

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kenter Canyon Elementary Charter School

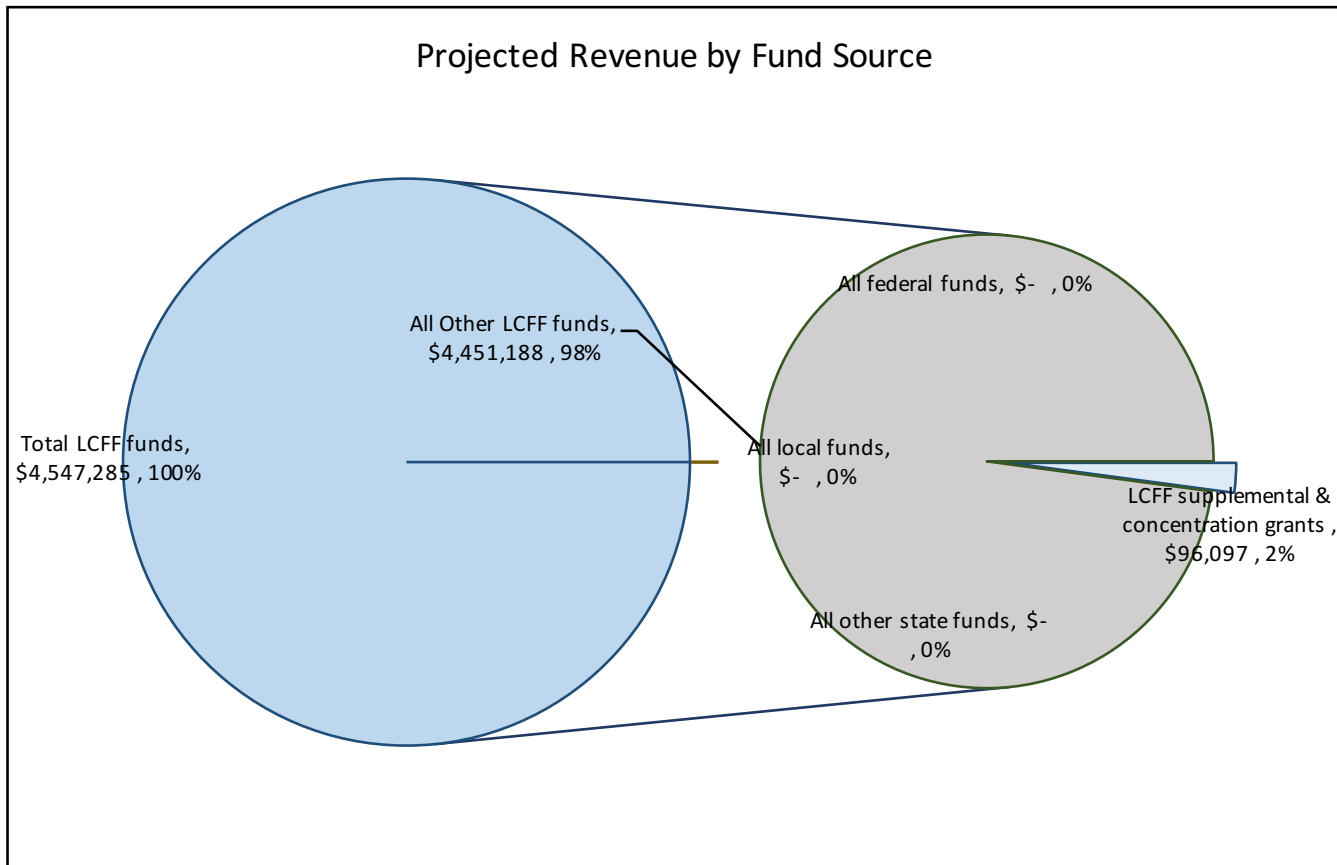
CDS Code: 19647336017701

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Dr. Terry L. Moren

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

Budget Overview for the 2019-2020 LCAP Year

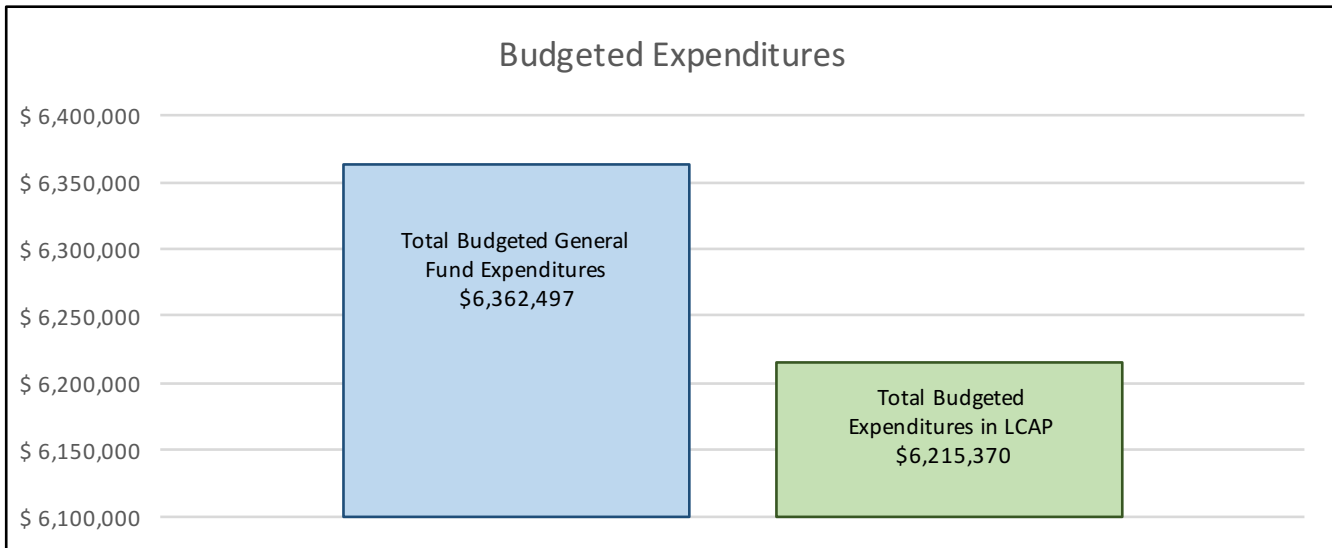


This chart shows the total general purpose revenue Kenter Canyon Elementary Charter School expects to receive in the coming year from all sources.

The total revenue projected for Kenter Canyon Elementary Charter School is \$4,547,285.00, of which \$4,547,285.00 is Local Control Funding Formula (LCFF), \$0.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$4,547,285.00 in LCFF Funds, \$96,096.55 is generated based on the enrollment high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Kenter Canyon Elementary Charter School plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

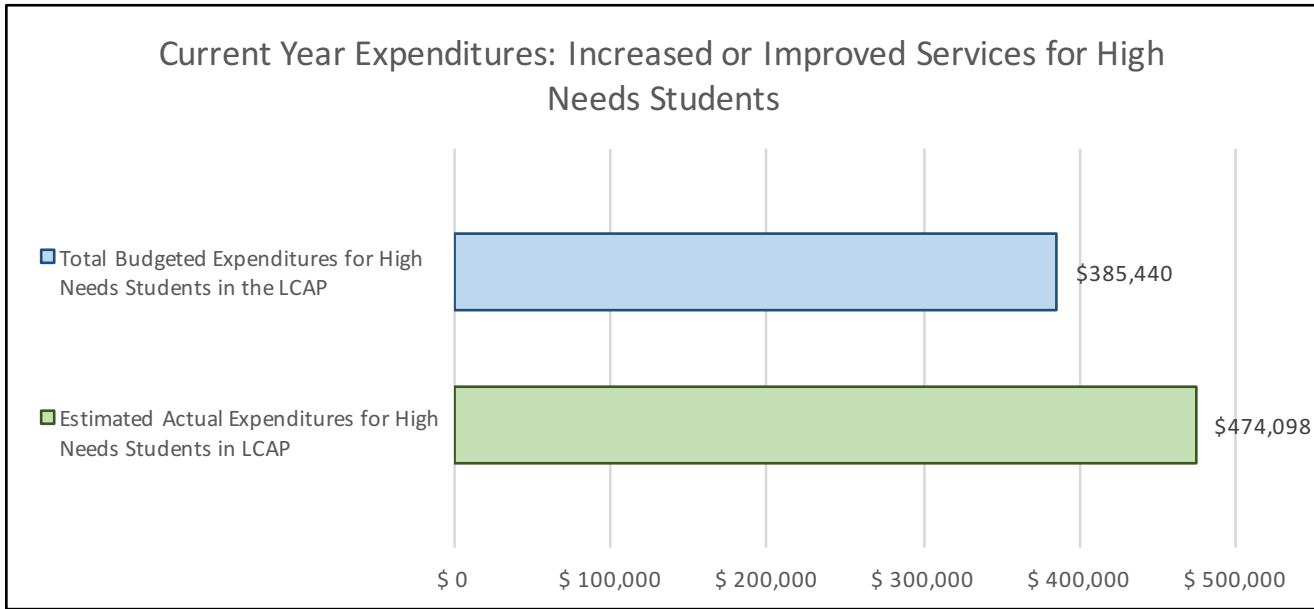
Kenter Canyon Elementary Charter School plans to spend \$6,362,497.04 for the 2019-2020 school year. Of that amount, \$6,215,370.00 is tied to actions/services in the LCAP and \$147,127.04 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: SpEd: IDEA Basic Local Assistance \$42,008 Café Wrkrs School Nutrition Program \$105,119

