Local Control and 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 [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Founded in the fall of 2018, KIPP Navigate College Prep is currently in its fifth year. Last school year, we proudly graduated our founding class of 2022. In our 5th year, our school priorities focus on building a joyful, academically rigorous community of belonging through classrooms that center equity and strong relationships with students. Our teachers work hard to ensure that every student is seen, valued and heard in their classrooms and that all students have access to the curriculum. We celebrate student growth through grading practices that measure student mastery, and we balance traditional discipline practices with practices grounded in restorative justice and healing centered engagement. KIPP Navigate College Prep serves the following student demographics: 99% of the student body are students of color: 71% Latino, 25% Asian, 4% Other, 72% qualify for free or reduced-price meals, 23% are English Language Learners, and 13% have an IEP. Families engage with our school community through our KIPP Family Association, School Site Council, and the English Learner Advisory Committee. Our CIRCLE values are embedded into all that we do. We value Courage, Innovation, Reflection, Collaboration, Leadership, and Empathy. Students learn to embody our school values through our four-year advisory program focused on Anti Racist themes where they build and maintain healthy relationships in community with one another.

KIPP Navigate is an AP for All School which means that 100% of our students enroll in AP courses throughout their four years of high school. Our ultimate goal is for 100% of our students to earn a passing score on at least two AP exams by the time they graduate; that they may enter college with AP credit, if they choose to pursue a postsecondary pathway. Therefore, we implement the AP for All curriculum, designed by the KIPP Foundation, in all AP and pre-AP courses offered at KIPP Navigate in order to ensure that all of our students receive academically rigorous instruction aligned to AP standards. To track our students' progress towards success on AP Exams, we administer internal assessments, also designed by the KIPP Foundation, known as the Curriculum-embedded Interim Assessments or CIAs. These exams are administered quarterly and serve as midterm and final exams for these courses. Teachers are taught to score CIA exams using AP rubrics and they analyze CIA data using a Data Analysis Protocol. This data reveals students' progress towards mastering AP standards and empowers teachers to adjust instruction in order to address unfinished learning among their students. In addition, each school's CIA data is shared among all KIPP high schools in order to identify bright spots and celebrate growth.

Reflections: Successes

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

KIPP Navigate was in its second year when the pandemic occurred and California schools went into school closure in March of 2020. Despite the challenges of distance learning, our students continued to achieve academically as evidenced by SBAC scores and AP passage rates.

In 2020-21, during the pandemic year, our first class of KIPP Navigate 11th grade students took the SBAC. In both Math and ELA, our SBAC scores were in the medium range. In ELA, 56% of our students scored as proficient, 7% lower than the average student in our authorizing district. In Math our students matched the average district student's scores at 38% proficient. In addition, we met the goal for English Learner Progress.

In that same year, 99% of our students were enrolled in AP classes and 63% of our students earned a 3 or more on an AP exam, exceeding our goal of 50%. The College Career Indicator was not calculated and/or released on the CA Dashboard in the 21-22 school year due to the COVID pandemic.

On June 8, 2022, 92.6% of our Founders were celebrated at our first graduation and we are proud to report a 0% dropout rate among our first graduating class.

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.

The California Department of Education utilizes a tiered structure of monitoring that ranges from universal to intensive. In the 2022-2023 school year, KIPP Navigate College prep was identified as significantly disproportionate for indicator 10: special education with a specific disability category with Hispanic students eligible for special education under the disability category of Specific Learning Disability (SLD). Significant disproportionality is in the intensive level of monitoring, which requires participation in the compliance and improvement monitoring (CIM) for comprehensive coordinated early intervening services (CCEIS) process, which include technical assistance. The CIM for CCEIS process entails four structured steps taking place between March 2023 and September 2025. The steps include gathering data and inquiring, data and root cause analysis, developing a plan for improvement, and implementing and monitoring the plan for improvement. At this time, KIPP Navigate is embarking on step 1 requirements, which includes collaboration with a technical assistance facilitator, development of a CIM for CCEIS team, and completion of required activities such as data drill down, infrastructure analysis, and case study. Additionally, KIPP Navigate is required to reserve 15 percent of Individuals with Disabilities Education Act (IDEA) funds to develop and implement the CIM for CCEIS plan.

Although our general education students are meeting SBAC and internal assessment targets, disaggregated SBAC data reveals that our Latinx students are scoring two levels below their peers in ELA and one level below in Math. In addition, our Socio-Economically Disadvantaged students also scored low in both areas. This is consistent with internal assessment data which also reveals a large gap between our Latinx students who make up 70% of our student population and our Asian students who make up 20%. We continuously strive to close this gap through protocols and coaching practices grounded in equity and research.

KIPP Navigate upholds KIPP's commitment to Data-Driven Instruction (DDI). Our teachers engage in robust data analysis practices under the guidance and support of an Instructional Coach during weekly one-on-one meetings and biweekly department meetings. Using our Weekly Data Meeting (WDM) protocol, teachers analyze student work to identify gaps in student learning and work with their coach to develop reteach plans that support students in closing these gaps and achieving greater mastery on our high-priority course standards as measured by exit ticket and other formative assessment data. Student data is disaggregated to identify subgroups in need of additional support or interventions such as small-group instruction, mandatory office hours, or individual tutoring.

In 2021-22, through funding from the Bill and Melinda Gates Foundation, our Special Education Team partnered with Marshall Street to engage in a Continuous Improvement Project in service of our students with IEPs who make up 12% of our school community, 83% of whom are Latinx and 78% are SED. This work has resulted in the development of a robust co-teaching structure whereby Math and ELA teachers meet weekly with an Education Specialist to co-internalize AP for All curriculum and co-plan upcoming lessons. During these co-planning meetings, GenEd and SpEd teachers work together to write examples for exit tickets, accommodate assessments, and scaffold lessons in response to student data. Our aim for this collaboration is that by June 15th, 2023, 75% of 9th and 10th grade students with disabilities will pass their English classes and 85% will pass their Math classes, allowing them to be on track to graduate and pursue the postsecondary path they choose: college, career, and beyond. Data collected in January of 2023 revealed that we have slightly exceeded our goal in both Math (87%) and ELA (86%) and in fact, our students with IEPs are outperforming their GenEd peers who are averaging a 78% and an 81%

passage rate in Math and ELA respectively. This collaboration has been so successful that we are currently working to replicate this work among our emerging Multi-Language Learner team in order to achieve similar results with our Multi-Language Learners who make up 25% of our student population.

LCAP Highlights

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

The LCAP incorporates multiple inputs, across multiple regional teams, in collaboration with school leadership, to inform the annual plan. Unique highlights included in this school year's planning represent a strong focus on academic learning recovery, and safe, healthy, joyful school environments.

The school participated in a Strong Start Visit / Observation - a partnership between the regional teaching and learning team and school leadership team. The vision for Strong Start was to build strong relationships through consistent support, to get a better sense of the school and its unique strengths and challenges, to share context and best practices across KIPP schools in Northern California, to align regional supports to most effectively and equitably serve the school, and to support the school leader in their journey to building a more healing centered and culturally responsive environment on campus.

Student and staff safety is a core priority - Over the past couple of years, much of the school's focus and attention has been dedicated to COVID-19 response. This year, the school deepened and expanded the scope of work in school safety beyond COVID-19 and named campus security as a major focus. The school participated in a full scale, in-depth and improvement-focused School Safety and Facilities Walkthrough. The vision for the School Safety and Facilities Walkthrough was to identify the highest priority updates to the school's infrastructure, safety plan and resources, as well as identify opportunities for any capital investments that may be needed on campus in the next 1-5 years. The following core priorities were identified to be secured in the short-term:

A working PA system that reaches all school spaces occupied by staff or students
Access to cameras that provide visibility to primary campus and building egresses, main entrance, and high-traffic areas
A working alarm system for all building entrances and exits
A buzzer/camera system for perimeter/school entrances
Sufficient exterior lighting for campus perimeter egresses and high-traffic areas

KIPP has been awarded the California Commission on Teacher Credentialing (CTC) Implementation Grant, which will serve to improve the experience of KIPP residents in partnership with the Alder Graduate School of Education by increasing the annual stipends available by 100% and by covering additional program costs. These critical changes aim to make the program more accessible to a new and a more diverse population of residents and future teachers in the KIPP community.

