



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

In 2018-19 KIPP Navigate College Prep began its founding year with 9th-grade students and currently serves 9th and 10th grade students. The school will continue to open an additional grade each year being a completely built out 9-12 high school by 2021-2022. The school is committed to actualizing every student's potential by connecting students' purpose, talents, and passions to their learning experiences. We are empowered agents of change and courageously lean into new challenges to positively impact the world around us. KIPP Navigate College Prep serves the following students demographics: 99% of the student body are students of color: 71% Latino, 25% Asian, 4% Other, 66% qualify for free or reduced-price meals, 25% are English Language Learners, and 16% have an IEP. Families regularly engage with our school community through our KIPP Family Association, School Site Council, and founding English Learner Advisory Committee. Additionally, families attend our quarterly College Success Nights to learn about their students progress in their GPA, ACT, meet their advisors, and learn strategies to best set their students up for success in high school and college. Our CIRCLE values are embedded into all that we do. We value Courage, Innovation, Reflection, Collaboration, Leadership, and Empathy. Students learn about how to embody our school values through our advisory program focused on Social Emotional Learning and through Restorative Practices.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2020-2021 school year, KIPP Navigate College Prep created and implemented a robust plan for distance learning aligned to our school priorities:

Academic Excellence is grounded in equity and high expectations for all students through our AP For All program, the addition of our AP courses and collaborative, developing our department chairs, and professional development focused on WDMs to help improve student mastery.

Joyful Community of Belong builds off the strong advisory CIRCLE structure and has adapted it in a virtual environment to ensure our students stay connected and develop relationships to take risks and deeply learn from one another. In hiring a Dean of Culture, we have created stronger MTSS and developed grade-level chairs to support individual and grade-level student needs. We have expanded our social media presence to share our school happenings with our broader school community and adapted existing structures to be held online.

College, Career, and Beyond helped us lay the groundwork for our first graduating class coming soon in Spring 2022 by hiring a Senior Manager of College & Career Counseling, piloting and leading our Junior Seminar work, and setting systems for our school vision to become a reality for our students.

As a result of these efforts, Navigate is proud of its achievements:

Executed on assessment strategies with clear results in the 2019-2020 school year:

- 113 passing AP scores in its first year administering AP for a school of 160 freshmen and sophomores
- 160 total exams taken with 100% of students being enrolled in at least 1 AP class
- Highest Regional mastery percentage following weekly data meetings
- Highest AP Computer Science scores in the KIPP Network
- 100% AP Participation rates for sophomores

Hired and Retained a diverse team of leaders and teachers:

- 75% leaders of color
- 81% staff retention in 2019-2020 and projected 93% staff retention in 2020-2021
- Hired 3 teacher residents

In 2020-21 there is a 0% suspension rate and full implementation for logical consequences and restorative practices grounding in our school priority of Reflection.

Obtained a facility in our school community and prepared it for safe re-entry for students in Spring 2021.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As we shifted into distance learning this year, we have had 0% suspension rate and we have been able to continue to leverage restorative practices for students to reflect and get support from their advisors and teachers. As we return back in person, KIPP Navigate College Prep will focus on the following two areas to continue to decrease suspension rates and students who are reclassified:

AP For All Accessibility: Students who enter KIPP far below grade level are less likely to be able to access AP for All, and are therefore less likely to pass their classes and graduate. When students do not understand, it can lead to behavior challenges. With our academics team, our school is working to create strong curricular resources with differentiated exams and student materials.

Focus on Multilingual Learners (previously known as English Language Learners): KIPP Navigate is working with the region to address this gap in a number of ways including: regional ELD program to support our newcomer students with designated English language instruction as well as socio-emotional support; professional development and opportunities and ongoing coaching for teachers across subject areas to develop strong instructional practices for English language development in support of our emerging, expanding and bridging multilingual learners; implementation of robust ELAC structures and integrated teaching strategies differentiated by ELPAC level; continue to leverage our Weekly Data Meetings and disaggregate data by subgroups to be able to adjust instruction and close these gaps ongoing.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The COVID-19 pandemic resulted in LCAP meetings being held virtually during the 20-21 school year.

The school has focused on goals that are in alignment with the KIPP regional priorities Attend/Access (All students will have the spaces, resources, and opportunities to achieve), Belong (all students and families will be engaged with the school community), and Grow (all students will achieve academically). These goals will help the school meaningfully prepare to welcome students back to campus for in-person learning.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Belief: KIPP operates under the premise that teachers, parents, and students must work together as partners to create the potential for a quality education. Staff members who choose to work at KIPP commit to doing whatever it takes to ensure that students succeed. By making a choice and commitment to be part of the school community, students, parents, and staff at KIPP play an integral role in the school's success. Parents are a vital part of this partnership and are critical stakeholders in the school. School Community Engagement: This year's virtual Local Control and Accountability planning process allowed parents to engage in meaningful ways -- refining and reflecting on the goals and actionable steps to improve outcomes for students. Families were invited to attend multiple events with the School Leader where their feedback and input was captured, including: a scheduled LCAP meeting, Coffee with the School Leader, public School Site Council Meetings, KIPP Family Association Meetings, and public English Language Advisory Committee Meetings. An interpreter was present at these meetings and translated materials were made available in the school's most common languages to create equitable engagement. These meeting topics included: the CA State Dashboard and LCAP alignment, the state's priorities, the specific goals for the school and the actionable steps to achieve those goals. The school gathered input during meetings through small group exercises where families brainstormed together and shared feedback with the community and school leadership. Additionally, LCAP surveys were distributed online to collect input from students, teachers, and families. The School Leader has considered this feedback in the annual LCAP drafting process and a response to the feedback was shared with families prior to the final board approval. Regional Engagement: This year the school continued their collaboration and consultation with various departments at the regional level to help inform goals, metrics and outcomes including Operations, Data, Human Resources, Finance, Special Education (including the El Dorado SELPA) and Academics. The Data Team worked to analyze years of data showing trends about parent engagement, school climate, and student achievement, as well as provided robust tools for tracking student progress and determining meaningful interventions during the COVID-19 crisis. These tools included attendance data, grading data, assignment data and school culture survey data to help the school better understand a student's holistic experience during distance learning in 20-21. The region engaged actively with the community and leadership to best capture the meaningful school-level work that happens each day. Engagement Accessibility: School level LCAP planning and engagement began in January, and included updated presentation materials that allowed families to engage more equitably. There was support at meetings and events to answer questions and engage in these important discussions. This involvement and availability strengthened trust and accountability between the KIPP organization, the school, and the community. Additionally, KIPP has taken steps to make our governance structures more accessible to families. The drafted LCAP has been made available for a public hearing in advance of the final June board meeting. Virtual teleconferencing is available for all of KIPP's public board meetings, and parents are notified in compliance with the Brown Act. Translation services are also available upon request. All KIPP board meeting agendas and minutes are available online at <https://kippnorcal.org/kipp-board-of-directors/>. School leader response to family, staff and student consultation: Thank you to our families, teachers and community members that participated in SSC, ELAC, KFAs, attended Coffee with the Principal and other school events to share feedback and engage in your student's academic experience.