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Kenter Canyon Elementary Charter School is projecting it will receive \$96,096.55 based on the enrollment of foster youth, English learner, and low-income students. Kenter Canyon Elementary Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Kenter Canyon Elementary Charter School plans to spend \$385,440.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Kenter Canyon Elementary Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kenter Canyon Elementary Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Kenter Canyon Elementary Charter School's LCAP budgeted \$385,440.00 for planned actions to increase or improve services for high needs students. Kenter Canyon Elementary Charter School estimates that it will actually spend \$474,098.00 for actions to increase or improve services for high needs students in 2018-2019.

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

Kenter Canyon Elementary Charter

Contact Name and Title

TERRY MOREN
PRINCIPAL

Email and Phone

t1m6846@lausd.net
(310) 472-5918

2017-20 Plan Summary

The Story

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

Kenter Canyon has seen many changes since becoming an affiliated charter school in 1995. Stakeholders (students, parents, teachers, administration, classified staff, and community members) have come together with increasing collective strength to provide and maintain a high level of instruction resulting in high student achievement.

Kenter Canyon Elementary Charter School provides for a free, nonsectarian, public education of students in transitional kindergarten through grade five who desire a solid foundation in reading, writing, mathematics, science, social science that prepares them to be successful in pre-college preparatory courses of middle and high school. Kenter Canyon, as a neighborhood school, serves students who live in its attendance area in the Brentwood community of Los Angeles but also provide for the education of as many non-residential students who wish to attend the school as space allows through the LAUSD Choices program, School for Advance Studies program and the Public Random Charter Lottery program. Kenter Canyon serves an urban, multicultural, multiethnic student body without regard to race, gender, color, ethnicity, religion, sexual orientation, medical condition, national origin or disability. The school's educational program serves students of all abilities ranging from those who are academically low achieving to the high proportion of gifted and highly gifted children in the school's student body. Admission will be available to all students residing in California, but must give preference to pupils who reside within the former attendance area if Kenter Canyon operated as a regular LAUSD public school. Kenter Canyon Elementary Charter School provides for a free, nonsectarian, public education of students in transitional kindergarten through grade five who desire a solid foundation in reading, writing, mathematics, science, social science that prepares them to be successful in pre-college preparatory courses of middle and high school. Kenter Canyon, as a neighborhood school, serves students who live in its attendance area in the Brentwood community of Los Angeles but shall also provide for the education of as many non-residential students who wish to attend the school as space allows through the LAUSD Choices program, School for Advance Studies program and the Public Random Charter Lottery program. Kenter Canyon serves an urban, multicultural, multiethnic student body without regard to race, gender, color, ethnicity, religion, sexual orientation, medical condition, national origin or disability. The school's educational program serves students of all abilities ranging from those who are academically low achieving to the high proportion of gifted and highly gifted children in the school's student body. Admission will be available to all students residing in California, but must give preference to pupils who reside within the former attendance area if Kenter Canyon operated as a regular LAUSD public school.

Kenter Canyon has initiated its own reform measures by supplementing the school's core curriculum with additional educational resources and opportunities. These resources and opportunities include

- Electronic devices (MacPros, iPads, Chromebooks) are provided to all students in K-5 classrooms to expand and enrich core curriculum. The devices support the school's shifts for Common Core implementation and our efforts to prepare Kenter Canyon students to be college and career ready.
- Students are afforded the following arts programs: visual arts, dance, theater, orchestra, and vocal music. Annual scheduled performances include a fall theater production for grades 3-5; a spring theater production for grades K-2; a winter holiday music program, a spring orchestra concert, a spring school-wide sing-a-long and a spring Talent Show..
- Students are provided an opportunity to expand their classroom learning by participating in District-approved field trips to places such as Chumash Indian Museum, Science & IMAX Center, Tree People, City Hall, Fire Station. Additionally, grade 4 students visit a mission using Amtrak as their mode of transportation.
- Grades K-2 have the opportunity to engage with a storyteller each week.
- Grades K-5 have an annual opportunity to meet published authors and work with them on a piece of writing at various times.
- Grades K-5 have a Science Lab, stocked with all FOSS kits and supplemental resources to insure hands-on discovery science lessons weekly.
- Kenter Canyon students have an opportunity to learn in the school's "outdoor classrooms settings". The beautiful landscaped campus provides tables and benches in shaded areas for outdoor learning. Currently, the school has an outdoor "weather station" which enables students to read gauges for barometer, humidity, high/low temperatures for the day, rain gauge, and a weather vane for wind direction. This area has a sun dial and is landscaped with labeled California native plants. This area has a chalkboard affixed to the end of a building wall as well as storage for student mini-white boards and teaching materials.
- Students in grades K-5 have the opportunity to enroll in orchestra classes and excel with their chosen instrument before going to middle school. Orchestra students perform two concerts at the school, but orchestra students also enter the city-wide music teachers scholarship contest as well as audition for the All-City Honors Orchestra.
- Students are afforded the opportunity to perform on stage in theatrical productions as well as our Annual Talent Show and Sing-a-Long.
- Grades K-5 are provided cultural assemblies at least 3 times annually. This year's assemblies included a Poet, Latin Dance group, and Storytelling Group.
- Grades K-5 students are encouraged to participate with their family in an Art Night, Literacy Night, Mathematics Night and Science Night. Parents organize activities for these "night" activities. Students then enroll in the workshops of their choice on our website. Workshops are 45 minutes each and the participants may rotate through at least 2 of the workshops.
- Kenter students have an opportunity to write and enter a Poetry submission in the Annual Poetry Contest, held annually

Operating as an affiliated Charter school within LAUSD has allowed Kenter Canyon to continue to accomplish the following as a neighborhood public elementary charter school:

- Maintain and further improve a high level of student learning.
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for the entire diversity of students ranging from those who are identified as academically low achieving to those who are identified as highly gifted.
- Encourage the use of different, innovative, and enhanced teaching methods.
- Establish a list of professional development needs through a grade level self-assessment and determine how to best gain the knowledge for deficit areas. Example: MacPros were purchased for all teachers; however, when it was noted that teachers' technology proficiencies were at varied levels, an outside Teacher Tech Expert was contracted to meet one on one weekly with teachers to help them advance in the technology proficiency from their identified current level. Teachers were comfortable with this approach and made significant gains with their technology skills. The Teacher Technology Expert position has been provided by Kenter Canyon Parent Support Group for seven years.
- Teacher develop professional development sessions for their grade level teams as well as with all faculty members. Kenter teachers are life-long learners who continue to advance their delivery of instruction through external and internal professional development.
- Provide parents with opportunities to be involved in their children's education.
- Be accountable for meeting measurable pupil outcomes and using performance-based accountability systems to measure student success.
- Provide a model neighborhood school that will stimulate improvements in all public schools.
- Differentiated teaching has allowed teachers to analyze assessments and design lesson plans to meet the diverse needs of students
- Grade level meetings and professional development sessions have allowed teachers to identify students who need additional support through reteaching, intervention and other options to help close the achievement gap.
- A technology lab staffed by a computer instructor, who provides a regularly scheduled curriculum that encourages computer knowledge, word processing, multi-media development, data and information gathering, and Internet research. Computer skills learned in the lab setting are used to supplement students' instructional programs to support the 21st Century Learning Skills. Because each student has his or her own electronic device, our plans for 2019-20 is to move the Computer Lab instructor to classroom and convert the Lab into a Robotics Education Lab that enables students to visit in 10-day cycles for coding and robotics education units of study.
- Technology devices and appropriate software are provided for all students in all grade levels to supplement instructional needs. Such devices include Chromebooks in grade K; iPads in grades 1 and 2; MacPros and Macbooks in grades 3-5.
- A science lab staffed by a science aide who manages a full complement of FOSS hands-on instructional modules used by teachers on a regular schedule for science lessons coordinated with regular classroom science curriculum.
- A physical education coach experienced in working with elementary aged children, who works under direct supervision of classroom teachers in providing a full, structured physical education program.
- An art instructor, who presents classroom and after-school instruction in the visual arts standards.
- A music instructor, who presents classroom and after-school instruction in vocal music standards.
- An extensive schedule of after-school classes (e.g., science, chess, cooking, languages, and art) and extra-curricular activities (e.g., an annual stage production, talent show, and scouting activities) that provide enrichment opportunities in areas of student interest that may not be covered in class.

