jose Collegiate's out of school expulsion rate was 0%, below our regional goal of 7%.	KIPP San Jose Collegiate's out of school expulsion rates will remain under 7% when reporting on the 2017-18SY.	KIPP San Jose Collegiate's out of school expulsion rates will remain under 7% when reporting on the 2018-19SY.
Survey: Students, staff and families will respond positively when asked about school safety on an annual survey.	Teachers and families agreed that KIPP San Jose Collegiate is a safe and welcoming space for students. Teachers: 96% Families (parents): 95%	58% of students, 88% of staff and 81% of families will respond positively when asked about school safety on an annual survey.	70% of students, staff and families will respond positively when asked about school safety on an annual survey.	75% of students, staff and families will respond positively when asked about school safety on an annual survey.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth and 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

Unchanged

2017-18 Actions/Services

Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.

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

2018-19 Actions/Services

Professional development: KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so that they can successfully implement them into their classrooms. KIPP teachers will be trained to provide a rigorous course load and strengthen character traits shown to improve academic growth and keep students engaged in school.

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,269*partially funded by other sources **duplicate expenditure, Goal 1	\$109,199 *partially funded by other sources **duplicate expenditure, Goal 1	[Add amount here]
Source	LCFF & Title I	LCFF & Title I	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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 and Low-Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

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

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

Unchanged	Unchanged	
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Character development: KIPP staff will support in implementing restorative practices and social emotional learning into the framework of our schools.	Character development: KIPP staff will support in implementing restorative practices and social emotional learning into the framework of our schools.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,899 *partially funded by other sources	\$56,276 *partially funded by other sources	[Add amount here]
Source	LCFF & Philanthropy	LCFF & Philanthropy	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Goal 9

KIPP San Jose Collegiate will prepare students for college and beyond.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priority 7 (Course Access)
Local Priorities: NA

Identified Need:

Supporting students to apply, attend and succeed in college, allowing students to lead choice filled lives.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of KIPP students scoring a 3 or better on AP tests will be the same or above the state average for schools with similar demographics.	The percentage of KIPP San Jose Collegiate's 2016 graduating class scoring 3 or better on AP test exams was 79%. Comparison for schools across the state with similar demographics was not publicly available any later than 2013, which indicated 38.	The percentage of KIPP San Jose Collegiate students scoring a 3 or better on AP tests was 57% for the Class of 2016. The rate for CA test takers for the 2015-16 year was 43%.	The percentage of KIPP San Jose Collegiate's 2018 graduating class scoring 3 or better on AP test exams will increase from the previous year. If data is available, KIPP will compare results to students with similar demographics.	The percentage of KIPP San Jose Collegiate's 2018 graduating class scoring 3 or better on AP test exams will increase from the previous year. If data is available, KIPP will compare results to students with similar demographics.
KIPP San Jose Collegiate's senior graduation rates will be above the state average for schools with similar demographics	KIPP San Jose Collegiate's graduation rate was 87% in the 2015-16SY.	The graduation rate for the Class of 2017 is 88%. The rate for the Class of 2018 is not available at this time.	KIPP San Jose Collegiate senior graduation rates will be above the state average for schools with similar demographics.	KIPP San Jose Collegiate senior graduation rates will be above the state average for schools with similar demographics.
% of courses offered at KIPP San Jose Collegiate that are A-G Certified	95% of courses offered at KIPP San Jose Collegiate were A-G certified.	100% of courses offered at KIPP San Jose Collegiate will be A-G certified.	95% of courses offered at KIPP San Jose Collegiate will be A-G Certified.	95% of courses offered at KIPP San Jose Collegiate will be A-G Certified.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[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 and 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

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

Unchanged

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

2017-18 Actions/Services

KIPP college counselors ensure that all students have the skills, resources and guidance that they need to navigate the road to college and beyond.

2018-19 Actions/Services

KIPP college counselors ensure that all students have the skills, resources and guidance that they need to navigate the road to college and beyond.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$179,856	\$237,067	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

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 and 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

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

Unchanged

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

2017-18 Actions/Services

KIPP will provide educational opportunities for families, such as financial literacy training to

2018-19 Actions/Services

KIPP will provide educational opportunities for families, such as financial literacy training to

2019-20 Actions/Services

students and parents through the KIPP Through College Program.	students and parents through the KIPP Through College Program.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	[Add amount here]
Source	Philanthropy	Philanthropy	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,134,507

24.09 %

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

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

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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