A summary of the feedback provided by specific stakeholder groups.

Students, teachers, families (school community): The collective information shared during the annual LCAP process was used to update and improve the schools' priorities. The feedback indicated that KIPP's mission continues to be in line with the goals of the school community. The ideas and preferences in parent/guardian, student and staff surveys were analyzed and used to influence the school's LCAP. The results

of the surveys along with feedback that we received from virtual engagement/discussion indicated that we needed to continue to focus on the following:

More 1 on 1 supports from teachers for all students and Multilingual Learners to improve academic outcomes: This aligns with the "more time" model that KIPP provides students and families. KIPP will continue to support teachers for this level of student learning and engagement. Professional development will be provided that helps teachers identify and support the differentiated needs of students.

Stronger student relationships between teachers/staff and students that are facing homelessness and or are in foster care: KIPP will continue to provide email and phone numbers for regular access to teaching staff for student academic support. Teachers are available before and after school for additional supports due to the "more time" KIPP model. The mental health clinician role will support any mental health challenges that students facing homelessness and students in foster care may be experiencing.

Community feedback: The review of the effectiveness of the LCAP action and service dedicated to family communication through the new ParentSquare system revealed a continued desire for targeted, effective, timely and accurate family notifications. The investment in a communication tool was the result of community feedback shared during the 19-20 school year, and was implemented in the 20-21 school year in order to increase and improve communication to our KIPP families, especially in light of the COVID-19 crisis. As a result, successful family contacts have increased from 70% to 99%, families can now respond to messages directly in the application, translations connect with families in their spoken languages (94 languages), and families can now update their information directly in the online system.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The updated LCAP was influenced by stakeholders through the following actions/services.

The continuation of effective family communications and notifications through the ParentSquare system. This is aligned with our action/service that includes strong communication resources, including 2-way communication and more access to teachers (goal 2, all students and families will be engaged with the school community: communication resources).

The continuation and focus on positive attendance messaging through strong personal connections at the school. This is aligned with our action/service that includes staff members who hold these important roles at the school and the staff who offer supplemental supports at the region (goal 2, all students and families will be engaged with the school community: parent involvement and engagement).

The additional action/service of mental health clinicians in the 2021-2023 LCAP to increase feelings of safety and wellbeing of our students with the highest-need, including students that qualify as low-income, foster and homeless youth (goal 2, all students and families will be engaged with the school community, mental health clinicians).

The request for more 1:1 time with teachers and students, including our students with the highest-needs. This is aligned with our actions/services that include "more time" (goal 2, all students and families will be engaged with the school community, communication resources and goal 3, all students will have the spaces, resources and opportunities to achieve, more teacher time).

Feedback is shared and incorporated regularly at KIPP. These above-listed actions/services were most evident based on the current year's engagement with families during the LCAP process and other family and school community events.

Goals and Actions

Goal

Goal #	Description
1	All students will achieve academically.

An explanation of why the LEA has developed this goal.

Broad goal, continuous improvement of pupil outcomes.

To increase the rate of students who meet or exceed state standards in English language arts on the SBAC assessment.

To increase the rate of students who meet or exceed state standards in mathematics on the SBAC assessment.

To increase the rate of students who meet or exceed state standards in science on the CAST assessment.

To increase the number of students making annual progress in English language learning.

*Metrics below were not yet fully measurable given the timing of data collection and the requirements for LCAP completion. LCAP metrics below instead reflect prior year data reporting in the designated year to capture a more complete annual metric, including SBAC ELA, SBAC Math, CAST Science, English learner reclassification and English learner progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: State testing results for English Language Arts.	No data to report, school will not be serving a grade level that participates in state testing until the current 20-21 school year. Results will be updated and reported in the 21-22 LCAP.				Student ELA SBAC performance meets or exceeds the performance of the district in which it resides. Distance from Standard: greater than or equal to 30pts.
SBAC Math:	No data to report, school will not be				Student Math SBAC performance meets or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State testing results for Mathematics.	serving a grade level that participates in state testing until the current 20-21 school year. Results will be updated and reported in the 21-22 LCAP.				exceeds the performance of the district in which it resides. Distance from Standard: greater than or equal to 0pts.
CAST Science: State testing for Science.	No data to report, school will not be serving a grade level that participates in state testing until the 20-21 school year.				The percentage of students meeting or exceeding CAST results has increased 3% or 70% of our students are proficient.
Multilingual Learner Reclassification Rate: The rate at which students who are classified and received supports as Multilingual Learners become proficient in the English Language, as measured by annual state and local assessments.	23% of students were reclassified as English proficient in the 18-19 school year. 100% of students tested were reclassified in the 19-20 school year. Due to the COVID-19 pandemic, only 6% of total ELL students were tested.				20% of Multilingual language learners will be reclassified annually.
English Learner Progress Indicator (ELPI): The rate at which English learners make	69% of multilingual language learners made progress towards achieving English language proficiency.				50% of multilingual language learners will be making progress towards achieving English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
progress toward English language proficiency.					
Advanced Placement Exams: College-level curriculum and examinations.	66% of students participating in AP testing scored a three (3) or better on at least one AP exam in the 19-20 school year.				50% or greater, of students participating in AP testing receive scores of three (3) or better on at least one AP exam in the 19-20 school year.
College Career Indicator: The rate at which schools are preparing students for success after graduation, as measured on the California Dashboard.	No data to report, school does not currently have a college career indicator metric in the CA Dashboard. Results will be updated and reported in the LCAP when available.				55% of students, or greater, are prepared for success after graduation, as measured on the California Dashboard in the 19-20 school year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support for Multilingual Learners:	A KIPP administrator will be trained to support the success of multilingual learner students in meeting CA state standards, and to administer the ELPAC exam and other interim assessments in order to assess student progress in attaining proficiency in the English language. KIPP teachers will be trained to use techniques and tools that maximize learning for multilingual learners. This prior LCAP action will remain in the current LCAP due to a continued focus on improving academic outcomes for our multilingual learners, implementation of CA English Learner Roadmap, and the	\$23,898.96	Yes

Action #	Title	Description	Total Funds	Contributing
		immediate need to mitigate any learning loss due to the COVID-19 emergency. Providing these additional, targeted supports for multilingual students in order to attain higher academic achievement contributes to improving services for the school's unduplicated student population.		
2	Special education:	KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA. Our special education department offers interventions for students with IEPs. Services and interventions include specialized academic instruction, language and speech, adapted physical education, occupational therapy, counseling and psychological services, and behavior intervention services. Students with mild to moderate disabilities receive their services as a mix of push-in and pull-out support. Students with moderate to severe disabilities receive their services primarily in a small group, self-contained classroom with targeted mainstreaming appropriate to the student's individualized program. The program maintains a small student-to-staff ratio and uses a separate curriculum based on modified standards, CAPTAIN evidence-based practices, and community-based instruction. This prior LCAP action will remain in the current LCAP due to KIPP's continued commitment to improving outcomes for our students with special educational needs.	\$433,417.96	No
3	Innovation and personalized learning:	KIPP values innovation in the classroom and strives to find new ways to teach our students with diverse needs. Through personalized learning and assessments we can track individual student progress and set high achievement expectations. This individualized process and reinforcement of high achievement improves student outcomes, engagement and attendance.	\$60,019.17	No