The independence, innovation, and shared decision-making expected of charter schools have taken form at Kenter Canyon School in management, operational, and relational developments, including:

- A governance structure in which decision-making about the school's operation and educational program rests with the school's Governance Council of elected teachers, parents, staff representative, and community representative, who have adopted a collaborative, consensus building style.
- Strong parental volunteerism in the classroom, in creating and managing the wealth of available enrichment and extracurricular activities, in governance through the Governance Council and its many committees and ad hoc task forces, in fund raising that provide the support for the extra activities and resources vital to the school's operation and educational program.
- An increasing sense of trust and communality of interests brought about by fostering open communication among the school's stakeholders.
- Heightened awareness and renewed focus by the instructional staff on meeting the day-to-day and year-to-year needs of all students, and providing intervention and differentiated instruction as needed, as evidenced programmatically by English Learner, School for Advanced Studies, Gifted And Talented Education, and Special Education programs.
- The Student Success and Progress Team is a formal means for identifying, intervening, and monitoring with regard to students who may be experiencing difficulties in the areas of academics, behavior, social interactions, health, attendance, and other school-related issues.
- A Positive Discipline Policy known as P.A.W.S was developed by stakeholders and aids employees with playground monitoring, fostering responsibility, safety, respect, and personal accountability. P.A.W.S. aligns to the LAUSD discipline policy and was developed after Kenter Canyon Positive Discipline team attended LAUSD provided workshops on this topic.

Kenter Canyon ECS is delighted to have over 350 approved parent volunteers out of the 425 families enrolled at the school to support the school's mission and vision in various capacities. Parents are involved in various committees, but seven parent representatives are elected to Kenter Canyon Governance Council, its decision-making body. Additionally, ten parents serve in various roles as a part of the Kenter Canyon Parent Support Group, our fundraising arm of the school. The Governance Council comprised of 7 teachers, 6 parents / 1 community representative who are elected to be on the Council and the Principal decide on matters related to Mathematics, English-Language Arts-History/Social Science, General Science, Integration of Technology and Robotics Education, Positive Discipline Team, Student Success and Progress Team, Arts-Health-Physical Education-Character Education, and Safety/Emergency Preparedness. Within these committees, decisions are made related to human and monetary resources when needed. Banked time is scheduled every Tuesday and Thursday for the entire year. This provides an opportunity for teachers to plan and execute lessons, review work samples/assessments, analyze strengths and growth areas. Each grade level has one teacher on each curricular subject area committee. Parents are encouraged to also participate in committee meetings. Each committee provides a report at monthly Governance Council meetings. The Governance Council reaches a consensus, votes or refers to administration on decisions that advance our school's mission and objectives. Collectively, the efforts of parents and teachers are heard and minutes are provided to all stakeholders through email, website postings and designated bulletin board updates on campus.

LCAP Highlights

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

LCAP highlights for 2018-2019 included the need to enhance the school's "Intervention Program" for students not performing at a proficient or advanced level. A .5 Intervention Teacher was employed as well as 18 Instructional Aides to provide intervention needs. The primary responsibility of the teacher and aides were to focus on grade level needs and work with targeted students as deficit areas were evidence. An emphasis was placed on providing the most support in grades K,1,2 to support foundational skills at the lower grades. Aides were also assigned to the upper grades; however, the upper grade provided only in-class support under the direction of the teacher. The lower grade support included in-class and pull-out to address specific deficit skills. The focus was English-Language Arts. As a low-count English Learner school, each grade level had no more than 3 identified EL students. Each EL was clustered at each grade level; however, few of the students within the same grade level spoke the same language. The model did provide the teacher with an English Learner group for designated English Language Development lessons on a daily basis. The performance gaps and the achievements maintained in English Language Arts and Mathematics had mixed results. Our school did reach our Redesignation goals. Academically, our data within our Proficiency for All goals is provided below:

SBAC Assessment ELA Proficiency Rate (number and percentage of students in subgroup who met or exceeded ELA Standards in 2017-18):

- All Students - 266 students / 83.8% increase from +3% from 2016-17
- RFEP students - 7 students / 71.4%
- English Learners – 7 students / 42.9%
- Low Income – 29 students / 58.6%
- Latino Students – 24 students / 66.7%
- African American Students – 6 students / 66.7%
- Students With Disabilities – 19 students / 26.7%
- Resident Schools Median of 30.21%
- Similar School's Median at 83.07%
- School's LCAP Goal - To increase by 1%

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

SBAC Assessment ELA Proficiency Rate (number and percentage of students in subgroup who met or exceeded ELA Standards in 2017-18):

- All Students - 266 students / 83.8% increase from +3% from 2016-17

- RFEP students - 7 students / 71.4%
- English Learners – 7 students / 42.9%
- Low Income – 29 students / 58.6%
- Latino Students – 24 students / 66.7%
- African American Students – 6 students / 66.7%
- Students With Disabilities – 19 students / 26.7%
- Resident Schools Median of 30.21%
- Similar School's Median at 83.07%
- School's LCAP Goal - To increase by 1%

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

Kenter Canyon has applied to the state for the Low Performing Student Block Grant for approximately \$20,000 over 3 year period. We plan to use this to pay X-time for teachers to provide "intervention support" to our students who are performing the lowest in either ELA or Math, or both.

In Mathematics, the White Subgroup, evidenced the decrease in percentage of students in the Proficient or Exceeded Standards group. Our teachers, Mathematics, Instructional Leadership Team and Governance Council have agreed to provide "intervention intensity in Mathematics as we did in 2018-19 for English Language Arts.

SBAC Assessment Mathematics Proficiency Rate (number and percentage of students in subgroup who met or exceeded Mathematics Standards in 2017-18):

- All Students - 267 students / 76.4% Decrease -4% from 81% from 2016-2017
- RFEP students - 7 students / 71.4%
- English Learners – 8 students / 12.5%
- Low Income – 29 students / 55.2%
- Latino Students – 23 students / 43.5%
- African American Students – 6 students / 66.7%
- Students With Disabilities – 19 students / 10.5%
- Resident Schools Median of 29.59%
- Similar Schools Median at 75.21%
- School's LCAP Goal - To increase by 2%

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

As noted above, the White Subgroup evidenced a decrease in percentage of students in the Proficient or Exceeded Standards group from 81% to 76%. While this rate is above LAUSD, State and Similar School's average rates, it is a decrease that has been addressed for 2019-2020. Our teachers, Mathematics, Instructional Leadership Team and Governance Council have agreed to provide "intervention intensity in Mathematics as we did in 2018-19 for English Language Arts.

Comprehensive Support and Improvement

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

Schools Identified

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

Kenter Canyon is not identified as a CSI school.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Proficiency for All

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

**(1-A) Smart Balanced Assessment 2018-19
Consortium (SBAC) Assessment
English Language Arts
Proficiency Rate**

All Students **87%**

Reclassified Fluent English
Proficient Students (RFEP) **63%**

English Learners **68%**

Foster Youth **100%**

Low-Income Students **77%**

Latino Students **74%**

African-American Students **66%**

Students with Disabilities **60%**

Att Students 83.8%

Reclassified Fluent English Proficient Students (RFEP) 71.4%

English Learners 42.9%

Foster Youth - NA

Low-Income 58.6%

Latino students 66.7%

African American Students 66.7%

Students with Disabilities 26.3%

(1-B) Smart Balanced Assessment 2018-19**Consortium (SBAC) Assessment****Mathematics Proficiency Rate**

All Students	87%
Reclassified Fluent English Proficient Students (RFEP)	77%
English Learners	100%
Foster Youth	100%
Low-Income Students	61%
Latino Students	68%
African-American Students	62%
Students with Disabilities	51%

All Students	76.4%
Reclassified Fluent English Proficient Students (RFEP)	71.4%
English Learners	12.5%
Foster Youth	No data
Low-Income Students	55.2%
Latino Students	43.5%
African-American Students	66.7%
Students with Disabilities	10.5%