KIPP has been awarded the School Health Demonstration Pilot Project grant through KIPP's regional consortium lead, of which the school is a consortium member. This grant award aims to provide additional technical support and assistance in order to increase capacity and

systems related to Medi-Cal reimbursement in collaboration with other community based organizations and services. KIPP is committed to increasing services for students with disabilities and students in general educational programs through this technical assistance learning collaborative with the Santa Clara Office of Education, Physical Health and Wellness Professional Learning & Instructional Supports Division.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Belief: KIPP operates under the premise that teachers, families, and students must work together as partners to create 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, families, and staff at KIPP play an integral role in the school's success.

School Community Engagement: This year's Local Control and Accountability planning process allowed for engagement in meaningful ways - refining and reflecting on the goals and actionable steps to improve outcomes for students. Families and staff were invited to attend multiple events with the School Leader where 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 the 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 but were not limited to: the CA State Dashboard and LCAP alignment, the state's priorities, and 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, the LCAP survey (all families, teachers, students, local community), the School Culture survey (families), The New Teacher Project survey (teachers), summarized Empathy Interview feedback (families of students with IEPs), and regularly administered Pulse surveys (students) were used to collect feedback. As a charter, KIPP is not required to engage, nor is it currently applicable, to consult with any local bargaining units of the LEA.

Regional Engagement: The region actively engaged with the community and school leadership to best capture the meaningful school-level work that happens each day. This year the school continued their collaboration and consultation with various departments at the regional level to help inform goals, metrics and outcomes including but not limited to: Operations, Facilities, Data, Human Resources, Finance, Special Education (including the SELPA) and Academics. The Data Team worked to analyze years of data showing trends about family engagement, school climate, and student achievement. The Data team continued to support robust tools for tracking student progress and determining meaningful interventions as students and families recover from the impact of the COVID-19 pandemic. 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.

Engagement Accessibility: School level LCAP planning and engagement began in December in preparation for the updated 2021-22 CA Dashboard and included updated presentation materials that allowed families to engage more equitably (multiple languages, diverse engagement styles and practices, etc.). There was additional Advocacy and Community Engagement (ACE Team) 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.

KIPP has taken steps to make governance structures more accessible to families. The drafted LCAP was made available for a public hearing, on March 7, 2023, 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/.

A summary of the feedback provided by specific educational partners.

Students, teachers, families (school community): The collective information shared during the annual LCAP process was used to reflect on the school's 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 during engagement/discussion indicated that we needed to continue to focus on the following:

More 1 on 1 support 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 in this level of student learning and engagement. Professional development, including weekly data driven initiative meetings and manager observation, 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 support 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.

Mental health for all: The pandemic put an unprecedented strain on KIPP's most critical resource - teachers and staff who lead learning for KIPP students. As a response to continued feedback for more holistic services across students and staff, KIPP will be continuing the services to support the mental health wellbeing for school and regional staff. This initiative is supported by a partnership between Lyra, Seneca and Mindshare, providing community focused, evidence-based, accessible mental health services for KIPP staff and KIPP staff partners/families.

The review of the effectiveness of the LCAP action/service dedicated to College Counselors has provided the school with important input that will be used to further develop these critical roles. Survey feedback was collected that indicated a need to better track graduation requirements for individual students in order to ensure on-time graduation in the 2021-22 school year. This has since been implemented as the "Progress to Graduation Tracker" in the current school year. This tool allows College Counselors to be responsive to any student specific needs related to required credits, failed courses, credit recovery, advanced placement credit and academic support as necessary. This feedback and continued action has been included in Goal 2: all students and families will be engaged with the school community.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The updated LCAP was influenced by KIPP's educational partners through the following actions/services.

Given the critical impact on student success, KIPP continues to engage families regarding attendance improvement. Results from family feedback indicate that communication about attendance expectations and stronger relationships between teachers and students may improve attendance. KIPP will launch strong start-of-school attendance expectation sessions with families (in-person and virtual), as well as consistently update families about changing health and safety regulations that impact attendance, as well as schedule more intervention meetings directly with families. KIPP will also be launching more supports associated with the Learning Communities for School Success Program (LCSSP) grant. These include the expanded services of the LCSSP Operations Manager, who is implementing improved resources for intervention meetings based on feedback and the changing needs of families (physical resources, mental health, etc.), the hiring and training of an LCSSP School Culture Manager to lead school climate initiatives that improve attendance, and the hiring and training of a Registered Nurse that will support health initiatives and services that improve attendance. Attendance initiatives are aligned with KIPP's action/service that includes staff members who hold these important attendance roles at the school and the staff who offer supplemental support at the region (goal 2, all students and families will be engaged with the school community - improve attendance).

Behavior of students (between peers and teachers) while on campus continues to be a theme for families. Results from family feedback indicate that families felt that the best way to reduce suspensions would be increased support from counselors and integrating character development into lessons. KIPP is implementing year two (2) of the Culturally Responsive Teaching (CRT) framework, which draws from research in multiple fields to suggest movement from lower-order to higher-order skills. It provides a rigorous perspective on what it means to holistically teach, support, develop and address the social, emotional, motivational and cognitive skills in every student. In each classroom this looks like: Staff actions that are joyful and reinforce authentic student joy when it arises; Responses to student misbehavior through an asset-based lens that treats misbehavior as an opportunity to strengthen a skill, rather than as one that should either be ignored, or that requires a punitive / exclusionary response; Time built into routines for staff to take a breath, address their own needs, and engage in restorative interactions with students and each other to close the loop when necessary; and Engagement with students socially (goal 1, all students will achieve - professional development for teachers and goal 2: all students and families will be engaged with the school community - improving school climate).

KIPP will continue leveraging effective family communications and notifications through the ParentSquare system. As of the current 2022-23 school year, 90% of families have a secure account where they can receive messages that may contain specific student data or information, as well as more sensitive communications. The school aims to increase this to 100% of families as they continue to promote, encourage and walk families through the process of creating secure accounts. All enrolled families currently have access to the basic features of ParentSquare which allow for text messaging, general communications and emergency notifications. This initiative is aligned with KIPP’s 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).

As stated in the “summary of feedback provided by educational partners”: The request for more 1:1 time between teachers and students, including KIPP students with the identified highest-needs. This is aligned with KIPP’s 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).

As stated in the “summary of feedback provided by educational partners”: The identified need for continued staff mental health support is aligned with KIPP’s actions/services “mental health for all” (goal 3, all students will have the materials, spaces and opportunities to achieve; mental health for all).

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.	20-21 English language arts results for all students: 64% proficient; the district did not administer the SBAC and therefore there is no comparable student level data 20-21 English language arts results	21-22 English language arts results for all students: 56% proficient, 63% ESUHSD results 21-22 English language arts results for students qualifying as low-income students: 44%		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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		for all students qualifying as low-income: 65% proficient; the district did not administer the SBAC and therefore there is no comparable student level data 20-21 English language arts results for multilingual learners: 9% proficient; the district did not administer the SBAC and therefore there is no comparable student level data 20-21 English language arts results for students with disabilities: NA% proficient; the district did not administer the SBAC and therefore there is no comparable student level data	proficient, 48% ESUHSD results 21-22 English language arts results for multilingual language learners: 6% proficient, 11% ESUHSD results 21-22 English results for students with disabilities: NA% proficient, 11% ESUHSD results		
SBAC Math:	No data to report, school will not be serving a grade level	20-21 Math results for all students: 34% proficient; the district	21-22 Math results for all students: 38%		Student Math SBAC performance meets or exceeds the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State testing results for Mathematics.	that participates in state testing until the current 20-21 school year. Results will be updated and reported in the 21-22 LCAP.	did not administer the SBAC and therefore there is no comparable student level data 20-21 Math results for all students qualifying as low-income: 34% proficient; the district did not administer the SBAC and therefore there is no comparable student level data 20-21 Math results for multilingual learners: NA% proficient; the district did not administer the SBAC and therefore there is no comparable student level data 20-21 Math results for students with disabilities: NA% proficient; the district did not administer the SBAC and therefore there is no comparable student level data	proficient, 38% ESUHSD results 21-22 Math results for students qualifying as low-income students: 27% proficient, 21% ESUHSD results 21-22 Math results for multilingual language learners: 0% proficient, 6% ESUHSD results 21-22 Math results for students with disabilities: NA% proficient, 3% ESUHSD results		performance of the district in which it resides. Distance from Standard: greater than or equal to 0pts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	CAST administration was not a viable option in the 20-21 school year and LEAs were not required to provide a local option due to state and federal flexibilities as a result of the COVID pandemic	21-22 CAST results for all students: 39% proficient 21-22 CAST results for students qualifying as low-income students: 37% proficient 21-22 CAST results for multilingual language learners: 0% proficient 21-22 CAST results for students with disabilities: 5% proficient		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 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.	7% of students were reclassified in the 21-22 school year.	7% of students were reclassified as English proficient in the 22-23 school year.		20% of Multilingual language learners will be reclassified annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (ELPI): The rate at which English learners make progress toward English language proficiency.	69% of mulitlingual language learners made progress towards achieving English language proficiency.	There was no ELPI scores available for the 20-21 and 21-22 school year due to the COVID pandemic.	54% Multilingual learners were making progress towards English proficiency in the 22-23 school year.		50% of multilingual language learners will be making progress towards achieving English language proficiency.
Advanced Placement Exams (Participation Rate): College-level curriculum and examinations. The rate of graduating seniors that have participated in taking at least 1 AP exam.	No data to report for the 19-20 school year. Results will be updated and reported in the LCAP when available.	No data to report for the 20-21 school year. Results will be updated and reported in the LCAP when available.	99% or greater of students participated in AP classes and took at least one exam in the 21-22 school year.		80% or greater of 12th grade students participate in AP classes and take an AP exam.
Advanced Placement Exams (Pass Rate): 50% or greater of 12th grade students participating in AP testing receive scores of three (3) or better on at least one AP exam.	No data to report for 19-20 school year. Results will be updated and reported in the LCAP when available.	No data to report for 20-21 school year. Results will be updated and reported in the LCAP when available.	63% of students participating in AP testing scored a three (3) or better on at least one AP exam in the 21-22 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	The College Career Indicator was not calculated and/or released on the CA Dashboard in the 20-21 or 21-22 school year due to the COVID pandemic	The College Career Indicator was not calculated and/or released on the CA Dashboard in the 21-22 school year due to the COVID pandemic		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
1.1	Support for multilingual learners:	A KIPP administrator was 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 were trained to use techniques and tools that maximized learning for multilingual learners. Multilingual learners may face unique challenges in the classroom, such as difficulty understanding instruction, limited English vocabulary, and cultural differences that may impact their learning experience. These challenges can hinder academic progress. By providing these additional supports, KIPP can help multilingual learners succeed academically and reach their full potential. This not only benefits the individual students but also contributes to the overall success of the school and the broader community. KIPP has a higher population of multilingual learners than the state of California and is exceeding the state's results for English Learner Progress (ELPI). Providing these additional, targeted supports for multilingual learner students in order	$77,125.21	Yes