Action #	Title	Description	Total Funds	Contributing
		This prior LCAP action will remain in the current LCAP because KIPP has seen progress with this individualized approach to student learning, especially during the COVID-19 crisis. KIPP will also continue to leverage these tools for positive engagement and attendance messaging.		
4	Professional development:	KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent and relevant data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so teachers can successfully implement them into their classrooms and support students at all levels of proficiency given the learning loss due to the COVID-19 pandemic. This prior LCAP action will be continued in the current LCAP because KIPP believes that professional development is an essential component of a comprehensive system of teaching and learning that supports students to develop the knowledge, skills, and competencies they need to thrive. While our most recent state testing results (18-19) for our socio-economically disadvantaged students were higher than our authorizing district, our socio-economically disadvantaged students were performing slightly lower than “all students” at the school. This support will be critical in mitigating COVID-19 learning loss that has disproportionately impacted our most vulnerable students. This targeted professional development will benefit all students in implementation, but the action is intended to improve outcomes for our highest-need students through techniques that combine both academic and social emotional learning. Given the total number of fully dedicated professional development days (10+) are significantly higher than our district and our approach is focused on our highest need students, this action will contribute to improved academic achievement and engagement for our unduplicated students.	\$115,057.99	Yes

Action #	Title	Description	Total Funds	Contributing
5	Title III: MLL coach and supplemental professional development:	KIPP will use title III funds to support the salary of a title III consortium lead Multilingual Learner (MLL) instructional coach. The duties of this position will include the implementation of supplemental programming; training and facilitation of data meetings where teachers, APs, and instructional coaches review student data to drive instructional decisions and the effective implementation of MLL instructional strategies; targeted coaching and feedback to schools through classroom observation; and identification of supplemental regional curricula and educational technology designed to improve outcomes for MLL students. This is a new action in the LCAP. Providing these additional, targeted supports for multilingual students in order to attain higher academic achievement contributes to improving services for the school's unduplicated population.	\$22,228.17	Yes
6	Academic data visualization and analysis:	The Data team will provide data tools and resources that enable school staff to regularly review critical data, including grades, assignment completion, testing results, culture data, and attendance. In the 20-21 school year, unduplicated students met more thresholds for intervention than all other students. Data analysis and visualization tools will help school teams better understand a student's holistic experience as they return to campus following a year of distance learning, and identify early and meaningful interventions. This is a new action in the LCAP and has been added in response to the COVID-19 crisis to increase and improve the services to the schools unduplicated student population.	\$24,944.64	Yes
7	Small group reading focus:	KIPP aims to improve reading proficiency and mitigate learning loss exacerbated by the COVID-19 pandemic. The literacy gaps in our most vulnerable populations, Black Student Learners, Multilingual Language Learners, and Student Learners with Disabilities, are the largest when compared to all students. Introducing Literacy tier 1		Yes

Action #	Title	Description	Total Funds	Contributing
		instruction will address the gaps in word recognition (decoding), which will lead to students increasing their language comprehension and ultimately, reading comprehension. With a daily focus on reading, our goal is to significantly close the decoding gaps. Additional opportunities to learn and practice will be prioritized for students facing the widest learning gaps, and schools will ensure that the support program is culturally responsive and tailored to meet the unique needs of the school's student populations. This is a new action in the LCAP and has been added in response to the COVID-19 crisis to increase services to the school's unduplicated population.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students and families will be engaged with the school community.

An explanation of why the LEA has developed this goal.

Broad goal, continuous improvement of student, family and school engagement.

To increase parent engagement by sustaining or improving the number of opportunities for parental involvement.

To increase school attendance rates and reduce chronic absenteeism rates.

To keep students engaged and excited about school, increasing graduation rates, and decreasing suspensions and expulsions.

To increase staff, student and family satisfaction with the school's climate.

*Some metrics below were not yet fully measurable given the timing of data collection and the requirements for LCAP completion. Select LCAP metrics below instead reflect prior year data reporting in the designated year to capture a more complete annual metric, including chronic absenteeism, suspensions, expulsions, and drop-out rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Opportunities: Number of scheduled events in the school year where parents and/or community are invited to participate.	The school held 25 scheduled events in the 20-21 school year where parents and/or community are invited to participate.				KIPP will host ten (10) events or more a year where parents and/or the community are invited to attend and participate.
Parent Engagement Satisfaction:	87% of KIPP families were satisfied with the parent participation opportunities available				75% of KIPP families are satisfied with the parent participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual school culture survey results where parents share their satisfaction level with the available opportunities for parental involvement at the school.	at the school in the 20-21 school year.				opportunities available at the school.
Student Average Daily Attendance: The average percent of students attending school daily.	KIPP reported 95% average daily attendance at P2 in the 21-22 school year.				95% average daily attendance or higher in the P2 reporting period.
Student Chronic Absenteeism: Percent of students missing 10% or more of the enrolled school year. 19-20 baseline data has been used to set 3 year goals as it is most representative of a traditional school year. 20-21 data is being shared for reference only.	SY: 19-20 KIPP was tracking at 7% chronic absenteeism rate for all students KIPP was tracking at 8% chronic absenteeism rate for students qualifying as low income students KIPP was tracking at 16% chronic absenteeism rate for students with disabilities SY: 20-21 KIPP is tracking at 14% chronic absenteeism rate in				chronic absence rate = 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the current school year for all students KIPP is tracking at 16% chronic absenteeism rate in the current school year for students qualifying as low income students KIPP is tracking at 38% chronic absenteeism rate in the current school year for students with disabilities KIPP is tracking at 28% chronic absenteeism rate in the current school year for multilingual learners				
Student Suspensions: The percent of students (count) that have been suspended from school.	KIPP's suspension rate for all students in the 18-19 school year was 7.1% KIPP's suspension rate for low-income students in the 18-19 school year was 8% KIPP's suspension rate for students with				student suspension rate less than or equal to 1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disabilities in the 18-19 school year was 26.7%				
Student Expulsions: The percent of students (count) that have been expelled from school.	KIPP's 18-19 expulsion rate was 0%.				1% or lower expulsion rate.
Drop Out Rate: 12th grade students who dis-enroll and do not re-enroll in another public, private or alternative program or school divided by the expected graduation cohort.	Not applicable, school has not served a full cohort of students eligible for graduation.				2% or lower drop out rate.
School Safety: Annual school culture survey results: teachers and students share their perception of school safety. Goal setting for 3 year outcomes will be based on 19-20 data since it best represents a traditional school year with students on	SY 19-20: 46% of students and 38% of staff responded positively when asked about "students feeling/being safe at school" on the 19-20 school survey. Question not surveyed in 20-21 due to COVID-19 pandemic				70% of students and 70% of staff responded positively when asked about "students feeling/being safe at school" on an annual survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
campus. 20-21 survey results on student emotional safety and belonging are shared for reference only.	and students participating in distance learning. SY 20-21 (during distance learning: 72% of students surveyed responded positively to feeling a sense of belonging with school staff and peers.				
School Graduation Rate: Combined four and five-year graduation rate includes students who graduated in four-years or five-years with a traditional high school diploma in the selected academic year.	No data to report, school will not be graduating students until the 21-22 school year.				90% or greater of students graduate with a high school diploma.
The School Family Culture Index represents questions from the Family School Culture Survey that make up the family school culture experience. The index considers the percent	In the 20-21 school year, 77% of surveyed KIPP families have had a positive experience with the school.				85%+ of families have a positive experience with the school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of positive family responses across the following questions: The teachers have built strong relationships with my child. The school has a positive impact on my child's academic performance. How fairly is your child treated by staff? How stressed does your child feel about experiences related to school? How receptive is your school to parent feedback? I would recommend KIPP to other families.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental involvement and engagement:	KIPP will encourage parents to be active members of the school by providing multiple opportunities for participation (i.e., KIPP Family Association, LCAP meetings, student productions to showcase talent). Efforts are made to support and encourage our families with the highest need to attend and participate, including varied event times and opportunities, translated materials, and an Advocacy and Community Engagement (ACE) staff onsite for events.	\$58,407.47	Yes