(1-C) Percentage of 2nd grade fluent English students (EO, IFEP, RFEP) demonstrating proficiency in early literacy	2018-19			
	All Students	98%	All Students	98%
	Reclassified Fluent English Proficient Students (RFEP)	94%	Reclassified Fluent English Proficient Students (RFEP)	94%
	English Learners	92%	English Learners	92%
	Foster Youth	92%	Foster Youth	92%
	Low-Income Students	67%	Low-Income Students	67%
	Latino Students	67%	Latino Students	67%
	African-American Students	58%	African-American Students	58%
Students with Disabilities	72%	Students with Disabilities	72%	

(1-D) Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy	2018-19		
	ELD 1-2 English Learners	100%	Level 4 - Well Developed 64.7% Level 3 - Moderately Developed 11.8% Level 2 - Somewhat Developed 17.6% Level 1 - Beginning Stage 5.9%

(1-E) Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy	2018-19		
	ELD 3-5 English Learners	100%	Level 4 - Well Developed 64.7% Level 3 - Moderately Developed 11.8% Level 2 - Somewhat Developed 17.6%

		Level 1 - Beginning Stage 5.9%
(1-F) English Learner Reclassification Rate	2018-19 English Learners 53% English Learners Less than 5 Years 25% English Learners More than 5 Years 10%	English Learners 53% English Learners Less than 5 Years 25% English Learners More than 5 Years 10%
(1-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMA01)	2018-19 English Learners 69%	English Learners 69%
(1-H) Rate of English Learners who have not reclassified in 5 years (LTEL)	2018-19 LTELS - 0	LTELS - 0
(1-I) Percentage of Foster Youth with an annually updated Comprehensive Academic Assessment	2018-19 Foster Youth 100%	Foster Youth - 0 No Data

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Kenter Canyon Elementary Charter School; Specific Grade Spans: TK/K through Grade 5</p> <p>See LAUSD LCAP.</p> <p>The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, necessary for administering and implementing the schools core educational programs and services as well as operating the school:</p> <ul style="list-style-type: none"> • Principal (1 FTE) • Teachers (21 FTEs) • School Administrative Assistant (1 FTE) • Plant Manager I (1 FTE) • Building & Grounds Worker (1 FTE) • Office Technician (1 FTE) • Itinerant Nurse (.20 FTE) • Itinerant Psychologist (.05 FTE) • Campus Aides 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Kenter Canyon ECS; Specific Grade Spans: TK/K through Grade 5</p> <p>See LAUSD LCAP.</p> <p>The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, necessary for administering and implementing the schools core educational programs and services as well as operating the school:</p> <ul style="list-style-type: none"> • Principal (1 FTE) • Teachers (21 FTEs) • School Administrative Assistant (1 FTE) • Plant Manager I (1 FTE) • Building & Grounds Worker (1 FTE) • Office Technician (1 FTE) • Itinerant Nurse (.20 FTE) • Itinerant Psychologist (.05 FTE) • Campus Aides • Itinerant Arts Educations Teacher (.39 FTE) • Day to Day Substitutes <p>Day to day Substitutes will provide</p>	<p>\$2,992,218 - LCFF - 1000-1999 Certificated Salaries - General Fund School Program</p>	<p>\$2,845,289 - LCFF - 1000-1999 Certificated Salaries - General Fund School Program</p>

<ul style="list-style-type: none"> • Itinerant Arts Educations Teacher (.39 FTE) • Day to Day Substitutes <p>Day to day Substitutes will provide direct instruction to students whose teachers are engaged in the process of evaluating, planning, and refining researchbased reading intervention strategies and activities to meet the language arts development of student not performing at proficient levels.</p> <ul style="list-style-type: none"> • Temporary Personnel • General Supplies • Instructional Materials (IMA) <p>The school will use IMA funds to establish collections of grade level core literature selections for all students.</p> <ul style="list-style-type: none"> • Library Aide (1 FTE) • Targeted Students Program (TSP) Advisor (.5 FTE) • Intervention Teacher (.5 FTE) <p>Instructional Aides I are funded to provide additional classroom support to non-proficient students as well as English Learners and students needing additional support as identified by the classroom teacher.</p>	<p>direct instruction to students whose teachers are engaged in the process of evaluating, planning, and refining researchbased reading intervention strategies and activities to meet the language arts development of student not performing at proficient levels.</p> <ul style="list-style-type: none"> • Temporary Personnel • General Supplies • Instructional Materials (IMA) <p>The school will use IMA funds to establish collections of grade level core literature selections for all students.</p> <ul style="list-style-type: none"> • Library Aide (1 FTE) <p>Instructional Aides I are funded to provide additional classroom support to non-proficient students as well as English Learners and students needing additional support as identified by the classroom teacher.</p>		
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with</p>	<p>\$385,351 - LCFF - 1000-1999 Certificated Salaries - Special education program staffing and supports</p>	<p>\$374,997 - LCFF - 1000-1999 Certificated Salaries - Special education program staffing and supports</p>

Disabilities

Location: Specific Schools: Kenter Canyon Elementary Charter School; Specific Grade Spans: Grade 5

LAUSD has allocated the following general fund staffing and resource to Kenter Canyon Elementary Charter School, based on the school's enrollment and/or other factors, necessary for administering and implementing the school's core educational programs and services for students with disabilities:

Resource Specialist Teacher (1. FTE)

Special Education Assistants

Substitute Coverage for Teachers to attend IEP Meetings

Additionally, the school will provide professional opportunities to

- a. Attend training on minimum/shortened days, banked time Tuesdays and/or Thursdays on

Common Core implementation strategies for Benchmark Advanced Reading with a focus on

fluency, comprehension, close reading, writing and thinking maps.

- b. Establish supplemental grade level and developmental-level appropriate nonfiction readers and informational text.
- c. Provide small group targeted instruction with Instructional Aide support
- d. Provide "integration of technology" with

Disabilities

Location: Specific Schools: Kenter Canyon ECS; Specific Grade Spans: Grade 5

LAUSD has allocated the following general fund staffing and resource to Kenter Canyon Elementary Charter School, based on the school's enrollment and/or other factors, necessary for administering and implementing the school's core educational programs and services for students with disabilities:

Resource Specialist Teacher (1. FTE)

Special Education Assistant

Substitute Coverage for Teachers to attend IEP Meetings

Additionally, the school will provide professional opportunities to

- a. Attend training on minimum/shortened days, banked time Tuesdays and/or Thursdays on

Common Core implementation strategies for Benchmark Advanced Reading with a focus on

fluency, comprehension, close reading, writing and thinking maps.

- b. Establish supplemental grade level and developmental-level appropriate nonfiction readers and informational text.
- c. Provide small group targeted instruction with Instructional Aide support

<p>curriculum and for intervention/differentiation purposes.</p> <p>e. Provide Next Generation Science Standards instruction using LAUSD adopted materials.</p>	<p>d. Provide "integration of technology" with curriculum and for intervention/differentiation purposes.</p> <p>e. Provide Next Generation Science Standards instruction using LAUSD adopted materials.</p>		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>Additionally, for English Learners, the school will:</p> <p>Provide the services of Instructional Aides to support access to core curriculum and the achievement of students in English Language Arts and Mathematics.</p> <p>During banked time Professional Development, the TSP Advisor will assist English Learner teachers with strategies and new resources to address specific needs of targeted students</p> <p>Engage in progress monitoring to ensure targeted students are making progress with fluency, acquisition of the English language and learning key vocabulary for subject matter understanding and success</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>Additionally, for English Learners, the school will:</p> <p>Provide the services of Instructional Aides to support access to core curriculum and the achievement of students in English Language Arts and Mathematics.</p> <p>During banked time Professional Development, designated English Learner teachers will engage in training for English Learner that implements strategies and new resources to address specific needs of targeted students</p> <p>Engage in progress monitoring to ensure targeted students are making progress with fluency, acquisition of the English language and learning key vocabulary for</p>	<p>\$0</p>	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>English Learners , foster youth and low-income students will be provided ample supplies and materials to insure access to core curriculum as well as resources such as a dictionary, access to software programs that support their academic needs, such as Read Naturally, IXL, BrainPop and other programs.</p>	<p>\$59,103 - LCFF - 1000-1999 Certificated Salaries - TSP Instructional Resources</p>	<p>\$45,199 - LCFF - 1000-1999 Certificated Salaries - TSP Instructional Resources</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$0 \$0 \$0</p>	

See LAUSD LCAP	ee LAUSD LCAP		
English Learners, Foster Youth and Low-income Students will be provided the following supports to access core curriculum as noted in Kenter Canyon Charter petition.	English Learners, Foster Youth and Low-income Students will be provided the following supports to access core curriculum as noted in Kenter Canyon Charter petition.		
Assistant Principal (.5 FTE)	Assistant Principal (.5 FTE)		
Itinerant Arts Teachers	Itinerant Arts Teachers		
Itinerant Nurse (.25 FTE)	Itinerant Nurse (.25 FTE)		