Action #	Title	Description	Total Funds	Contributing
		to attain higher academic achievement has contributed to improving services for the school's unduplicated student population (multilingual learners). This prior year LCAP action remains in the current LCAP due to a continued focus on improving academic outcomes for KIPP's multilingual learners and the implementation of CA English Learner Roadmap.		
1.2	Special education:	KIPP offered an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA and San Mateo SELPA. The special education department offered interventions for students with IEPs. Services and interventions included specialized academic instruction, language and speech therapy, adapted physical education, occupational therapy, counseling, psychological services, and behavior intervention services. Students with mild to moderate disabilities received their services as a mix of push-in and pull-out support. Students with moderate to severe disabilities received their services primarily in a small group, self-contained classroom with targeted mainstreaming appropriate to the student's individualized program. The program maintained a small student to staff ratio and used a separate curriculum based on modified standards, CAPTAIN evidence-based practices, and community-based instruction. KIPP participates in the Medi-Cal Billing Options Program (BOP) and School-Based Medi-Cal Administrative Activities (SMAA) to provide supports to students with disabilities. This LCAP action will remain in the current LCAP due to KIPP's continued commitment to improving outcomes for students with special educational needs. KIPP's award of the School Demonstration Health Pilot Program Grant will support increased services and reinvested funds for the school's population of students with special educational needs.	$541,649.22	No

Action #	Title	Description	Total Funds	Contributing
1.3	Innovation and personalized learning:	KIPP values innovation in the classroom and found new ways to teach students with diverse needs. Through personalized learning and assessments, KIPP was able to track individual student progress and set high achievement expectations. This individualized process and reinforcement of high achievement aimed to support improved student outcomes, engagement, and attendance. This prior year LCAP action will remain in the current LCAP because KIPP has seen progress with this individualized approach to student learning. KIPP will also continue to leverage these tools for positive engagement and improved attendance messaging.	$64,073.48	No
1.4	Professional development:	KIPP provided high quality professional development 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 received professional development as it related to the new Common Core State Standards and Culturally Responsive Teaching (CRT) in order for teachers to implement them into classrooms and support students at all levels of proficiency. KIPP's majority student population qualify as socioeconomically disadvantaged. Teachers who participate in effective professional development programs gain new skills, knowledge, and strategies that help them better support students with the highest needs. For example, professional development provides teachers with training in culturally responsive practices, differentiated instruction, and strategies for working with students who have experienced trauma. This supports teachers in better understanding and meeting the needs of unique student experiences, and ultimately leading to improved academic achievement and better outcomes. Recent state testing results (2021-22) for socio-economically disadvantaged only partially	$121,290.10	Yes

Action #	Title	Description	Total Funds	Contributing
		met the goal of exceeding the results of the authorizing district. KIPP is committed to seeing continued growth and will commit dedicated time to professional development to improve results. Given that the total number of fully dedicated professional development days (10+ for all teachers) are significantly higher than the district and the development approach is focused on KIPP's highest need students, this action will contribute to increasing services to teachers and therefore improving academic achievement and engagement for the school's unduplicated students (socioeconomically disadvantaged and/or multilingual learners). This 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.		
1.5	Title III: ML coach and supplemental professional development:	KIPP used title III funds to support the salary of a title III consortium lead multilingual learner (ML) instructional coach. The duties of this position included the implementation of supplemental programming; training and facilitation of data meetings where teachers, APs, and instructional coaches reviewed student data to drive instructional decisions and the effective implementation of ML instructional strategies; targeted coaching and feedback to schools and across schools through classroom observation; and identification of supplemental regional curricula and educational technology designed to improve outcomes for ML students. This prior year LCAP action will be continued in the current LCAP. Providing these additional, targeted supports for multilingual students in order to attain higher academic achievement contributes to improving services for the school's multilingual learner population.	$10,697.97	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Academic data visualization and analysis:	The Data team provided data tools and resources that enabled school staff to regularly review critical data, including grades, assignment completion, testing results, culture data, and attendance. Regular data reviews are crucial in identifying early interventions and support for KIPP students, the majority of whom qualify as socio-economically disadvantaged. According to a report by the National Center for Education Statistics, these students are more likely to face academic challenges such as lower proficiency levels, higher dropout rates, and lower college enrollment rates than their higher-income peers. By regularly reviewing critical data such as grades, testing results, and attendance, KIPP can identify early warning signs of academic struggles and provide targeted interventions. KIPP data demonstrated that socio-economically disadvantaged students met more thresholds for intervention than all other students. These data analysis and visualization tools have helped school teams better understand a student's holistic experience at school, have supported increased identification of early and meaningful interventions and improved the number of services to the school's unduplicated student population (students qualifying as socioeconomically disadvantaged). This prior year LCAP action remains in the current LCAP due to a continued focus on KIPP's multi-tiered system of support (MTSS) for which early identification is a critical component, as well as tracking of improvement and growth for these highest need students.	$48,228.87	Yes

Goal Analysis [2022-23]

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.

The planned actions and services included in Goal 1: all students will achieve, have been implemented or partially implemented in year two (2) of the three (3) year LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted expenditures and the estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

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

KIPP relies on state testing results as the primary indicators in determining the level of progress towards meeting this academic outcome goal. KIPP administered the SBAC test for both English Language Arts (ELA) and Math in the 21-22 school year, as well as the required testing for Multilingual Learners through the ELPAC. Due to the COVID pandemic the CA Dashboard continues to be paused for any color indicators but has made available status-only indicators (very low, low, medium, high, very high) in order to convey areas of strength and continued growth.

Navigate's most recent SBAC scores reveal that our student outcomes are on par with student outcomes in our authorizing district in Math and 7% below the average in ELA. In order to address these outcomes and increase our SBAC proficiency percentages, KIPP Navigate teachers and instructional leaders will engage in professional development opportunities that strengthen our DDI practice and improve instructional practices. Through this work, teachers will design academic interventions under the guidance of their instructional leaders to target specific students in need of additional support. Two subgroups we will focus on are our students with IEPs and our Multi-Language Learners.
Under a full inclusion model, Special Education Teachers will meet weekly with General Education Math and ELA teachers to co-plan lessons and Education Specialists push in to classes to work individually and in small groups with students with IEPs to complete assignments and demonstrate mastery on formative assessments.
Similarly, Instructional Aides support ML Learners in Math and ELA courses and an EL specialist meets with teachers regularly to analyze student work and identify interventions. Through a partnership with E.L. Achieve, teachers will participate in quarterly professional development in English Language Development and work with their coach to implement integrated ELD strategies in the classroom.