Action #	Title	Description	Total Funds	Contributing
		The Advocacy and Community Engagement team will works to disrupt racial and socioeconomic inequalities in educational access and outcomes by fostering an inclusive culture of family engagement, building a support network of community based organizations and empowering families to be advocates for their children and communities. The school's dedicated ACE team member provides focused coaching and feedback, collaborates on community outreach, and strategies to increase parent participation. This prior LCAP action will be continued in the current LCAP due to an effort to increase the number and improve the quality of family events, as well as promote continued advocacy of our students and families.		
2	Improve attendance:	A staff member at the school has been selected and funded to increase regular attendance through positive, "parents as partners" initiatives. Live, personal, daily phone calls will be made by this staff member to the family of any student who is not in attendance, contributing to a feeling of belonging at school. Personalized mailed communications will be sent regularly to families in home languages to encourage improved attendance. This team member will schedule intervention meetings between school staff and families to actively problem solve attendance concerns. With a high level of unduplicated students enrolled, many of our families face additional challenges in getting to school regularly, including transportation, housing insecurity, and social-emotional issues. A non-punitive, personal touchpoint is intended to build strong relationships that allow us to learn more, and ultimately improve attendance with families at highest risk of falling behind or disengaging. This prior LCAP action will be continued in the current LCAP due to positive trends with this initiative in the 19-20 school year, prior to the COVID-19 crisis. More than ever, regular attendance will be critical to mitigating learning loss resulting from missed in-person learning opportunities in the 20-21 school year. Socio-economically disadvantaged students are more likely to drop out by high school age with multiple years of chronic absence behavior. KIPP's rate of chronic absence is slightly higher for our socio-economically disadvantaged	\$13,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students than all students. These additional supports are intended to improve attendance for our highest needs students, and with this focus we anticipate improved attendance across all students. The increased opportunities and personal connections/touch points with families contribute to increasing services for the school's high unduplicated student population.		
3	Communication resources:	As a continued commitment to the "more time" model that supports struggling students, communication between teachers and students/families will be encouraged by issuing work cell phones to KIPP staff. Students and families also have access to teachers through email and ParentSquare. Calls and other contact outside of the regular school day allow students/families to get the additional support needed to make progress on coursework and help build meaningful relationships between staff and families. This prior LCAP action will be continued in the current LCAP because it is aligned with our "more time" KIPP model. Expanded learning time initiatives have demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. This additional and focused support will help struggling students engage more fully and reduce the possibility of dropping out. Opportunities for extended time with students and families contribute to increasing services for the school's unduplicated student population.	\$13,155.47	Yes
4	Improving school climate:	KIPP staff will support restorative practices and social-emotional learning at our schools. Students who attend KIPP may face challenges including food scarcity, shared living spaces, limited access to essential resources and sometimes even severe trauma. Supporting a restorative approach to behavioral interventions and leveraging strong social-emotional instruction will ensure we are	\$13,060.52	Yes

Action #	Title	Description	Total Funds	Contributing
		working with our students and families to develop trust, empathy and strong relationships that lead to better outcomes for students. This prior LCAP action will be continued in the current LCAP due to a continued focus on improving (by decreasing) our student suspension rate, which when last reported on the CA Dashboard (18-19) was higher for socio-economically disadvantaged students at KIPP than "all students." We believe that this action and service also contribute to our local indicator of improving outcomes for "students feeling safe at school," a metric that we'd like to see an increase with our support of social-emotional learning and interventions at school. Social-emotional learning practices require a larger, whole-school initiative to truly support those that are most vulnerable, as all students, staff, and leaders participate in shared learning and actions (morning community circles, restorative practices, and chants, restorative attendance conferences, etc.). Given the high percentage of unduplicated students at KIPP, these practices will contribute to improving outcomes for our most vulnerable students, along with all students at the school.		
5	Mental health clinician:	Students who experience poverty often experience a greater degree of adverse experiences, which can contribute to mental health concerns. Issues such as housing instability, violence, and food insecurity, could result in long-term mental health consequences. Many of these issues have been exacerbated by the COVID-19 crisis. Dedicated mental health clinician(s) at the school provide culturally appropriate school-based mental health services in the forms of individual, group, and family treatment, therapeutic case management, crisis intervention, intake assessment, clinical evaluation, and consultation services for the school community. As schools return to in-person learning, there will be a need to assess student's well-being as part of implementing a multi-tiered system of support (MTSS). This is a new action in the LCAP. A tiered support system offers specific supports based on need. All students will benefit from the implementation of an MTSS and mental health clinicians to support	\$77,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
		this work. However, KIPPs students facing additional challenges, such as housing instability, violence, and food insecurity may require higher tier interventions which may include services supported or coordinated by the mental health clinician.		
6	College focus:	While in high school, KTC provides support to students and families in the following areas: academic advising, standardized testing preparation, college tours, college admissions and application assistance, scholarship support, and financial literacy. The focus on both students and families is intentional, due to the high number of first generation college experiences at KIPP. These services are in addition to college counselors available at the school. This prior LCAP action will be continued in the current LCAP due to alignment with success on the college/career readiness indicator on the CA Dashboard. KIPP is committed to ensuring that students lead choice-filled lives, and that all students have met or exceeded the requirements to succeed in college and beyond. Given the high percentage of unduplicated pupils at KIPP, additional support from a KTC advisor increases the services to our unduplicated student population.		Yes
7	College counselors:	KIPP prepares students for college through increased college-focused services led by counselors at the school, including college focused courses, college testing preparation, and organized college campus tours. Counselors also support student specific caseloads and given the number of high need students at the school, the services include techniques that ensure all students have the skills, resources, and guidance that they need to navigate the road to college and beyond. The school employs 2 counselors, which is above the state's current average.		Yes