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 2

100% Attendance

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected			Actual	
(2-A) The percent of students attending 173-180 days each school year (96% attendance rate)	2018-19			
	All Students	78%	All Students	78%
	Reclassified Fluent English Proficient Students (RFEP)	NA	Reclassified Fluent English Proficient Students (RFEP)	NA
	English Learners	NA	English Learners	NA
	Foster Youth	NA	Foster Youth	NA
	Low-Income Students	NA	Low-Income Students	NA
	Latino Students	NA	Latino Students	NA
	African-American Students	NA	African-American Students	NA
	Students with Disabilities	NA	Students with Disabilities	NA

(2-B) Percentage rate of Students 2018-19

Missing 16 days or more each school year All Students **3%**

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>Additionally, for low income and foster youth, the school will:</p> <ul style="list-style-type: none"> • Provide additional School Psychologist for counseling services specifically to serve the unique and individual needs of low income students and foster youth <p>See LAUSD LCAP.</p> <p>Additionally, the school will:</p> <p>Promote and strengthen the home-school partnership through programs and activities implemented by our Parent Center volunteers.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$0 - \</p> <p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p><u>Targeted Supports to Increase Student Engagement at campuses of highest need</u></p> <p>Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel</p>	<p>\$0</p>	

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.

Unchanged

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

Unchanged

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

unchanged

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.

Unchanged

Goal 3

Parent, Community and Student Engagement

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 8. Other pupil outcomes
 Local Priorities:

Annual Measurable Outcomes

Expected		Actual
(3-A) Percentage of students who feel a part of their school (question on School Experience Survey)	2018-19 All Students = 96%	All Students = 96%
(3-B) Percentage of parents completing the School Experience Survey annually	2018-19 All parents = 91%	All parents = 90%
(3-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually	2018-19 All parents = 23%	All parents = 17%
(3-D) Percentage of parents that state that their schools parent center provides resources (information, classes, etc.) useful to help me support my child's learning	2018-19 All parents = 93%	All parents = 93%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p><u>Parent and Family Involvement:</u></p> <p>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.</p> <p>(2) I am a partner with this school in decisions made about my child's education.</p> <p>(3) The school provides me with information (verbal and written) I can understand.</p> <p>(4) School staff takes my concerns seriously.</p> <p>(5) This school provides opportunities to help me support my child's learning.</p>		\$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.

Kenter Canyon will continue to seek input from parents on the Annual School Experience Survey; however, our efforts over the past few years has been inconsistent with mixed participation. We will conduct a parent survey to determine the preferred time of day and day of the week parents would more likely participate in Parent Education Workshops. With an increase in working parents, the participation has been inconsistent. Our school continues to welcome parents to participate in fundraising efforts and committee service.

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

Unchanged

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Unchanged / no budgetary connections

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.

unchanged

Goal 4

Ensure School Safety

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
(4-A) Single Student Suspension Rate	2018-19 All Students -- 0 %	All Students -- 0 %
(4-B) Number of Instructional Days Lost to Suspension	2018-19 All Students = 0 Low-Income Students = 0 English Learners = 0 Foster Youth = 0 African-American Students = 0 Students with Disabilities = 0	All Students = 0 Low-Income Students = 0 English Learners = 0 Foster Youth = 0 African-American Students = 0 Students with Disabilities = 0
(4-C) Expulsion Rate	2018-19 All Students = 0	All Students = 0
(4-D) Percentage of students who feel safe on school grounds	2018-19 All Students = 99%	All Students = 91%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP.</p> <p>As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations.</p> <p>Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</p> <p>Additionally, the school will:</p> <ul style="list-style-type: none"> • Provide two 3-hour Campus Aides to ensure safety during 	<p>See LAUSD LCAP.</p> <p>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP.</p> <p>As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including services as the term is defined in the LCAP regulations.</p> <p>Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the schools LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</p> <p>Additionally, the school will:</p> <ul style="list-style-type: none"> • Provide two 3-hour Campus Aides to ensure safety during instructional hours • Fund additional School Psychologist time to assist with the implementation of Kenter Canyons school-wide Positive Discipline Plan. 	<p>\$0</p> <p>\$0</p>	

instructional hours • Fund additional School Psychologist time to assist with the implementation of Kenter Canyon's school-wide Positive Discipline Plan.			
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Targeted Supports for School Climate/Safety – Please see LAUSD LCAP.</p>	<p>Unchanged</p> <p>School Climate/ Safety - See LAUSD LCAP</p>		

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.

unchanged

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

unchanged

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

unchanged

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.

unchanged

Goal 5

Provide for Basic Services

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
(5-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach	2018-19 All Students 100% Compliant	All Students 100% Compliant
(5-B) Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)	2018-19 All on roster teachers. 25%	All on roster teachers. 25%
(5-C) Percentage of school based staff attending 96% or above	2018-19 All Employees - 67%	All Employees - 67%
(5-D) Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements	2018-19 Maintain 100% compliance	Maintain 100% compliance
(5-E) Percentage of facilities that are in good repair	2018-19 Maintain "good" rating 99% Compliant	Maintain "good" rating 99% Compliant

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP.</p> <p>As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations.</p> <p>Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</p>	<p>Unchanged</p>		

Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>See LAUSD LCAP.</p> <p>The District has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, for purposes of maintaining and operating the school facilities:</p> <ul style="list-style-type: none"> • Plant Manager • Buildings and Grounds Worker • Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools 		<p>\$0</p> <p>\$0</p> <p>\$0</p>	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Centralized Support:</p> <p>Accounting, Human Resources, and additional administrative supportive received by LAUSD Central Offices</p>		<p>\$0</p> <p>\$0</p>	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Central Office Resources</p> <p>Communications, Repairs, Textbook and other administrative supports provided by LAUSD Central Offices to Schools</p>			

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.

unchanged

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

unchanged

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

unchanged

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.

unchanged

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Kenter Canyon faculty, staff, parents, community and administration are provided a variety of opportunities to be involved in decision-making that focuses on continuous achievement of ALL students. The opportunities include:

- Monthly Instructional Leadership Team Meetings (one teacher from each grade level as a representative from the schools' Mathematics and English-Language Arts Committee and Special Education Learning Team)
- Mathematics and English Language Arts Committee Monthly Meetings to analyze work samples and assessment data
- Governance Council Committee Meetings are open to all parents at the school
- Grade team meetings to plan, debrief, analyze and assess mastery of standards through grade level lessons
- Plan parent workshop and family nights, such as "Math Night, Art Night, Science Night, Literacy Night, Book Fairs, etc.
- Monthly Governance Council Meetings open to all Kenter Canyon families and community
- Parent volunteers to assist with supervision or work under the direction of a teacher in the Science Lab, Library, Computer Lab, Playground, Art Lessons
- Governance Council comprised of 7 faculty/staff (included administration) and 7 parent/community representative

Specific dates for meeting to provide input and feedback regarding LCAP included the following:

- Instructional Leadership Team: April 23 and 30, 2019; May 2, 2019.
- Governance Council Meeting: April 11, 2019; May 4 and 9, 2019
- Adopted by Governance Council May 14, 2019

Comments and feedback received through the involvement of stakeholders in the LCAP development process resulted in the addition of a Class Size Reduction Teacher for grades 4/5 to lower student to teacher ratio from 38:1 to 32; budget decision to increase School Psychologist allocation and maintain a full-time Library Aide. Lack of funding resulted in the loss of the Target Student Population (TSP) Advisor and full-time Intervention Teacher. Such services will be maintained using X-Time and the increase in the allocation of Instructional Aides employed at the school. Teachers were used to develop and present Parent Education Workshops instead of using funds to bring in outside speakers, etc. as they caused a budgetary strain.

In response to student input, in addition to other considerations, the school also has established a "Helping Hands Leadership Club" to implement peer mediation during recess and lunch playtime. The Helping Hands foster respect and responsibility for these young leaders and help them to problem solve and assist others. Junior Recess Coaches were selected to help organize games, equipment and review rules before each game starts during recess or lunch playtimes. Student Council will continue as a school tradition with an additional focus on developing students as leaders as well as learning to execute orderly and productive meetings. The Instructional Leadership Team, Governance Council and Principal agreed that student input enhanced school climate and helped our School Experience Survey to gain favorable responses.

Impact on LCAP and Annual Update

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

The impact of LCAP and the Annual Update aligns our decision making from varied entities and addresses our commitment to our school's mission and vision and that our limited budget focuses on our highest priorities and needs. The following bullets were charted by stakeholders on May 4, 2019 at a Governance Council Meeting after reviewing and updating ELA, Math and EL data. Participants included parents, teachers and administration.