Most importantly, teachers will internalize and adapt AP for All curriculum to ensure that it is accessible to all students. Regional leaders will meet with on-site instructional leaders weekly to support alignment of internalization coaching across all teachers. We believe that when teachers fully internalize their lesson plans and develop student work exemplars, they are empowered to implement lessons that support students in meeting the AP rigor bar. This manifests in an academically rigorous learning environment where teachers are monitoring student practice, based on their own student work exemplar, and address misconceptions in the moment in order to maximize student mastery of high-stakes standards during each lesson. A teacher's exemplar work further empowers teachers to differentiate instruction in order to meet the academic needs of our students with IEPs and our ML Learners. Our hope is that as teachers strengthen their internalization and implementation practices, student academic outcomes improve and all students benefit from our teachers' intellectual preparation.

Rigorous Curriculum

At KIPP Navigate, every student is enrolled in pre-AP and AP courses beginning in 9th grade. This ensures that 100% of our students are taught through a rigorous curriculum that prepares them for success on Advanced Placement (AP) exams in the core subjects of ELA, Math, History, Science, Computer Science and World Languages. By the time our students enter 11th grade, they have successfully completed several advanced courses and can demonstrate mastery of AP standards. Because our students have practice with a highly rigorous curriculum they are prepared to demonstrate proficiency on the SBAC.

Individualized Coaching for Teachers

Just as every student has an advisory mentor, every teacher at KIPP Navigate has a coach. Our teachers are held to high expectations by instructional leaders who meet with them weekly to internalize AP for All curriculum, analyze student work, plan reteach lessons or debrief a classroom observation. As part of our collaboration with the KIPP NorCal Regional Support Office, our teachers participate in Regional Learning Days three times a year where they analyze Interim Assessment data (for both Math and ELA), and adjust plans to respond to the data. In addition, KIPP Navigate teachers follow the DDI cycle of Plan, Teach, Analyze, Respond through their participation in Weekly Data Meetings (WDMs) with their content teams. Teachers adjust instruction accordingly to close gaps in student learning and improve student mastery of high-stakes standards. Because our teachers have practice with preparing students for success on AP for All Assessments, they apply these skills towards preparing our students for success on the SBAC.

The Specialized Teaching Program (STP) supports students with moderate to severe difficulties in academics, communication, socialization, behavior, and adaptive/daily living skills. Recognizing the unique needs of each student, the STP team provides meaningful inclusion opportunities and has been committed to creating supportive and regionally-based classrooms for each grade band in order to make the program as accessible (in proximity) as possible. This year, the regional Special Education team worked to launch two new mid-severe classrooms across the Bay Area to support our moderate to severe student population requiring an STP setting.

KIPP continues to prioritize professional development for teachers, centered around the Culturally Responsive Teaching Framework (CRT), which draws from research in multiple fields to suggest movement from lower-order to higher-order skills. The framework provides a rigorous perspective on what it means to holistically teach, support, develop and address the social, emotional, motivational and cognitive skills in every student. CRT professional development prepared teachers and leaders to create physically and emotionally safe learning environments that promoted cognitive skill development, healthy mindsets and relational trust between students and staff. The CRT framework is an integral part of the tier I supports in the schools multi-tiered system of support.

KIPP’s Multilingual Learner (ML) coaching and support strategies were held regionally in collaboration with the school. This year support included ongoing professional development for ELD teachers, on-site observations, the curation and sharing of best practices and exemplars, and specific recommendations for priorities and strategies for ML students and ML professionals at the school. During region-

wide professional development days, led by the regional ML team, English Language Arts teachers were introduced to identifying language functions, content-specific vocabulary (brick) and functional words and phrases that connected vocabulary (mortar) and backwards planned from interim assessments. This development and support from the regional ML team continues to demonstrate KIPP's commitment to students and staff to make progress on meeting language goals.

To increase the number of high school students that are college and career ready, KIPP will explore and possibly pursue grants associated with Career Technical Education (CTE) in the next school year.

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.

There have been no substantive changes to the planned goal, metrics, desired outcomes or actions at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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
Family Engagement Opportunities: Number of scheduled events in the school year where families and/or the 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.	The school held 10+ scheduled events in the 21-22 school year where parents and/or community are invited to participate.	The school held 20+ scheduled events in the 21-22 school year where parents and/or community are invited to participate.		KIPP will host ten (10) events or more a year where families and/or the community are invited to attend and participate.
Family Engagement Satisfaction:	87% of KIPP families were satisfied with the	85% of KIPP families were satisfied with the	68% of KIPP families were satisfied with the		75% of KIPP families are satisfied with the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual school culture survey results where families share their satisfaction level with the available opportunities for involvement at the school.	parent participation opportunities available at the school in the 20-21 school year.	parent participation opportunities available at the school in the 21-22 school year.	parent participation opportunities available at the school in the 22-23 school year.		parent participation 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.	KIPP reported 92% average daily attendance at P2 in the 21-22 school year for all students. KIPP reported 92% average daily attendance at P2 in the 21-22 school year for students qualifying as low income. KIPP reported 91% average daily attendance at P2 in the 21-22 school year for multilingual learners. KIPP reported 86% average daily attendance at P2 in the 21-22 school year for students with disabilities.	KIPP reported 94% average daily attendance at P2 in the 22-23 school year for all students. KIPP reported 94% average daily attendance at P2 in the 22-23 school year for students qualifying as low income. KIPP reported 94% average daily attendance at P2 in the 22-23 school year for multilingual learners. KIPP reported 92% average daily attendance at P2 in the 22-23 school year for students with disabilities.		95% average daily attendance or higher in the P2 reporting period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 19-20KIPP 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 disabilitiesSY: 20-21KIPP was tracking at 14% chronic absenteeism rate in the 20-21 school year for all students KIPP was tracking at 16% chronic absenteeism rate in the 20-21 school year for students qualifying as low income students KIPP was tracking at 38% chronic absenteeism rate in the 20-21 school year	SY: 21-22 KIPP was tracking at 24% chronic absenteeism rate in the 21-22 school year for all students KIPP was tracking at 27% chronic absenteeism rate in the 21-22 school year for students qualifying as low income KIPP was tracking at 33% chronic absenteeism rate in the 21-22 school year for multilingual learners KIPP was tracking at 40% chronic absenteeism rate in the 21-22 school year for students with disabilities	SY: 22-23 KIPP is tracking at 18% chronic absenteeism rate in the current school year for all students KIPP is tracking at 19% chronic absenteeism rate in the current school year for students qualifying as low income KIPP is tracking at 16% chronic absenteeism rate in the current school year for multilingual learners KIPP is tracking at 24% chronic absenteeism rate in the current school year for students with disabilities		chronic absence rate = 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for students with disabilities KIPP was tracking at 28% chronic absenteeism rate in the 20-21 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 disabilities in the 18-19 school year was 26.7%	KIPP does not have suspension data for the 20-21 school year. Suspensions were not reported due to the transition to distance learning.	KIPP's suspension rate for all students in the 21-22 school year was 7% KIPP's suspension rate for low-income students in the 21-22 school year was 11% KIPP's suspension rate for students with disabilities in the 21-22 school year was 17%KIPP's suspension rate for all students in the 22-23 school year is tracking at 8%.		student suspension rate less than or equal to 1.5%
Student Expulsions: The percent of students that have	KIPP's 18-19 expulsion rate was 0%.	KIPP's 20-21 expulsion rate was 0%.	KIPP's 21-22 expulsion rate was 0%.		1% or lower expulsion rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
been expelled from school.					
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.	KIPP's 20-21 drop out rate was 0%.	KIPP's 21-22 drop out rate was 0%.		2% or lower drop out rate.
School Safety: Annual school culture survey results: teachers and students share their perception of student's "emotional safety" at school. Goal setting for 3 year outcomes will be based on 19-20 data since it best represents a traditional school year with students on campus. 20-21 survey results on student emotional safety are shared for reference only. During the 20-21	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 and students participating in distance learning. SY 20-21 (during distance learning:	SY21-22: 57% of students surveyed responded positively in feeling a sense of emotional safety with school staff and peers. 39% of staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs".	SY22-23: 46% of students surveyed responded positively in feeling a sense of emotional safety with school staff and peers. 50% of staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs"		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
distance learning year, the metric was updated to better reflect the needs of the students and their emotional wellbeing and safety at school.	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.	No data to report, school will not be graduating students until the 21-22 school year.	92.6% of overall students graduated in the 21-22 school year. 92% of students reported as low-income graduated in the 21-22 school year. 77% of students with IEPs graduated in the 21-22 school year. 81% of multilingual learner students graduated in 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	In the 20-21 school year, 77% of surveyed KIPP families have had a positive experience with the school.	In the 21-22 school year, 79% of surveyed KIPP families have had a positive experience with the school.	In the 22-23 school year, 65% 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
considers the percent 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.		In the 21-22 school year, 84% of surveyed KIPP families indicated that "the teachers have built strong relationships with my child".	In the 22-23 school year, 71% of surveyed KIPP families indicated that "the teachers have built strong relationships with my child".		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family involvement and support:	KIPP encouraged families to be active members of the school by providing multiple opportunities for participation and engagement (i.e., KIPP Family Association, LCAP meetings, student productions to showcase talent).	$56,572.54	Yes