Action #	Title	Description	Total Funds	Contributing
		This prior LCAP action will be continued in the current LCAP due to the action aligning with the college/career readiness and graduation rate indicator on the CA Dashboard. This work remains critical given the COVID-19 crisis and the alarming trend that nationally, fewer low-income students are applying for FASFA. KIPP is committed to ensuring that students lead choice-filled lives, and that all students have met or exceeded the requirements to succeed in college and beyond. Continued commitment to this action will ensure KIPP can support students to and through college as we recover from the impact of the COVID-19 pandemic. Given the high percentage of unduplicated pupils at KIPP, additional support from college counselors increases the services to our unduplicated student population.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All students will have the spaces, resources and opportunities to achieve.

An explanation of why the LEA has developed this goal.

Broad goal, continuous improvement of school conditions, resources, and materials that support student achievement.

Increase or maintain the rate of students who have access to common core aligned materials.

Increase or maintain the rate of teachers who feel they receive adequate professional development.

Increase or maintain the rate of students that have access to a full and rigorous course schedule.

Ensure that facilities are maintained and in good condition.

Increase or maintain the rate of teachers who are credentialed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Resources: Annual teacher survey results: teacher satisfaction with access to current, standards-aligned instructional materials for their classrooms.	KIPP teachers reported 71% satisfaction with access to standards-aligned materials for their classrooms on the 19-20 survey. Question not surveyed in 20-21 due to COVID-19 pandemic and students participating in distance learning. Temporary, alternative metric provide below.				KIPP teachers report 75% or higher satisfaction with access to standards-aligned materials for their classrooms in an annual survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	KIPP teachers reported 89% satisfaction with student's access to rigorous academic curriculum on the 20-21 school survey.				
Teacher Professional Development: Annual teacher survey results: teacher satisfaction with the school's commitment to improving teacher's instructional practice.	KIPP teachers reported 89% satisfaction with the schools commitment to improving their instructional practice in the 20-21 school year.				KIPP teachers report 80% or greater satisfaction with the school's commitment to improving their instructional practice.
Access to Rigorous Courses: Percent of students that have access to a full and robust course schedule as defined by the state.	100% of students were enrolled in a broad and rigorous course schedule as defined by the state.				100% of students will have access to a full and robust course schedule as defined by the state.
Facilities Inspection Tool: Annual inspection of school facilities and major systems by the KIPP Real Estate team.	KIPP received a rating of "good" during an annual inspection of the school's major systems by the Real Estate team.				Facility rating of "fair" or above during the annual inspection of school facilities and major systems by the KIPP Real Estate Team.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Facilities Feedback: Annual school culture survey results: parents and students satisfaction with the maintenance and cleanliness of the school.	32% of students and 78% of families responded positively when asked about school facility conditions on the 19-20 school survey. Question not surveyed in 20-21 due to COVID-19 pandemic and students participating in distance learning.				70% of students and 70% of families respond positively when asked about school facility conditions.
Teacher Credentialing: Status of teachers credentialed and teaching core classes.	100% of teachers are credentialed, 9% of teachers (2) are mis-assigned in the 20-21 school year.				100% of core teachers are credentialed and appropriately assigned.
A-G Course Certification: UC-approved high school courses.	86% of courses offered were A-G certified in the 20-21 school year.				80% or greater of courses will be A-G certified.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hiring process:	KIPP implements a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks by a dedicated team. This dedicated team	\$43,241.34	No Yes

Action #	Title	Description	Total Funds	Contributing
		supplements the traditional hiring process by focusing on diverse and equitable hiring practices, with goals to bring in staff that can best support high needs students, and increase teaching staff that self-identify as people of color. This prior LCAP action will be continued in the current LCAP because a qualified, diverse teaching staff contributes to the success of our diverse student population. Top talent recruitment remains a focus in order to get the best teachers in our classrooms working with our unduplicated students. Effective teachers, that are hired only after robust screenings, ensure they will be successful working with our communities to improve the quality of instruction for our unduplicated students.		
2	Title I and II, improving academic outcomes through strong, developed teachers:	KIPP teachers receive ongoing observation, coaching, and support from the Assistant Principal to improve outcomes for students, with a focus on students identified as needing additional interventions. This development and coaching is customized, supporting both the students and the teachers' growth and development. Strong, supportive and prepared teachers are critical to student achievement. Through targeted professional development led by the school's leadership, effective, evidence-based educational strategies are taught and modeled that close the achievement gap and enable high needs students to meet the state's challenging academic standards. Teachers receive regular, actionable and meaningful professional development and opportunities to demonstrate growth. These opportunities help to develop our leadership pipeline, build continuity in teaching and leadership for our school communities, and provide high-needs and minority students greater access to effective educators. This is a modified action in the LCAP. KIPP's instructional support and development model includes additional Assistant Principals and Content Specialists in order to provide the level of coaching and development need to improve academic outcomes for students. Providing targeted development for teachers with these additional	\$131,081.47	Yes

Action #	Title	Description	Total Funds	Contributing
		resources in order to attain higher academic achievement contributes to increasing and improving services for the school's unduplicated student population.		
3	Credentialing specialist:	KIPP employs personnel responsible for supporting the adequate credentialing of our teachers. Ensuring that our teachers are credentialed ensures that our students are prepared to go to and through college. This dedicated resource supports our school and teachers at KIPP. This support includes but is not limited to transition, housing and onboarding assistance. This additional resource ensures that teachers are always prepared to offer the highest quality instruction to all students. This prior LCAP action will be continued in the current LCAP because it is in alignment with our action to support the strong onboarding and the continuation of teaching staff in our KIPP schools.	\$26,441.80	No
4	Learning Resources:	KIPP prioritizes the need for excellent resources and provides teachers with the supplies, learning tools and technology that they need to teach common core curriculum in the classroom successfully. The annual selection process for these materials requires a robust, in-depth review of student performance data by subgroup and can include many learning modalities, including reading materials, text books, planners, classroom equipment, testing materials and more. Only materials that can meet the needs of all students will be selected and used to bring all student subgroups to the highest level of achievement. This prior LCAP action will be continued in the current LCAP because all students deserve high quality resources for learning and attaining proficiency in the state's common core curriculum.	\$194,047.40	No