The mission of Kenter Canyon Elementary Charter School is to provide a safe, nurturing, challenging learning environment for urban students in grades K-5. The intent is to develop a strong foundation of both academic and social competencies that prepare students for their continued education leading toward college. The intent is to produce successful, responsible, caring, and respectful human beings capable of participating at a high level in a diverse and changing world. Providing an opportunity for stakeholders to review their data and analyze work samples/assessments resulted in positive attitudes for all stakeholders to embrace the following impacts:

- Implement a "Is It Necessary" vision when proposing our limited funds to various proposals; is it going to help us with our mission and vision.
- Plan actions and budgetary needs that maintain and further improve a high level of student learning with standards-aligned lessons that plan with rigor, relevance, and planned intervention for students not grasping concepts at a proficient level.
- Differentiated teaching has allowed teachers to analyze assessments and design lesson plans to meet the diverse needs of students
- Initiate our own reform measures by supplementing the school's core curriculum with additional educational resources and opportunities.
- Encourage the use of different, innovative, and enhanced teaching methods. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program.
- Provide parents with opportunities to be involved in their children's education.
- Be accountable for meeting measurable pupil outcomes and using performance-based accountability systems to measure student success.
- Provide a model neighborhood school that will stimulate improvements in all public schools.
- Grade level meetings and professional development sessions have allowed teachers to identify students who need additional support through re-teaching, intervention and other options to help close the achievement gap.

The independence, innovation, and shared decision-making expected of charter schools has had an impact at Kenter Canyon School in management, operational, and relational developments, including:

- A governance structure in which decision-making about the school's operation and educational program rests with the school's Governance Council of elected teachers, parents, staff representative, and community representative, who have adopted a collaborative, consensus building style.
- Strong parental volunteerism in the classroom, in creating and managing the wealth of available enrichment and extracurricular activities, in governance through the Governance Council and its many committees and ad hoc task forces, in fund raising that provide the support for the extra activities and resources vital to the school's operation and educational program.
- An increasing sense of trust and communality of interests brought about by fostering open communication between and discussion among the school's stakeholders.
- Heightened awareness and renewed focus by the instructional staff on meeting the day-to-day and year-to-year needs of all students, and providing intervention and differentiated instruction as needed, as evidenced programmatically by English Learner, Foster Youth, Low Income Students, School for Advanced Studies, Gifted And Talented Education, and Special Education programs.
- The Student Success Progress Team (SSPT) is a formal means for identifying, intervening, and monitoring with regard to students who may be experiencing difficulties in the areas of academics, behavior, social interactions, health, attendance, and other school-related issues.
- A Positive Discipline Policy known as P.A.W.S was developed by stakeholders and aids employees with playground monitoring, fostering responsibility, safety, respect, and personal accountability. P.A.W.S. to complement our "coyote" mascot is an acronym for Practice

Compassion, Act Responsibly, Work Hard and Stay Safe. P.A.W.S. expectations are established for playgrounds, walkways, cafeteria, library, classrooms, field trips and during all aspects of the school day.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

Proficiency for All

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement
Local Priorities:

Identified Need:

There is a need to increase our number of White Students attaining "Meet" or "Exceeds" proficiency in Mathematics.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(1-A) Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate	All Students 85%	All Students 86%	All Students 87%	All Students 83.8%
	Reclassified Fluent English Proficient Students (RFEP) 75%	Reclassified Fluent English Proficient Students (RFEP) 62%	Reclassified Fluent English Proficient Students (RFEP) 63%	Reclassified Fluent English Proficient Students (RFEP) 71.4%
	English Learners 65%	English Learners 67%	English Learners 68%	English Learners 42.9%
	Foster Youth 100%	Foster Youth 100%	Foster Youth 100%	Foster Youth No Data

	<p>Low-Income Students 75%</p> <p>Latino Students 70%</p> <p>African-American Students 60%</p> <p>Students with Disabilities 45%</p>	<p>Low-Income Students 76%</p> <p>Latino Students 73%</p> <p>African-American Students 65%</p> <p>Students with Disabilities 55%</p>	<p>Low-Income Students 77%</p> <p>Latino Students 74%</p> <p>African-American Students 66%</p> <p>Students with Disabilities 60%</p>	<p>Low-Income Students 58.6%</p> <p>Latino Students 66.7%</p> <p>African-American Students 66.7%</p> <p>Students with Disabilities 26.3%</p>
<p>(1-B) Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate</p>	<p>All Students 85%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 75%</p> <p>English Learners 100%</p> <p>Foster Youth 100%</p> <p>Low-Income Students 57%</p> <p>Latino Students 65%</p> <p>African-American Students 60%</p> <p>Students with Disabilities 48%</p>	<p>All Students 86%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 76%</p> <p>English Learners 100%</p> <p>Foster Youth 100%</p> <p>Low-Income Students 60%</p> <p>Latino Students 67%</p> <p>African-American Students 61%</p> <p>Students with Disabilities 50%</p>	<p>All Students 87%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 77%</p> <p>English Learners 100%</p> <p>Foster Youth 100%</p> <p>Low-Income Students 61%</p> <p>Latino Students 68%</p> <p>African-American Students 62%</p> <p>Students with Disabilities 51%</p>	<p>All Students 76.4%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 71.4%</p> <p>English Learners 12.5%</p> <p>Foster Youth No Data</p> <p>Low-Income Students 55.2%</p> <p>Latino Students 43.5%</p> <p>African-American Students 66.7%</p> <p>Students with Disabilities 10.5%</p>

(1-C) Percentage of 2nd grade fluent English students (EO, IFEP, RFEP) demonstrating proficiency in early literacy	<p>All Students 96%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 92%</p> <p>English Learners 90%</p> <p>Foster Youth 90%</p> <p>Low-Income Students 65%</p> <p>Latino Students 65%</p> <p>African-American Students 55%</p> <p>Students with Disabilities 70%</p>	<p>All Students 97%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 93%</p> <p>English Learners 91%</p> <p>Foster Youth 91%</p> <p>Low-Income Students 66%</p> <p>Latino Students 66%</p> <p>African-American Students 56%</p> <p>Students with Disabilities 71%</p>	<p>All Students 98%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 94%</p> <p>English Learners 92%</p> <p>Foster Youth 92%</p> <p>Low-Income Students 67%</p> <p>Latino Students 67%</p> <p>African-American Students 58%</p> <p>Students with Disabilities 72%</p>	<p>All Students 94.7%</p> <p>Reclassified Fluent English Proficient Students (RFEP) --%</p> <p>English Learners 50%</p> <p>Foster Youth No Data</p> <p>Low-Income Students 69%</p> <p>Latino Students 50%</p> <p>African-American Students 0%</p> <p>Students with Disabilities 4.5%</p>
(1-D) Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy	<p>ELD 1-2 English Learners 100%</p>	<p>ELD 1-2 English Learners 100%</p>	<p>ELD 1-2 English Learners 100%</p>	<p>ELD 1-2 English Learners 100%</p>
(1-E) Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy	<p>ELD 3-5 English Learners 100%</p>	<p>ELD 3-5 English Learners 100%</p>	<p>ELD 3-5 English Learners 100%</p>	<p>ELD 3-5 English Learners 100%</p>

(1-F) English Learner Reclassification Rate	English Learners 50% English Learners – Less than 5 Years 23% English Learners – More than 5 Years 0%	English Learners 52% English Learners – Less than 5 Years 25% English Learners – More than 5 Years 10%	English Learners 53% English Learners – Less than 5 Years 25% English Learners – More than 5 Years 10%	English Learners 54% English Learners Less than 5 Years 26% English Learners More than 5 Years 11%
(1-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMAO1)	English Learners 67%	English Learners 68%	English Learners 69%	English Learners 69%
(1-H) Rate of English Learners who have not reclassified in 5 years (LTEL)	LTELS - 0	LTELS - 0	LTELS - 0	LTELS - 0
(1-I) Percentage of Foster Youth with an annually updated Comprehensive Academic Assessment	Foster Youth 100%	Foster Youth 100%	Foster Youth 100%	Foster Youth No Data

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Kenter Canyon Elementary Charter School; Specific Grade Spans: TK/K through Grade 5

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.
The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, necessary for administering and implementing the schools core educational

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

programs and services as well as operating the school:

- Principal (1 FTE)
- Teachers (21 FTEs)
- School Administrative Assistant (1 FTE)
- Plant Manager I (1 FTE)
- Building & Grounds Worker (1 FTE)
- Office Technician (1 FTE)
- Itinerant Nurse (.20 FTE)
- Itinerant Psychologist (.05 FTE)
- Campus Aides
- Itinerant Arts Educations Teacher (.39 FTE)
- Day to Day Substitutes

Day to day Substitutes will provide direct instruction to students whose teachers are engaged in the process of evaluating, planning, and refining researchbased reading intervention strategies and activities to meet the language arts development of student not performing at proficient levels.