Action #	Title	Description	Total Funds	Contributing
		Increasing family involvement can have a significant positive impact on the academic achievement and social-emotional development of socioeconomically disadvantaged students. When families are actively involved in their children's education, it can lead to improved academic performance, increased motivation, better attendance, increased engagement, and improved social-emotional well-being. Family involvement helps create a supportive home environment that reinforces the importance of education, which helps children stay on track with their school work. When parents and family members are involved in their children's education, students feel more supported and encouraged to do well in school, which can help increase student engagement and motivation to succeed academically. Additionally, family involvement can help improve student attendance and foster positive social-emotional development. By working together with families, schools can help create a more equitable and inclusive education system that greatly benefits the highest need students while also seeing improvement for all students. The Advocacy and Community Engagement team worked 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 provided focused coaching and feedback, collaborated on community outreach, and strategies to increase parent participation. These actions have been specifically tailored to support families with additional needs - flexible and varied event times and opportunities, translated and accessible materials, and dedicated Advocacy and Community Engagement (ACE) staff - which increase and improve services for the school’s unduplicated student population (socioeconomically disadvantaged and multilingual learners). 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 KIPP students and families.		

Action #	Title	Description	Total Funds	Contributing
2.2	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 pandemic. 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/touch points with families contribute to increasing services for the school's high unduplicated student population.	$14,525.89	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Communication resources:	As a continued commitment to the "more time" model that supports struggling students, communication between teachers and students/families was encouraged by issuing work cell phones to KIPP staff. Students and families also had access to teachers through email and the ParentSquare messaging system. Calls and other contact outside of the regular school day allowed students/families to get the additional support needed to make progress on coursework and helped build meaningful relationships between staff and families. Expanded learning time initiatives have demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. Teachers who build positive relationships with students create a supportive and safe learning environment that encourages engagement and motivation. This is particularly important for students who may lack support at home or have experienced trauma or stress that may affect learning. These accessible touchpoints between KIPP teachers and students/families can improve students' engagement and motivation, leading to better academic outcomes. Opportunities for extended time contribute to increasing services for the school's unduplicated student population (socioeconomically disadvantaged students. This prior LCAP action will be continued in the current LCAP because it is aligned with the "more time" KIPP model.	$26,998.54	Yes
2.4	Improving school climate:	Social emotional learning (SEL) is a critical component of KIPP's model that focuses on developing students' emotional intelligence, self-awareness, self-regulation, social awareness, and relationship skills. By providing SEL instruction and opportunities for students to practice these skills, KIPP helped to further develop the resilience, empathy, and communication skills students needed to thrive in school and beyond while also aiming to create a positive and inclusive school culture where students feel safe, respected, and connected to their peers and teachers.	$19,472.12	Yes

Action #	Title	Description	Total Funds	Contributing
		Students who attend KIPP may face challenges including food scarcity, unstable living conditions, limited access to essential resources and sometimes even severe trauma. Supporting a restorative approach to behavioral interventions and leveraging strong social-emotional instruction ensures KIPP is working with students and families to develop trust, empathy and strong relationships that lead to better outcomes for students. 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.). Suspension rates remain higher for KIPP's socioeconomically disadvantaged students compared to the state as reported on the CA Dashboard. These school climate improvement practices will contribute to further growth for the school's unduplicated student population (socioeconomically disadvantaged), along with all students at the school. This prior LCAP action will be continued in the current LCAP due to a continued focus on improving (by decreasing) student suspension rate and the local indicator of improving outcomes for "students feeling safe at school."		
2.5	Mental health clinician:	This critical role provided on-site culturally responsive and trauma informed mental health and social-emotional support to students on campus. Mental health clinicians provided a range of services, such as psychotherapeutic interventions, behavioral supports, and mental health treatment services including counseling, consultation, treatment and case management for students receiving either Educationally Related Mental Health Services or general education counseling. Students who experience poverty often experience a greater degree of adverse experiences, which can contribute to mental health concerns. These families may experience stress, anxiety, and depression due to financial insecurity, lack of access to resources, and social exclusion.	$165,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, students may face discrimination and stigma, which can negatively impact self-esteem. Lack of access to mental health services can also be a barrier for students from socioeconomically disadvantaged families who need support. Addressing poverty and providing mental health resources for students can help alleviate the stressors and improve mental health, leading to better academic performance and overall well-being. The services provided by the mental health clinicians are part of a larger multi-tiered system of support (MTSS), which offers specific interventions based on need. All students will benefit from the implementation of an MTSS and mental health clinicians to support this work. However, KIPPs students facing additional challenges may require higher tier interventions which include services supported or coordinated by the mental health clinician, increasing the services to KIPP's unduplicated student population (socioeconomically disadvantaged). This prior year LCAP action remains in the current LCAP due to a continued focus on KIPP's MTSS strategy for which higher tiered interventions supported by the mental health clinician are necessary.		
2.6	College focus:	College focus: KIPP Forward provided support to students and families through academic advising, standardized testing preparation, college tours, college admissions and application assistance, scholarship support, and financial literacy. These services are in addition to college counselors services available at the school. The focus on both students and families is intentional, due to the high number of first generation college experiences. 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. This action has led to outperforming the state's college and career readiness for socioeconomically disadvantaged students. Given the high percentage of unduplicated pupils at KIPP, additional support from a KIPP Forward advisor contributed to increasing the	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services to KIPP's unduplicated student population (socioeconomically disadvantaged). This prior LCAP action will be continued in the current LCAP in alignment with the college/career readiness indicator on the CA Dashboard.		
2.7	College Counselors:	KIPP prepared 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. KIPP prepared 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 caseload services include techniques that ensure all students have the skills, resources, and guidance that they need to navigate the road to college and beyond. This work remains critical given the alarming trend that nationally, fewer socioeconomically disadvantaged students are applying for FAFSA since the COVID pandemic. 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. This action has supported the school in outperforming the state's college and career readiness and graduation rate for socioeconomically disadvantaged students. The school employs 2 counselors, which is above the state's current average per pupil. Given the high percentage of unduplicated pupils at KIPP, additional support from college counselors contributes to increasing services for the school's unduplicated student population (socioeconomically disadvantaged).	$205,439.23	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.		
2.8				Yes

Goal Analysis [2022-23]

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.

The planned actions and services included in Goal 2: all students and families will be engaged with the school community, have been implemented or partially implemented in year two (2) of the three (3) year LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted expenditures and the estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

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

KIPP reviews multiple metrics to determine if the actions and services have been effective in meeting the engagement goal. KIPP continues to focus on attendance data, which is being reviewed regularly to identify specific supports and interventions as well as identify policies and structures that create larger barriers that could be impacting attendance. KIPP has supported multiple learning contingencies (ongoing communication with teachers, shifting schedules to support increased focus learning, etc.) because the school recognizes that missed classroom learning time has a downstream impact on other important engagement indicators (suspension rates, school climate, emotional safety, etc.) and academic indicators (testing results). And while chronic absence presents academic challenges for students who are not present in class, when it reaches high levels in a classroom, a grade level or a school, all students may feel the consequences of the resulting classroom churn that hampers teachers' ability to engage all students and meet all learning needs. Therefore, the focus on broader system challenges and barriers is critical, and requires more focus in the upcoming 2023-24 school year.

KIPP's consortium membership in the Learning Communities School Success Program (LCSSP), a three year grant that aims to improve attendance outcomes, has provided additional attendance resources and support in the 2022-23 school year which included: revamped data tools to track detailed attendance information (reasons for missing school), the development of school materials for family and student events that address attendance and engagement, the development of training materials and templates for teachers and other school staff to support strong attendance initiatives, the alignment of tier I-III attendance interventions with the school's multi-tiered system of support, and the establishment of new community partners to contribute to improved attendance.