Action #	Title	Description	Total Funds	Contributing
5	More teacher time:	KIPP is dedicated to the "more time in schools" model to best support high need students. All teachers commit to this increased instructional time, and we offer competitive teacher salaries to attract a capable and diverse staff that commit to this approach. This prior LCAP action will be continued in the current LCAP because it is aligned with our "more time" KIPP model. Expanded learning time initiatives have demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. This additional and focused time will help struggling students engage more fully and reduce the possibility of dropping out. Opportunities for extended instructional time with students contribute to increasing services for the school's unduplicated student population.	\$181,595.10	Yes
6	Cleaning staff, services and supplies:	KIPP has always prioritized creating a safe, clean and welcoming learning environment. In response to the COVID-19 crisis KIPP has developed cleaning and disinfecting procedures that are standard across all KIPP schools in the Bay Area, and in alignment with CDC health and safety standards including: nightly, and twice daily sanitizing and disinfecting of high touch or high use areas. KIPP has invested in additional equipment including ectro-static sprayers, disinfectant wipes and hand washing station supplies, and in additional training for janitorial staff to ensure that high cleaning standards are met. This prior LCAP action will be continued in the current LCAP because all students deserve clean spaces where they can learn and thrive. The action has been adapted to include additional cleaning, sanitizing and disinfecting investments due to the ongoing COVID-19 crisis.	\$65,248.19	No
7	Facilities maintenance, repairs	KIPP invests in the maintenance (repairs, security, rent, utilities) of school buildings to keep them at the standard that all students deserve. KIPP has procedures for emergencies to ensure the safety of	\$428,088.84	No

Action #	Title	Description	Total Funds	Contributing
	and safety procedures:	students and staff -- including a comprehensive school safety plan that includes fire, earthquake, intruder and infectious diseases procedures. Regular maintenance reviews ensure that issues are identified and addressed as quickly as possible. During the COVID-19 crisis, additional investments have been made to assess and improve ventilation within the school building and may include: HVAC improvements or maintenance, window improvements or maintenance and/or other air filtration systems that operate in classrooms or common spaces. Other ongoing COVID-19 investments include additional handwashing and sanitizing stations, site consultations for safe classroom equipment and furniture setup, as well as consultations for school level routines that minimize the possibility of COVID-19 spread and infection. This prior LCAP action will be continued in the current LCAP because all students deserve safe and well maintained spaces where they can learn and thrive. The action has been adapted to include additional investments due to the ongoing COVID-19 crisis.		
8	KIPP teachers:	Teachers have the most direct, sustained contact with students. Research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, or facilities. Therefore, teachers who work at KIPP must have strong and positive recommendations, evidence of strong connections with students and their families, must be team players, flexible, smart, community service oriented, embody and exemplify the values of the school, and be committed to the vision and mission of KIPP. KIPP is committed to providing high quality teachers by offering competitive teacher salaries that allow us to attract a capable and diverse staff. This is a new action in the LCAP and has been added in an effort to provide a more complete picture of the school's expenses and budget, as requested by district authorizers. Teaching staff and salaries are the largest and most critical expense at KIPP.	\$1,699,851.38	No

Action #	Title	Description	Total Funds	Contributing
9	Personal learning technology devices:	KIPP is committed to continuing access to technology for our students. Every student will receive a Chromebook which will allow them to participate in both in-person learning and in distance learning if necessary. KIPP families will continue to be surveyed about personal devices, access to the internet, and comfort with navigating technology. All KIPP families that do not have access to internet service will receive a KIPP wifi hotspot. Families will receive ongoing training materials to help them gain comfort with their technology, distance learning programs and/or online tools. This is a new action in the LCAP and has been added in response to the COVID-19 crisis. KIPP will maintain a 1:1 technology ratio for students even as we return to in-person learning. Support of students and families during the COVID-19 crisis showed higher technology needs for our unduplicated student population, and therefore the continuation of robust technology support will serve to increase and improve services for this student group.	\$92,133.87	Yes
10	COVID health and safety:	KIPP's focus has been on reducing risk by layering strategies that protect the health and safety of our students and staff including COVID testing, personalized protective equipment, enhanced hygiene and cleaning, physical distancing, cohorting students and most importantly robust policies and procedures for school routines that prevent unnecessary exposure to COVID-19. This is a new action in the LCAP and has been added in response to the COVID-19 crisis and because all students deserve healthy spaces where they can learn and thrive.	\$152,400.00	No
11	Support for new teachers:	Teachers that are new to KIPP receive an additional week of dedicated professional development and onboarding to best prepare	\$43,506.99	Yes

Action #	Title	Description	Total Funds	Contributing
		them to support students. Additional supports include high-quality dedicated coaching where new teachers have the opportunity to apply what they have learned, gain hands-on experience in real classrooms, and to work directly with diverse learners in a supervised context. This is a new action in the LCAP. Additional, high-quality professional development and onboarding time to prepare new to KIPP teaching staff serves to improve services for the school's unduplicated population.		
12	Expanded enrichment opportunities:	KIPP schools serve as safe and accessible spaces for our students and families. Morning on-campus activities may include access to breakfast, teacher and staff support, as well early drop-off for our busy families. Afterschool activities may include enrichments, clubs, tutoring, sports, or other extracurricular activities. Expanded enrichment has demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. These additional opportunities for participation will help struggling students engage more fully and reduce the possibility of dropping out. Opportunities for extended enrichment time with students contribute to increasing services for the school's unduplicated student population.	\$78,365.60	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.59%	\$916,108

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

KIPP's primary mission is to improve the educational opportunities for students in low-income areas and for minority subgroups. For each action and service offered schoolwide, the needs of the most vulnerable were considered first, through a review of student testing results, student and family surveys, and community input. KIPP provides increased and improved services on a schoolwide basis due to the high number of unduplicated students served. These services are principally directed to and effective in meeting our LCAP goals. The allocation of this funding schoolwide directly impacts the services offered to unduplicated students.

Professional development:

KIPP provides professional development each year for all teachers, based on individual goals, school goals, and the needs of the students based on recent and relevant data. KIPP teachers and staff will receive professional development as it relates to the new Common Core State Standards so teachers can successfully implement them into their classrooms and support students at all levels of proficiency given the learning loss due to the COVID-19 pandemic.

This prior LCAP action will be continued in the current LCAP because KIPP believes that professional development is an essential component of a comprehensive system of teaching and learning that supports students to develop the knowledge, skills, and competencies they need to thrive. While our most recent state testing results (18-19) for our socio-economically disadvantaged students were higher than our authorizing district, our socio-economically disadvantaged students were performing slightly lower than "all students" at the school. This support will be critical in mitigating COVID-19 learning loss that has disproportionately impacted our most vulnerable students. This targeted professional development will benefit all students in implementation, but the action is intended to improve outcomes for our highest-need students through techniques that combine both academic and social-emotional learning.

Given the total number of fully dedicated professional development days (10+) are significantly higher than our district and our approach is focused on our highest-need students, this action will contribute to improved academic achievement and engagement for our unduplicated students.

Academic data visualization and analysis:

The Data team will provide data tools and resources that enable school staff to regularly review critical data, including grades, assignment completion, testing results, culture data, and attendance. In the 20-21 school year, unduplicated students met more thresholds for intervention than all other students. Data analysis and visualization tools will help school teams better understand a student's holistic experience as they return to campus following a year of distance learning, and identify early and meaningful interventions.