- Temporary Personnel
- General Supplies
- Instructional Materials (IMA)

The school will use IMA funds to establish collections of grade level core literature selections for all students.

- Library Aide (1 FTE)
- Targeted Students Program (TSP) Advisor (.5 FTE)
- Intervention Teacher (.5 FTE)

Instructional Aides I are funded to provide additional classroom support to non-proficient students as well as English Learners and students needing additional support as identified by the classroom teacher.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$266,409	\$0	\$2,498,078
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; 21 General Classroom Teachers	1000-1999 Certificated Salaries; 21 General Classroom Teachers	1000-1999 Certificated Salaries; General Fund School Program
Amount	\$298,910 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	2000-2999 Classified Salaries		
Amount	\$343 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	5000-5999 Services and Other Operating Expenses; TSP- Parent Engagement		
Amount	\$11,630 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	5000-5999 Services and Other Operating Expenses; School Nurse .25 FTE		
Amount	\$77,138 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	5000-5999 Services and Other Operating Expenses; Day to Day Substitute Teachers		

Action 2

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

Specific Schools: Kenter Canyon Elementary Charter School;
Specific Grade Spans: Grade 5

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

LAUSD has allocated the following general fund staffing and resource to Kenter Canyon Elementary Charter School, based on the school's enrollment and/or other factors, necessary for administering and implementing the school's core educational programs and services for students with disabilities:

Resource Specialist Teacher (1. FTE)

Special Education Assistants

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Substitute Coverage for Teachers to attend IEP Meetings

Additionally, the school will provide professional opportunities to

a. Attend training on minimum/shortened days, banked time Tuesdays and/or Thursdays on

Common Core implementation strategies for Benchmark Advanced Reading with a focus on

fluency, comprehension, close reading, writing and thinking maps.

b. Establish supplemental grade level and developmental-level appropriate nonfiction readers and informational text.

c. Provide small group targeted instruction with Instructional Aide support

d. Provide "integration of technology" with curriculum and for intervention/differentiation purposes.

e. Provide Next Generation Science Standards instruction using LAUSD adopted materials.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$263,837	\$0	\$1,242,801
Source	LCFF		LCFF
Budget Reference	1000-1999 Certificated Salaries; SPED Resource Specialist Program (12002)		1000-1999 Certificated Salaries; Special education program - staffing and supports
Amount	\$2,678 (repeat expenditure)	\$0	\$0

Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; Substitute Coverage for Compliance		
Amount	\$105,872 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	2000-2999 Classified Salaries; Special Education Assistants		
Amount	\$46,472 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; APEIS Salary		
Amount	\$70,632 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; Certificated Salary: Occupational & Physical Therapist		
Amount	\$5,011 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; Adapted Physical Education Teacher		
Amount	\$111,981 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; Langauge & Speech Therapist		

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Additionally, for English Learners, the school will:

Provide the services of Instructional Aides to support access to core curriculum and the achievement of students in English Language Arts and Mathematics.

During banked time Professional Development, the TSP Advisor will assist English Learner

teachers with strategies and new resources to address specific needs of targeted students

Engage in progress monitoring to ensure targeted students are making progress with fluency, acquisition of the English language and learning key vocabulary for subject matter understanding and success

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$15,000 (repeat expenditure)	\$0	\$294,994
Source	Other Local Revenues		LCFF
Budget Reference	7000-7499 Other; Software programs, Supplemental Literature		1000-1999 Certificated Salaries; Teacher Costs Funded by Suppl/Conc

Action 4

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	Unchanged Action	Unchanged Action
<p>See LAUSD LCAP.</p> <p>English Learners , foster youth and low-income students will be provided ample supplies and materials to insure access to core curriculum as well as resources such as a dictionary, access to software programs that support their academic needs, such as IXL, BrainPop and other programs.</p>		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	4000-4999 Books and Supplies; EL Supports , Dictionaries, Leveled Text		

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Action	Unchanged Action
<p>See LAUSD LCAP</p> <p>English Learners, Foster Youth and Low-income Students will be provided the following supports to access core curriculum as noted in Kenter Canyon Charter petition.</p> <p>Assistant Principal (.5 FTE)</p> <p>Itinerant Arts Teachers</p> <p>Itinerant Nurse (.25 FTE)</p>		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$46,472 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; Assistant Principal		
Amount	\$23,261 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	2000-2999 Classified Salaries; Classified Salary- School Nurse		
Amount	\$34,890 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; TSP-Itinerant Arts Teachers Sup		

Unchanged Goal

Goal 2

100% Attendance

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
(2-A) The percent of students attending 173-180 days each school year (96% attendance rate)	All Students	76%	All Students	77%	All Students	78%	All Students	79%
	Reclassified Fluent English Proficient Students (RFEP)	NA	Reclassified Fluent English Proficient Students (RFEP)	NA	Reclassified Fluent English Proficient Students (RFEP)	NA	Reclassified Fluent English Proficient Students (RFEP)	NA
	English Learners	NA	English Learners	NA	English Learners	NA	English Learners	NA
	Foster Youth	NA	Foster Youth	NA	Foster Youth	NA	Foster Youth	NA
	Low-Income Students	NA	Low-Income Students	NA	Low-Income Students	NA	Low-Income Students	NA
	Latino Students	NA	Latino Students	NA	Latino Students	NA	Latino Students	NA

	African-American Students NA	African-American Students NA	African-American Students NA	African-American Students NA
	Students with Disabilities NA	Students with Disabilities NA	Students with Disabilities NA	Students with Disabilities NA
(2-B) Percentage rate of Students Missing 16 days or more each school year	All Students 5%	All Students 4%	All Students 3%	All Students 2%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Additionally, for low income and foster youth, the school will:

- Provide additional School Psychologist for counseling services specifically to serve the unique and individual needs of low income students and foster youth

See LAUSD LCAP.

Additionally, the school will:

Promote and strengthen the home-school partnership through programs and activities implemented by our Parent Center volunteers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$250 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	7000-7499 Other; Attendance Policy for Parents	;	
Amount	\$12,000 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; Certificated Salary-School Psychologist		
Amount	\$12 (repeat expenditure)	\$0	\$0
Source	Other Local Revenues		
Budget Reference	1000-1999 Certificated Salaries; Certificated Salary - PSA Counselor		
Amount	\$12,000 (repeat expenditure)	\$0	\$0
Source	Other Local Revenues		
Budget Reference	1000-1999 Certificated Salaries;		

	Certificated Salary- Elementary Counselor		
Amount	\$2,000	\$0	\$0
Source	Other Local Revenues		
Budget Reference	7000-7499 Other; Attendance Incentives		

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Targeted Supports to Increase Student Engagement at campuses of highest need

Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$12,000 (repeat expenditure)	\$0	\$0
Source	Other State Revenues		
Budget Reference	1000-1999 Certificated Salaries; Certificated Salary: PSA Counselor		

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

Unchanged Goal

Goal 3

Parent, Community and Student Engagement

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(3-A) Percentage of students who feel a part of their school (question on School Experience Survey)	All Students = 94%	All Students = 95%	All Students = 96%	All Students = 83%
(3-B) Percentage of parents completing the School Experience Survey annually	All parents = 88%	All parents = 90%	All parents = 91%	All parents = 81%
(3-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually	All parents = 20%	All parents = 22%	All parents = 23%	All parents = 17%
(3-D) Percentage of parents that state that their schools parent center provides resources	All Parents = 91%	All parents = 92%	All parents = 93%	All parents = 86%

(information, classes, etc.)
useful to help me support
my child's learning

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Parent and Family Involvement:

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

(2) I am a partner with this school in decisions made about my child's education.

(3) The school provides me with information (verbal and written) I can understand.

(4) School staff takes my concerns seriously.

(5) This school provides opportunities to help me support my child's learning.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$343 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	7000-7499 Other; 10405 TSP - Parental Engagement		

Unchanged Goal

Goal 4

Ensure School Safety

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(4-A) Single Student Suspension Rate	All Students = 0%	All Students = 0%	All Students = 0 %	All Students = 0%
(4-B) Number of Instructional Days Lost to Suspension	All Students = 0	All Students = 0	All Students = 0	All Students = 0
	Low-Income Students = 0	Low-Income Students = 0	Low-Income Students = 0	Low-Income Students = 0
	English Learners = 0	English Learners = 0	English Learners = 0	English Learners = 0
	Foster Youth = 0	Foster Youth = 0	Foster Youth = 0	Foster Youth = 0
	African-American Students = 0	African-American Students = 0	African-American Students = 0	African-American Students = 0
	Students with Disabilities = 0	Students with Disabilities = 0	Students with Disabilities = 0	Students with Disabilities = 0

(4-C) Expulsion Rate	All Students = 0	All Students = 0	All Students = 0	All Students = 0
(4-D) Percentage of students who feel safe on school grounds	All Students = 98%	All Students = 98.5%	All Students = 99%	All Students = 99.5%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP.