Chronic absence still remains higher than KIPP finds acceptable for our students - we all believe students should be spending more time in school learning. However, it has been promising to see a considerable downward trend in chronic absence as KIPP has increased efforts to focus and improve school attendance resources, including those outlined above, as well as live calls home, daily messages, teacher outreach, and personalized, non-punitive attendance concern letters. KIPP is committed to holding to this downward trend, and in the 2023-24 school year will increase attendance resources including: a stronger partnership between Operations (attendance systems) and School Culture (multi-tiered systems of supports) to better integrate support communication, tracking and intervention systems, the piloting of home visits and appropriate protocols, as well as the launch of a revised attendance policy that further aims to de-stigmatize the traditional attendance and truancy protocols with the goal of better aligning parents/guardians as partners in this critical attendance improvement.

In addition to attendance, other specific actions/tools that led to more success in student and family engagement with the school community include:

Student and family access to teachers (family conferences, progress reports, parentsquare): Every student/family has an advisor who is the point person for all four years of high school at KIPP Navigate. If a parent/guardian is concerned about their student's progress, they may work with their child's advisor to set up a family conference to receive updates from all teachers. All of our teachers share their school phone number and email and respond to families within 48hrs. We leverage parent square to regularly communicate and share updates with families.

Restorative practices: Our culture systems combine restorative practices and logical consequences. We use effective statements and questions, restorative circles, formal conferences, and restorative projects to help students learn from their behavior and make positive choices moving forward. For boulder behaviors (such as drugs or threatening behaviors) restorative practices are often coupled with suspension as the logical consequence. In the restorative projects, students engage in learning, reflection, and communication with those who have been impacted by their behavior. Advisors play a key role in supporting students in completing their restorative projects to present to members of the leadership team.

Mental health counselors: Our MHCs provide 1:1 counseling, sessions for parents in KFA/Cafecito, and resources for teachers. This year our 2 MHCs have also collaborated to lead our Staff Circles. This has provided a space for staff to strengthen their relationships with one another and lean on each other for support during an especially challenging school year.

KIPP Forward Counselors: Our junior and senior seminar teachers, under the guidance of our Senior Manager of College and Career Counseling work together to support juniors and seniors students with creating a post-secondary plan aligned to their goals. Students complete projects and the team holds one on one meetings with students and their families to help students navigate college & career options.

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.

There have been no substantive changes to the planned goal, metrics, desired outcomes or actions at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.	KIPP teachers reported 71% satisfaction with student's access to rigorous academic curriculum on the 21-22 school survey.	KIPP teachers reported 63% satisfaction with student's access to rigorous academic curriculum on the 22-23 school survey.		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
	Temporary, alternative metric provide below. 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 reported 65% satisfaction with the school's commitment to improving their instructional practice in the 21-22 school year.	KIPP teachers reported 60% satisfaction with the school's commitment to improving their instructional practice in the 22-23 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 were enrolled in a broad and rigorous 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:	KIPP received a rating of "good" during an annual inspection of the school's major	KIPP received a rating of "fair" during an annual inspection of the school's major	KIPP received a rating of "Fair" during an annual inspection of the school's major		Facilities inspection tool: Facility rating of "fair" or above during the annual inspection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual inspection of school facilities and major systems by the KIPP Facilities team.	systems by the Real Estate team.	systems by the Real Estate team.	systems by the Facilities team.		of school facilities and major systems by the KIPP Facilities Team
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.	Metric retired after a school year of distance learning. School will rely on the annual FIT to assess school facility conditions.	Metric retired after a school year of distance learning. School will rely on the annual FIT to assess school facility conditions.		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.	85% of teachers are credentialed, 15% of teachers (4) are mis-assigned in the 21-22 school year.	KIPP currently does not have finalized credential data for the 22-23 school year. The LCAP will be updated with this data once available.		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.	92% of courses offered were A-G certified in the 21-22 school year.	81% of courses offered were A-G certified in the 22-23 school year.		80% or greater of courses will be A-G certified.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Hiring process:	KIPP implemented a rigorous hiring process, which included 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 could best support high needs students, and increase teaching staff that self-identify as people of color. Top talent recruitment remains a focus in order to get the best teachers in classrooms working with KIPP students. Effective teachers are subject to robust screenings to ensure they will be successful working with KIPP communities to improve the quality of instruction for KIPP's unduplicated student population (socioeconomically disadvantaged). This prior LCAP action will be continued in the current LCAP because a qualified, diverse teaching staff contributes to the success of KIPP's diverse student population.	$58,210.98	No Yes
3.2	Title I and II, improving academic outcomes through strong, developed teachers:	KIPP teachers received observation, coaching, and support from school leadership to improve outcomes for students, with a focus on students identified as needing additional interventions. This development and coaching was 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 were taught and modeled to close the achievement gap and enable high needs students to meet the state's challenging academic standards. Teachers received professional development and opportunities to demonstrate growth. These ongoing opportunities	$121,403.98	Yes

Action #	Title	Description	Total Funds	Contributing
		contribute to KIPP's leadership pipeline, build continuity in teaching and leadership for the school communities, and provide high-needs and minority students greater access to effective educators. Providing targeted development for teachers with these additional resources in order to attain higher academic achievement contributes to increasing and improving services for the school's unduplicated student population (socioeconomically disadvantaged and multilingual learners). This prior LCAP action will be continued in the current LCAP due to the continued focus and alignment in improving outcomes related to teacher's instructional practice.		
3.3	Credentialing specialist:	KIPP employed personnel responsible for supporting the adequate credentialing of teachers. This dedicated resource supported the school and teachers through credential transition guidance, and 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 KIPP's action to support strong onboarding and teacher continuity at KIPP.	$40,251.60	No
3.4	Learning Resources:	KIPP prioritized the need for excellent resources and provided teachers with the supplies, learning tools and technology that they needed to teach common core curriculum in the classroom successfully. The annual selection process for these materials required a robust, in-depth review of student performance data by subgroup and included many learning modalities, including reading materials, text books, planners, classroom equipment, testing materials and more. Only materials that could meet the needs of all	$295,096.70	No

Action #	Title	Description	Total Funds	Contributing
		students were 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.		
3.5	More teacher time:	In an effort to close academic gaps, KIPP teachers spent more time instructing students than was required by the state. All teachers commit to this increased instructional time, and KIPP offers competitive teacher salaries in order to support this “more time” 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 aims to support struggling students to engage more fully and reduce the possibility of dropping out, contributing to increasing services for the school's unduplicated student population (socioeconomically disadvantaged). This prior LCAP action will be continued in the current LCAP because it is aligned with KIPP’s "more time" KIPP model.	$222,890.46	Yes
3.6	Cleaning staff, services and supplies:	KIPP prioritized creating a safe, clean and welcoming learning environment. KIPP continued strict cleaning and disinfecting procedures that were developed as a result of the COVID-19 pandemic in alignment with CDC health and safety standards. KIPP invested in additional equipment including disinfectant wipes and hand washing station supplies, and in additional training for janitorial staff to ensure that high cleaning standards were met. This prior LCAP action will be continued in the current LCAP because all students deserve clean spaces where they can learn and thrive.	$88,412.02	No

Action #	Title	Description	Total Funds	Contributing
3.7	Facilities maintenance, repairs and safety procedures:	KIPP invested in the maintenance (repairs, security, rent, utilities) of school buildings to keep them at the standard that all students deserve. KIPP had procedures for emergencies to ensure the safety of students and staff -- including a comprehensive school safety plan that included fire, earthquake, intruder and infectious diseases procedures. Regular maintenance reviews ensured that issues were identified and addressed as quickly as possible. 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.	$396,371.43	No
3.8	KIPP teachers:	KIPP is committed to providing high quality teachers by offering competitive teacher salaries that allow us to attract a capable and diverse staff. 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. This prior LCAP action will be continued in the current LCAP because teaching staff salaries are the largest and most critical expenses at KIPP.	$2,267,112.14	No