This is a new action in the LCAP and has been added in response to the COVID-19 crisis to increase and improve the services to the school's unduplicated student population.

College Counselors:

KIPP prepares students for college through increased college-focused services led by counselors at the school, including college focused courses, college testing preparation, and organized college campus tours. Counselors also support student specific caseloads and given the number of high need students at the school, the services include techniques that ensure all students have the skills, resources, and guidance that they need to navigate the road to college and beyond. The school employs 2 counselors, which is above the state's current average.

This prior LCAP action will be continued in the current LCAP due to the action aligning with the college/career readiness and graduation rate indicator on the CA Dashboard. This work remains critical given the COVID-19 crisis and the alarming trend that nationally, fewer low-income students are applying for FASFA. KIPP is committed to ensuring that students lead choice-filled lives, and that all students have met or exceeded the requirements to succeed in college and beyond. In prior years, this action has led to our high school outperforming the state's college and career readiness and graduation rate for socio-economically disadvantaged students. Continued commitment to this action will ensure KIPP can support students to and through college as we recover from the impact of the COVID-19 pandemic.

Given the high percentage of unduplicated pupils at KIPP, additional support from college counselors increases the services to our unduplicated student population.

Parental involvement and engagement:

KIPP will encourage parents to be active members of the school by providing multiple opportunities for participation (i.e., KIPP Family Association, LCAP meetings, student productions to showcase talent). Efforts are made to support and encourage our families with the highest need to attend and participate, including varied event times and opportunities, translated materials, and an Advocacy and Community Engagement (ACE) staff onsite for events.

The Advocacy and Community Engagement team will work to disrupt racial and socioeconomic inequalities in educational access and outcomes by fostering an inclusive culture of family engagement, building a support network of community-based organizations and empowering families to be advocates for their children and communities. The school's dedicated ACE team member provides focused coaching and feedback, collaborates on community outreach, and strategies to increase parent participation.

This prior LCAP action will be continued in the current LCAP due to an effort to increase the number and improve the quality of family events, as well as promote continued advocacy of our students and families.

Improve attendance:

A staff member at the school has been selected and funded to increase regular attendance through positive, "parents as partners" initiatives. Live, personal, daily phone calls will be made by this staff member to the family of any student who is not in attendance, contributing to a feeling of belonging at school. Personalized mailed communications will be sent regularly to families in home languages to encourage improved attendance. This team member will schedule intervention meetings between school staff and families to actively problem solve attendance concerns. With a high level of unduplicated students enrolled, many of our families face additional challenges in getting to school regularly, including transportation, housing insecurity, and social-emotional issues. A non-punitive, personal touchpoint is intended to build strong relationships that allow us to learn more, and ultimately improve attendance with families at the highest risk of falling behind or disengaging.

This prior LCAP action will be continued in the current LCAP due to positive trends with this initiative in the 19-20 school year, prior to the COVID-19 crisis. More than ever, regular attendance will be critical to mitigating learning loss resulting from missed in-person learning opportunities in the 20-21 school year. Socio-economically disadvantaged students are more likely to drop out by high school age with multiple years of chronic absence behavior. KIPP's rate of chronic absence is slightly higher for our socio-economically disadvantaged students than all students. These additional supports are intended to improve attendance for our highest-needs students, and with this focus we anticipate improved attendance across all students.

The increased opportunities and personal connections/touchpoints with families contribute to increasing services for the school's high unduplicated student population.

Communication resources:

As a continued commitment to the "more time" model that supports struggling students, communication between teachers and students/families will be encouraged by issuing work cell phones to KIPP staff. Students and families also have access to teachers through email and ParentSquare. Calls and other contact outside of the regular school day allow students/families to get the additional support needed to make progress on coursework and help build meaningful relationships between staff and families.

This prior LCAP action will be continued in the current LCAP because it is aligned with our "more time" KIPP model. Expanded learning time initiatives have demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. This additional and focused support will help struggling students engage more fully and reduce the possibility of dropping out.

Opportunities for extended time with students and families contribute to increasing services for the school's unduplicated student population.

Improving school climate:

KIPP staff will support restorative practices and social-emotional learning at our schools. Students who attend KIPP may face challenges including food scarcity, shared living spaces, limited access to essential resources and sometimes even severe trauma. Supporting a restorative approach to behavioral interventions and leveraging strong social-emotional instruction will ensure we are working with our students and families to develop trust, empathy and strong relationships that lead to better outcomes for students.

This prior LCAP action will be continued in the current LCAP due to a continued focus on improving (by decreasing) our student suspension rate, which when last reported on the CA Dashboard (18-19) was higher for socio-economically disadvantaged students at KIPP than “all students.” We believe that this action and service also contribute to our local indicator of improving outcomes for “students feeling safe at school,” a metric that we’d like to see an increase with our support of social-emotional learning and interventions at school.

Social-emotional learning practices require a larger, whole-school initiative to truly support those that are most vulnerable, as all students, staff, and leaders participate in shared learning and actions (morning community circles, restorative practices, and chants, restorative attendance conferences, etc.). Given the high percentage of unduplicated students at KIPP, these practices will contribute to improving outcomes for our most vulnerable students, along with all students at the school.

Mental health clinicians:

Students who experience poverty often experience a greater degree of adverse experiences, which can contribute to mental health concerns. Issues such as housing instability, violence, and food insecurity, could result in long-term mental health consequences. Many of these issues have been exacerbated by the COVID-19 crisis. Dedicated mental health clinician(s) at the school provide culturally appropriate school-based mental health services in the forms of individual, group, and family treatment, therapeutic case management, crisis intervention, intake assessment, clinical evaluation, and consultation services for the school community. As schools return to in-person learning, there will be a need to assess student's well-being as part of implementing a multi-tiered system of support (MTSS).

This is a new action in the LCAP. A tiered support system offers specific supports based on need. All students will benefit from the implementation of an MTSS and mental health clinicians to support this work. However, KIPP's students facing additional challenges, such as housing instability, violence, and food insecurity may require higher tier interventions which may include services supported or coordinated by the mental health clinician.

Hiring process:

KIPP implements a rigorous hiring process, which includes paper screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstration, and reference checks by a dedicated team. This dedicated team supplements the

traditional hiring process by focusing on diverse and equitable hiring practices, with goals to bring in staff that can best support high-needs students, and increase teaching staff that self-identify as people of color.

This prior LCAP action will be continued in the current LCAP because a qualified, diverse teaching staff contributes to the success of our diverse student population. Top talent recruitment remains a focus in order to get the best teachers in our classrooms working with our unduplicated students. Effective teachers, that are hired only after robust screenings, ensure they will be successful working with our communities to improve the quality of instruction for our unduplicated students.

More teacher time:

KIPP is dedicated to the "more time in schools" model to best support high-need students. All teachers commit to this increased instructional time, and we offer competitive teacher salaries to attract a capable and diverse staff that commit to this approach.