As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

to operate the school, including “services” as the term is defined in the LCAP regulations.

Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s

LCAP directly addresses only those actions and services corresponding to funds allocated to and

budgeted by the school as a District affiliated charter school.

Additionally, the school will:

- Provide two 3-hour Campus Aides to ensure safety during instructional hours
- Fund additional School Psychologist time to assist with the implementation of Kenter Canyon’s school-wide Positive Discipline Plan.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$16,836 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	2000-2999 Classified Salaries; Classified Salaries: Camus Aides, Special Programs Base		
Amount	\$5,614 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	2000-2999 Classified Salaries; Classified Salaries: Campus Aide Proportionality Supplemental and		

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Targeted Supports for School Climate/Safety – Please see LAUSD LCAP.

Unchanged Goal

Goal 5

Provide for Basic Services

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(5-A) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach	All Students 100% Compliant	All Students 100% Compliant	All Students 100% Compliant	All Students 100% Compliant
(5-B) Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)	All on roster teachers. 25%	All on roster teachers. 25%	All on roster teachers. 25%	All on roster teachers. 25%
(5-C) Percentage of school based staff attending 96% or above	All Employees = 60%	All Employees - 65%	All Employees - 67%	All Employees - 70%
(5-D) Percentage of schools providing students with standards based instructional materials by meeting Williams Act	Maintain 100% compliance	Maintain 100% compliance	Maintain 100% compliance	Maintain 100% compliance

requirements				
(5-E) Percentage of facilities that are in good repair	Maintain "good" rating 99% Compliant	Maintain "good" rating 99% Compliant	Maintain "good" rating 99% Compliant	Maintain "good" rating 99% Compliant

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP.

As an LAUSD affiliated charter school, the school receives from the District many of the resources

necessary to operate the school, including “services” as the term is defined in the LCAP regulations.

Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s

LCAP directly addresses only those actions and services corresponding to funds allocated to and

budgeted by the school as a District affiliated charter school.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$275,801
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Central Office Resources
Amount	\$0	\$0	\$1,580,069
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Centralized Support

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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, for purposes of maintaining and operating the school facilities:

- Plant Manager
- Buildings and Grounds Worker
- Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$78 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	2000-2999 Classified Salaries; Classified Salary: Plant Manager 1 (in Goal 1)		
Amount	\$67,087 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	2000-2999 Classified Salaries; Classified Salary Bldg & Grounds Worker (in Goal 1)		
Amount	\$9,146 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	4000-4999 Books and Supplies; Books & Supplies: Maintenance & Operations Supplies (in Goal 1)		

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Centralized Support:

Accounting, Human Resources, and additional administrative supportive received by LAUSD Central Offices

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,532,457 (repeat expenditure)	\$0	\$0

Source	LCFF		
Budget Reference	7000-7499 Other; Centralized Support		
Amount	\$409,498 (repeat expenditure)	\$0	\$0
Source	LCFF		
Budget Reference	7000-7499 Other; Central Office Resources		

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Central Office Resources

Communications, Repairs, Textbook and other administrative supports provided by LAUSD Central Offices to Schools

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$93,097

Percentage to Increase or Improve Services:

11.64%

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](#)).

For unduplicated students, Kenter Canyon will monitor the academic and social-emotional needs to our targeted student populations of English Learners and low-income families. At the present time, we do not have any foster students. Kenter Canyon will consult with its Instructional Leadership Team, English Learner Designated Teachers, English Learner Coordinator, Student Success and Progress Team (SSPT) to identify strategies and interventions needed to best meet the needs of targeted students and to insure they are provided a high quality instructional program. Instructional Aides will be employed to provide ELA and Mathematics Intervention as well as in-class Tier II Intervention by the teacher. Analysis of data will help guide instruction and identify growth areas for specific subjects. Teachers will also be afforded technology training to insure 21st century skills can be integrated into the delivery of instruction; students will be provided 1:1 devices in all grades Technolgoy software will include effective programs such as IXL, Dreambox, Brain Pop, Read Naturally. The Library, Computer Lab and Science Lab will bring unique experiences to students as they explore concepts using a hands-on discovery approach. Our mission is to provide a high quality instructional program that challenges and motivates students to become independent thinkers.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$76,116

Percentage to Increase or Improve Services:

1.88%

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](#)).

For unduplicated students, Kenter Canyon will monitor the academic and social-emotional needs to our targeted student populations of English Learners and low-income families. At the present time, we do not have any foster students. Kenter Canyon will partner with parents to determine best strategies and interventions needed to best meet the needs of targeted students and to insure they are provided a high quality instructional

program.

In class intervention program will provide additional support to students who are not meeting benchmark expectations throughout the year with the support of an Instructional Aide. Professional development at Kenter Canyon will focus on strategies for meeting student academic and social-emotional needs. Parents will be afforded opportunities to gain strategies for home use related to common core curriculum. Teachers will also be afforded technology training to insure 21st century skills can be integrated into the delivery of instruction. The Computer Lab and Science Lab will bring unique experiences to students as they explore concepts using a hands-on discovery approach. A variety of software programs are afforded to all grade levels at Kenter Canyon. Our mission is to provide a high quality instructional program that challenges and motivates students to become independent thinkers.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds:

\$354,569

Percentage to Increase or Improve Services:

3.17%

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](#)).

For unduplicated students, Kenter Canyon will monitor the academic and social-emotional needs to our targeted student populations of English Learners and low-income families. At the present time, we do not have any foster students. Kenter Canyon will partner with parents to determine best strategies and interventions needed to best meet the needs of targeted students and to insure they are provided a high quality instructional program.

Our in-class intervention program as well as our extended learning program will provide additional support to students who are not meeting benchmark expectations throughout the year. Professional development at Kenter Canyon will focus on strategies for meeting student academic and social-emotional needs. Parents will be afforded opportunities to gain strategies for home use related to common core curriculum. Teachers will also be afforded technology training to insure 21st century skills can be integrated into the delivery of instruction. The Computer Lab and Science Lab will bring unique experiences to students as they explore concepts using a hands-on discovery approach. A variety of software programs are afforded to all grade levels at Kenter Canyon. Our mission is to provide a high quality instructional program that challenges and motivates students to become independent thinkers.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$3,436,672	\$3,265,485	\$5,891,743
1000-1999 Certificated Salaries	3,436,672	3,265,485	4,311,674
5000-5999 Services and Other Operating Expenses	0	0	1,580,069
7000-7499 Other	0	0	0

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$3,436,672	\$3,265,485	\$5,891,743
Other Local Revenues	0	0	0
LCFF Base/Not Contributing to Increased or Improved Services	385,351	3,220,286	3,098,671
LCFF S & C/Contributing to Increased or Improved Services	3,051,321	45,199	2,793,072

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$3,436,672	\$3,265,485	\$5,891,743
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	385,351	3,220,286	1,518,602
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	3,051,321	45,199	2,793,072
5000-5999 Services and Other	LCFF Base/Not Contributing to	0	0	1,580,069

Operating Expenses	Increased or Improved Services			
7000-7499 Other	Other Local Revenues	0	0	0

Expenditures by Goal and Funding Source	
Funding Source	2019

Proficiency for All	
All Funding Sources	\$4,035,873
LCFF Base/Not Contributing to Increased or Improved Services	1,242,801
LCFF S & C/Contributing to Increased or Improved Services	2,793,072
100% Attendance	
All Funding Sources	\$0
Other Local Revenues	0
Parent, Community and Student Engagement	
All Funding Sources	\$0
Ensure School Safety	
All Funding Sources	\$0
Provide for Basic Services	
All Funding Sources	\$1,855,870
LCFF Base/Not Contributing to Increased or Improved Services	1,855,870

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual

Proficiency for All

All Funding Sources	\$3,436,672	\$3,265,485
LCFF Base/Not Contributing to Increased or Improved Services	385,351	3,220,286
LCFF S & C/Contributing to Increased or Improved Services	3,051,321	45,199
100% Attendance		
All Funding Sources	\$0	\$0
Parent, Community and Student Engagement		
All Funding Sources	\$0	\$0
Ensure School Safety		
All Funding Sources	\$0	\$0
Provide for Basic Services		
All Funding Sources	\$0	\$0

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