Action #	Title	Description	Total Funds	Contributing
3.9	Personal learning technology devices:	KIPP was committed to continuing access to technology by providing each student with a Chromebook. These devices have been integrated into the learning experience, enabling students to research, collaborate, and create. These devices provided access to a wealth of educational resources, including online textbooks, interactive learning platforms, and educational applications. KIPP will maintain over a 1:1 ratio for these devices to ensure that no student has any gap in access. These devices will also continue to be available for at-home use if a family expresses a technology need. Families are surveyed about access to the internet at home, and comfort with navigating technology in order to build technology fluency that prepares students and families for next generation learning. Support of students and families during the COVID-19 crisis showed higher technology needs for KIPP's socioeconomically disadvantaged student population, and therefore the continuation of robust technology supports will serve to increase and improve services for this student group. This prior LCAP action will be continued in the current LCAP to ensure students have access to technology that will best prepare them for future digital demands, and meet the needs of differentiated learners in the classroom.	$78,770.66	Yes
3.10	COVID health and safety:	KIPP employed strategies that protected the health and safety of students and staff including COVID testing, personalized protective equipment, enhanced hygiene and cleaning, physical distancing, and most importantly robust policies and procedures for school routines that prevented unnecessary exposure to COVID-19. This prior LCAP action will be continued in the current LCAP because all students deserve healthy spaces where they can learn and thrive.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Support for new teachers:	Teachers that are new to KIPP received an additional week of dedicated professional development and onboarding to best prepare them to support students. Additional support included high-quality dedicated coaching where new teachers had the opportunity to apply what they learned, gain hands-on experience in real classrooms, differentiate instruction and work directly with diverse learners in a supervised context. New teacher development plays a crucial role in achieving success with students that may have higher learning needs. These students often face unique challenges, requiring educators to possess a diverse set of skills and strategies. By investing in a new teacher development program, KIPP equips educators with the necessary knowledge, tools, and support to more effectively meet these needs. New teachers who undergo this development build a deeper understanding of the specific needs of their students, enabling them to create inclusive and engaging learning environments. Additional professional development and onboarding time to prepare new to KIPP teaching staff serves to improve services for the school's unduplicated population (socioeconomically disadvantaged and multilingual learners). This prior LCAP action will be continued in the current LCAP because it is in alignment with KIPP's action to support strong onboarding and teacher continuity at KIPP.	$45,016.49	Yes
3.12	Expanded enrichment opportunities:	KIPP schools served as safe and accessible spaces for students by providing at least nine (9) hours of on-campus opportunities daily. Morning on-campus activities may have included access to breakfast, teacher and staff support, as well early drop-off for busy families. After school activities may have included enrichments, clubs, tutoring, sports, or other extracurricular activities. KIPP also provided intersession opportunities during non-school days.	$79,418.37	Yes

Action #	Title	Description	Total Funds	Contributing
		After-school programs have been found to have numerous benefits for students that qualify as socioeconomically disadvantaged. Research conducted by the Afterschool Alliance showed that participation in after-school programs was associated with improved academic performance, particularly in reading and math. The study also found that students who participate in after-school programs are more likely to graduate high school and pursue post-secondary education. After-school programs can provide a safe and supportive environment for students, particularly those who may not have access to extracurricular activities or face other challenges at home. After-school programs can help reduce the achievement gap between students that qualify as socioeconomically disadvantaged and higher-income students by providing additional learning opportunities and support. Extended enrichment time with students contributes to increasing (time) and improving (quality) services for the school's unduplicated student population (socioeconomically disadvantaged). This prior LCAP action will be continued in the current LCAP given the state's focus on the full implementation of the Expanded Learning Opportunities Program (ELO-P).		
3.13	KIPP contributions:	The KIPP 401(k) Plan was designed to help KIPP employees save for the future by making 401(k) contributions on a tax-advantaged basis. For employees who made 401(k) salary deferral contributions, KIPP Northern California made matching contributions to the account based on the 401(k) contributions each pay period, helping employees grow their money over time. During a period where many districts reduced roles, cut benefits or other staff services, KIPP maintained normal hiring and return practices, and has retained the discretionary 401(k) matching option at 100% of the 4% employee contribution. KIPP 401(k) matching contributions are supplemental and serve as a way to support and retain high-quality teaching talent in the competitive Bay Area market.	$85,935.88	Yes

Action #	Title	Description	Total Funds	Contributing
		These employee services are intended to support teachers in their professional and personal endeavors, while also aiming to retain quality teachers at higher rates year over year. Increasing retention at KIPP schools, where the percentage of students with high needs is significantly higher than the state average, will ensure continuity of learning and development for students that are disproportionately impacted by high teacher turnover, improving services for the school's unduplicated population (socioeconomically disadvantaged and multilingual learners). This prior LCAP action will be continued in the current LCAP to support teacher retention strategies.		
3.14	Continuity of learning:	KIPP employed multiple direct financial strategies to support increased teacher retention, including intent to return bonuses, as well as increased stipends for teaching staff that provided in-house teaching substitution. Teacher return bonuses can serve as an effective strategy to enhance teacher retention rates and acknowledge the dedication and commitment of experienced teachers. By offering financial incentives to teachers who choose to return for consecutive academic years, educators are more likely to feel valued and motivated to continue their tenure. By fostering a sense of stability in the education system, teacher return bonuses help to create a positive and supportive working environment, ultimately reducing turnover rates and ensuring a higher level of teacher retention to support continuity of learning for students. Substitute teachers also serve to ensure continuity of learning for students when a regular teacher is absent. It is critical that KIPP teachers know they can call out if they're feeling sick or struggling with their mental health or other personal issues. KIPP faced many of the same issues as other schools and districts in finding available substitutes due to shortages in educational roles. However, prior	$87,341.00	Yes

Action #	Title	Description	Total Funds	Contributing
		established and positive relationships with Scoot and Swing allowed the school to access substitutes as quickly as possible and relieve any teachers needing support. When those options could not meet demand, KIPP teachers and other curricular staff employed at the school were provided the option of stipends to cover classes and support colleagues when they were unavailable to teach. This in-house teaching substitution provided important continuity for students while also financially rewarding teachers for their additional work and support of student learning. These additional financial incentives are intended to retain quality teachers at higher rates year over year. Increasing retention at KIPP schools, where the percentage of students with high needs is significantly higher than the state average, will ensure continuity of learning and development for students that are disproportionately impacted by high teacher turnover, improving services for the school's unduplicated population (socioeconomically disadvantaged and multilingual learners). This prior LCAP action will be continued in the current LCAP to support teacher retention strategies.		
3.15	Mental health care for all:	This initiative focused on supporting the mental health of KIPP staff through new holistic resources, supports, and training. Staff received access to fast, dependable connections to mental health professionals for benefit-eligible staff and dependents, as well as a learning platform through Lyra Health; 12 therapy sessions annually for benefit-eligible staff and dependents at no cost; opportunities for input through an organization-wide survey to inform how to better integrate mental health into KIPP's people culture strategy; role-based training for all leaders across the region; and the formation of a region-wide Mental Health Workgroup. KIPP's most valuable resource is people. The work, while incredibly rewarding and impactful, is also demanding. The past few years have	$16,187.85	Yes

Action #	Title	Description	Total Funds	Contributing
		been particularly challenging and stressful while in recovery from the COVID-19 pandemic. The mental health for all initiative services are intended to support teachers in their professional and personal endeavors, while also aiming to retain quality teachers at higher rates year over year. Increasing retention at KIPP schools, where the percentage of students with high needs is significantly higher than the state average, will ensure continuity of learning and development for students that are disproportionately impacted by high teacher turnover, improving services for the school's unduplicated population. After a successful 2022-23 pilot year, this prior LCAP action will be continued in the current LCAP to support teacher retention strategies.		

Goal Analysis [2022-23]

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.

The planned actions and services included in Goal 3: all students will have the spaces, resources and opportunities to achieve, have been implemented or partially implemented in year two (2) of the three (3) year LCAP.

The action/service of "more teacher time" was adjusted due to the continued staffing challenges being experienced across the state. KIPP always aims to hold 10% more instructional time for students than is required by the state of California. While KIPP exceeded the state's instructional minutes, the school did not exceed the state by the full 10% because of necessary daily schedule shifts that allowed teaching staff to be more flexible, including covering teachers that may have been out sick, or to cover any temporary open staff positions. To account for this shift, teachers provided additional time through other means, including before and after school academic and social emotional support, lunch and break tutoring of struggling students, as well as academic support hours via phone and email during non-school hours. Instructional time for students may have been more limited than initially planned, but the teacher contribution of increased coverage provided critical continuity of learning for KIPP students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were some material differences between the budgeted expenditures and the estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

KIPP faced the same hiring challenges prevalent in the larger education sector. As a result, certain staffing expenses fell below expectations during the school's efforts to recruit and onboard qualified and experienced personnel.

The emphasis placed on staff retention efforts during the 2022-2023 school year has led to a rise in associated expenditures. KIPP firmly believes that this represents a pivotal investment in guaranteeing the continuity of learning and facilitating student progress.