This prior LCAP action will be continued in the current LCAP because it is aligned with our "more time" KIPP model. Expanded learning time initiatives have demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. This additional and focused time will help struggling students engage more fully and reduce the possibility of dropping out.

Opportunities for extended instructional time with students contribute to increasing services for the school's unduplicated student population.

Personal learning technology devices:

KIPP is committed to continuing access to technology for our students. Every student will receive a Chromebook which will allow them to participate in both in-person learning and in distance learning if necessary. KIPP families will continue to be surveyed about personal devices, access to the internet, and comfort with navigating technology. All KIPP families that do not have access to internet service will receive a KIPP wifi hotspot. Families will receive ongoing training materials to help them gain comfort with their technology, distance learning programs and/or online tools.

This is a new action in the LCAP and has been added in response to the COVID-19 crisis. KIPP will maintain a 1:1 technology ratio for students even as we return to in-person learning. Support of students and families during the COVID-19 crisis showed higher technology needs for our unduplicated student population, and therefore the continuation of robust technology support will serve to increase and improve services for this student group.

Support for new teachers: Teachers that are new to KIPP receive an additional week of dedicated professional development and onboarding to best prepare them to support students. Additional supports include high-quality dedicated coaching where new teachers have the opportunity to apply what they have learned, gain hands-on experience in real classrooms, and to work directly with diverse learners in a supervised context.

This is a new action in the LCAP. Additional, high-quality professional development and onboarding time to prepare new to KIPP teaching staff serves to improve services for the school's unduplicated population.

Expanded enrichment opportunities: KIPP schools serve as safe and accessible spaces for our students and families. Morning on-campus activities may include access to breakfast, teacher and staff support, as well early drop-off for our busy families. Afterschool activities may include enrichments, clubs, tutoring, sports, or other extracurricular activities. Expanded enrichment has demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. These additional opportunities for participation will help struggling students engage more fully and reduce the possibility of dropping out.

Opportunities for extended enrichment time with students contribute to increasing services for the school's unduplicated student population.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

KIPP holds an extended day to increase instructional opportunities in English learner instruction, ELA, Math, and other core subjects to continue closing any educational achievement gaps for unduplicated students. Due to an extended day and increased instructional opportunities, expenditures for daily services and teacher salaries increase. The additional funding received will help make this “more time” model more financially stable and allow KIPP to continue to offer increased services to unduplicated students.

Additionally, services are improved through strong professional development that KIPP designs internally to support high-needs students. Services are increased through services and staff that promote strong attendance and belonging at the school; through additional regional office staff (advocacy and community engagement, data, human resources, talent, operations, facilities) who increase efficiency and allow schools to focus on the academic success of high-needs students; and through a focus on strong, safe school environments where social-emotional learning, restorative justice, and mental health services are implemented schoolwide to be most effective and supportive of high-needs students.

Instructions

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For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,911,267.11	\$854,121.93		\$225,821.29	\$3,991,210.33

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,937,480.22	\$1,053,730.11

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	Support for Multilingual Learners:	\$23,898.96				\$23,898.96
1	2	Students with Disabilities	Special education:		\$433,417.96			\$433,417.96
1	3	All	Innovation and personalized learning:	\$60,019.17				\$60,019.17
1	4	English Learners Foster Youth Low Income	Professional development:	\$42,546.34			\$72,511.65	\$115,057.99
1	5	English Learners	Title III: MLL coach and supplemental professional development:				\$22,228.17	\$22,228.17
1	6	English Learners Foster Youth Low Income	Academic data visualization and analysis:	\$24,944.64				\$24,944.64
1	7	English Learners Foster Youth Low Income	Small group reading focus:					
2	1	English Learners Foster Youth Low Income	Parental involvement and engagement:	\$58,407.47				\$58,407.47
2	2	Foster Youth Low Income	Improve attendance:	\$13,600.00				\$13,600.00
2	3	English Learners Foster Youth Low Income	Communication resources:	\$13,155.47				\$13,155.47

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	Foster Youth Low Income	Improving school climate:	\$13,060.52				\$13,060.52
2	5	Foster Youth Low Income	Mental health clinician:		\$77,418.00			\$77,418.00
2	6	English Learners Foster Youth Low Income	College focus:					
2	7	English Learners Foster Youth Low Income	College counselors:					
3	1	All English Learners Foster Youth Low Income	Hiring process:	\$43,241.34				\$43,241.34
3	2	English Learners Foster Youth Low Income	Title I and II, improving academic outcomes through strong, developed teachers:				\$131,081.47	\$131,081.47
3	3	All	Credentialing specialist:	\$26,441.80				\$26,441.80
3	4	All	Learning Resources:	\$194,047.40				\$194,047.40
3	5	English Learners Foster Youth Low Income	More teacher time:	\$181,595.10				\$181,595.10
3	6	All	Cleaning staff, services and supplies:		\$65,248.19			\$65,248.19
3	7	All	Facilities maintenance, repairs and safety procedures:	\$302,451.06	\$125,637.78			\$428,088.84
3	8	All	KIPP teachers:	\$1,699,851.38				\$1,699,851.38
3	9	Foster Youth Low Income	Personal learning technology devices:	\$92,133.87				\$92,133.87
3	10	All	COVID health and safety:		\$152,400.00			\$152,400.00
3	11	English Learners Foster Youth Low Income	Support for new teachers:	\$43,506.99				\$43,506.99

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	12	English Learners Foster Youth Low Income	Expanded enrichment opportunities:	\$78,365.60				\$78,365.60

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$628,456.30	\$931,695.59
LEA-wide Total:	\$604,557.34	\$885,568.46
Limited Total:	\$23,898.96	\$46,127.13
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Support for Multilingual Learners:	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$23,898.96	\$23,898.96
1	4	Professional development:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,546.34	\$115,057.99
1	5	Title III: MLL coach and supplemental professional development:	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$22,228.17
1	6	Academic data visualization and analysis:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,944.64	\$24,944.64
1	7	Small group reading focus:	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	1	Parental involvement and engagement:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,407.47	\$58,407.47
2	2	Improve attendance:	LEA-wide	Foster Youth Low Income	All Schools	\$13,600.00	\$13,600.00
2	3	Communication resources:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,155.47	\$13,155.47

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Improving school climate:	LEA-wide	Foster Youth Low Income	All Schools	\$13,060.52	\$13,060.52
2	5	Mental health clinician:	LEA-wide	Foster Youth Low Income	All Schools		\$77,418.00
2	6	College focus:	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	7	College counselors:	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	1	Hiring process:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,241.34	\$43,241.34
3	2	Title I and II, improving academic outcomes through strong, developed teachers:	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$131,081.47
3	5	More teacher time:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,595.10	\$181,595.10
3	9	Personal learning technology devices:	LEA-wide	Foster Youth Low Income	All Schools	\$92,133.87	\$92,133.87
3	11	Support for new teachers:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,506.99	\$43,506.99
3	12	Expanded enrichment opportunities:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,365.60	\$78,365.60

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		