

Local Control & Accountability Plan Summary

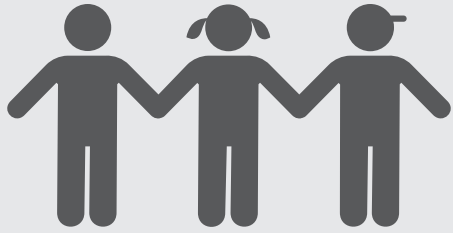
2019-20

Keppel Partnership Academy

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SCHOOL STORY



141 TK-12 STUDENTS



STUDENT GROUPS

Source: ed-data.org



Stimulate & Support Independent Learning

Use the power of a flexible learning environment, technology, & individualized support to empower students to be self-motivated & competent life-long learners



Core Values

Sustainable Quality, Individualized Learning, Integrity, Innovation for Every Student, & Collaborative Partners



School Mission

Create a diverse & individualized learning environment that supports every student & strengthens relationships between families, programs, authorizers, & the community



LCAP HIGHLIGHTS

GOAL #1



Increase Academic Achievement

Highlighted Actions

- 1.1 - Evaluate student academic performance levels on local assessments & provide targeted interventions
- 1.2 - Monitor LI, EL, FY, & SWD students for state & local assessment proficiency

GOAL #2



Promote High Attendance & Positive School Climate

Highlighted Actions

- 2.1 - Focus on positive school climate & student engagement
- 2.5 - Provide professional development in Cultural Awareness
- 2.6 - Training in Youth Mental Health

GOAL #3



Increase Family & Community Engagement

Highlighted Actions

- 3.1 - Collect parent input and assess our level of stakeholder engagement
- 3.2 - Use email, the website and social media to notify families of events
- 3.5 - Training on school-wide safety plans

GOAL #4



Ensure Students are on Track to Graduate

Highlighted Actions

- 4.3 - High-quality instruction and curriculum that promotes College and Career Readiness
- 4.4 - Maintain school-wide or elective AVID classes



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GREATEST PROGRESS

 <p>Maintained 0% Suspension Rate</p>	<p>Indicator: Local Metric</p>  <p>Status: = 0%</p>
<p>Maintained Low Rate of Chronic Absenteeism</p> 	<p>Indicator: Local Metric</p>  <p>Status: = 0.2%</p>
 <p>Increased Positive Survey Responses</p>	<p>Indicator: Local Metric</p>  <p>Status: ↑ 92% Change: Increased</p>

GREATEST NEEDS

 <p>Increase Graduation Rate</p>	<p>Indicator: Local Metric</p> 
<p>Increase Math Performance</p> 	<p>Indicator: Local Metric</p> 
 <p>Increase ELA & Math CAASPP Participation Rate for SWDs</p>	<p>Indicator: Local Metric</p> 

PROGRESS GAPS

<p>Subgroup in Need:</p> 	<p>State Indicators:</p> <ul style="list-style-type: none">  1. Chronic Absenteeism  2. Suspension Rate  3. English Learner  4. Graduation Rate  5. College/Career Readiness  6. ELA Assessment  7. Math Assessment
<p>Hispanic</p>	
<p>Pacific Islander</p>	<p>No Performance Gaps Exist</p>
<p>Low Income</p>	
<p>Foster Youth</p>	
<p>African American</p>	
<p>SWD</p>	
<p>* Although Keppel Partnership Academy did not have any student groups falling 2 or more performance levels below the "All" student group, to eliminate performance gaps, we recognize the importance of having planned action steps in place, to improve the academic achievement of student groups performing at the low and very low performance levels.</p>	

Planned Actions to Maintain Progress:

- 2.1 - Focus on school climate and student engagement to support an increase in daily attendance
- 2.4 - Stay in frequent contact with parents in order to update them on student progress and notify them of events
- 2.7 - Identify, monitor and support students who are struggling with regular attendance
- 4.8 - Issue monthly bus pass to low income students

Planned Actions to Address Needs:

- 1.5 - Provide teacher and parent training, learning opportunities and workshops
- 1.8 - Implement the County Collaborative Charter School Performance Indicator Review(PIR) to monitor progress of planned strategies and activities
- 2.2 - Recruit and retain highly qualified multiple and single subject teachers
- 4.1 - Develop a comprehensive College and Career Readiness program & increase Career Technical Education opportunities

Planned Actions to Address Performance Gaps:

- 1.7 - Review of the Performance Indicator Review plan to assess progress in increasing SWD participation in ELA and Math CAASPP tests
- 2.6 - Provide professional development in Cultural Awareness, Implicit Bias & Cultural Competency
- 3.6 - Notices, reports, statements or records sent to a parent or guardian will be translated as needed
- 4.2 - Monitor students transitioning in high school and identify students that are struggling