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

KIPP reviews multiple metrics to determine if the actions and services have been effective in meeting the resource goal. KIPP's largest financial investment is the instructional staff that are responsible for student learning. We believe that when teachers feel supported in their instructional practice and are aligned with the academic curriculum, teachers will be retained at a higher rate and result in more continuity for students and families year over year.

KIPP continues to make progress towards this goal but did not meet all metrics associated with teacher alignment and satisfaction in year two (2). Staffing challenges that often put leadership members in the classroom to cover absences or open positions may have contributed to teachers dissatisfaction with the amount of direct instructional coaching available to them. Additionally, many new staff or open roles on campus may have contributed to lower teacher confidence in implementing the curriculum as intended. To make progress in year three (3), this important feedback has been incorporated into strategic instructional planning, school scheduling and hiring for the upcoming school year. KIPP recognizes that multiple teams will need to support and plan in order to ensure that more time is held for coaching and academic content internalization for teaching staff.

In addition to that, KIPP Navigate prides itself in being an AP for All school. 100% of our students enroll in Pre-AP and AP courses and every one of these courses is A-G approved. Our students are held to a high-rigor bar and our teachers receive coaching and professional development opportunities that ensure that instructional practices are equitable and effective in reaching all students. We believe that when students and teachers are held to high expectations, we fulfill the promise to our families to provide their children with the best quality education. The majority of our students will be the first in their families to graduate from a four-year university and/or enter a career pathway. In achieving their academic aspirations, we believe our graduates will create a more just world.

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.

There have been limited changes to the planned goal, metrics, desired outcomes or actions at this time.

KIPP has been awarded the California Commission on Teacher Credentialing (CTC) Implementation Grant, which will serve to improve the experience of KIPP residents in partnership with the Alder Graduate School of Education by increasing the annual stipends available by 100% and by covering additional program costs. These critical changes aim to make the program more accessible to a new and a more diverse population of residents and future teachers in the KIPP community.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$949,045	$167,478

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.59%	0.00%	$0.00	18.59%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 for the actions below due to the high number of unduplicated students served. A full detailed overview can be found in the "action/services" section for each goal. 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 (goal 1)
- Data analysis and visualization (goal 1)
- Small group reading focus (goal 1)
- Family involvement and support (goal 2)
- Improve attendance (goal 2)
- Communication resources (goal 2)
- Improving school climate (goal 2)
- Mental health clinician (goal 2)

- College focus (goal 2)
- College counselors (goal 2)
- A-G improvement (goal 2)
- Hiring process (goal 3)
- Title I and II, improving academic outcomes through strong, developed teachers (goal 3)
- More teacher time (goal 3)
- Personal learning technology devices (goal 3)
- Support for new teachers (goal 3)
- Expanded enrichment opportunities (goal 3)
- KIPP contributions (goal 3)
- Continuity of learning (goal 3)
- Mental health for all (goal 3)

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

KIPP will be providing competitive 401(k) contributions for staff, stipends for teachers who provide class coverage and free mental health services for employees and their dependents in an effort to improve teacher retention and provide greater continuity of learning for KIPP students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	30.30
Staff-to-student ratio of certificated staff providing direct services to students	N/A	14.50

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,310,509.13	$626,709.61		$298,273.99	$5,235,492.73	$1,227,588.91	$4,007,903.82

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**1.1**	Support for multilingual learners:	English Learners	$0.00	$0.00	$0.00	$77,125.21	$77,125.21
1	**1.2**	Special education:	Students with Disabilities	$541,649.22	$0.00	$0.00	$0.00	$541,649.22
1	**1.3**	Innovation and personalized learning:	All	$64,073.48	$0.00	$0.00	$0.00	$64,073.48
1	**1.4**	Professional development:	English Learners Foster Youth Low Income	$32,243.27	$0.00	$0.00	$89,046.83	$121,290.10
1	**1.5**	Title III: ML coach and supplemental professional development:	English Learners	$0.00	$0.00	$0.00	$10,697.97	$10,697.97
1	**1.6**	Academic data visualization and analysis:	English Learners Foster Youth Low Income	$48,228.87	$0.00	$0.00	$0.00	$48,228.87
2	**2.1**	Family involvement and support:	English Learners Foster Youth Low Income	$56,572.54	$0.00	$0.00	$0.00	$56,572.54
2	**2.2**	Improve attendance:	Foster Youth Low Income	$14,525.89	$0.00	$0.00	$0.00	$14,525.89
2	**2.3**	Communication resources:	English Learners Foster Youth Low Income	$26,998.54	$0.00	$0.00	$0.00	$26,998.54
2	**2.4**	Improving school climate:	Foster Youth Low Income	$19,472.12	$0.00	$0.00	$0.00	$19,472.12
2	**2.5**	Mental health clinician:	Foster Youth Low Income	$0.00	$165,000.00	$0.00	$0.00	$165,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	College focus:	English Learners Foster Youth Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.7	College Counselors:	English Learners Foster Youth Low Income	$0.00	$205,439.23	$0.00	$0.00	$205,439.23
3	3.1	Hiring process:	All English Learners Foster Youth Low Income	$58,210.98	$0.00	$0.00	$0.00	$58,210.98
3	3.2	Title I and II, improving academic outcomes through strong, developed teachers:	English Learners Foster Youth Low Income	$0.00	$0.00	$0.00	$121,403.98	$121,403.98
3	3.3	Credentialing specialist:	All	$40,251.60	$0.00	$0.00	$0.00	$40,251.60
3	3.4	Learning Resources:	All	$295,096.70	$0.00	$0.00	$0.00	$295,096.70
3	3.5	More teacher time:	English Learners Foster Youth Low Income	$222,890.46	$0.00	$0.00	$0.00	$222,890.46
3	3.6	Cleaning staff, services and supplies:	All	$88,412.02	$0.00	$0.00	$0.00	$88,412.02
3	3.7	Facilities maintenance, repairs and safety procedures:	All	$319,468.05	$76,903.38	$0.00	$0.00	$396,371.43
3	3.8	KIPP teachers:	All	$2,089,745.14	$177,367.00	$0.00	$0.00	$2,267,112.14
3	3.9	Personal learning technology devices:	Foster Youth Low Income	$78,770.66	$0.00	$0.00	$0.00	$78,770.66
3	3.10	COVID health and safety:	All	$0.00	$2,000.00	$0.00	$0.00	$2,000.00
3	3.11	Support for new teachers:	English Learners Foster Youth Low Income	$45,016.49	$0.00	$0.00	$0.00	$45,016.49
3	3.12	Expanded enrichment opportunities:	English Learners Foster Youth Low Income	$79,418.37	$0.00	$0.00	$0.00	$79,418.37

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	**3.13**	KIPP contributions:	English Learners Foster Youth Low Income	$85,935.88	$0.00	$0.00	$0.00	$85,935.88
3	**3.14**	Continuity of learning:	English Learners Foster Youth Low Income	$87,341.00	$0.00	$0.00	$0.00	$87,341.00
3	**3.15**	Mental health care for all:	English Learners Foster Youth Low Income	$16,187.85	$0.00	$0.00	$0.00	$16,187.85

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,106,165	$949,045	18.59%	0.00%	18.59%	$871,812.92	0.00%	17.07 %	**Total:**	$871,812.92
								LEA-wide Total:	$871,812.92
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Support for multilingual learners:	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
1	**1.4**	Professional development:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,243.27	
1	**1.5**	Title III: ML coach and supplemental professional development:	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
1	**1.6**	Academic data visualization and analysis:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,228.87	
2	**2.1**	Family involvement and support:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,572.54	
2	**2.2**	Improve attendance:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$14,525.89	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Communication resources:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,998.54	
2	2.4	Improving school climate:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$19,472.12	
2	2.5	Mental health clinician:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$0.00	
2	2.6	College focus:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.7	College Counselors:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.8		Yes	LEA-wide		All Schools		
3	3.1	Hiring process:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,210.98	
3	3.2	Title I and II, improving academic outcomes through strong, developed teachers:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.5	More teacher time:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,890.46	
3	3.9	Personal learning technology devices:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$78,770.66	
3	3.11	Support for new teachers:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,016.49	
3	3.12	Expanded enrichment opportunities:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,418.37	
3	3.13	KIPP contributions:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,935.88	
3	3.14	Continuity of learning:	Yes	LEA-wide	English Learners Foster Youth	All Schools	$87,341.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.15**	Mental health care for all:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,187.85	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,640,969.78	$4,629,428.05

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Support for Multilingual Learners:	Yes	$56,352.59	$82,889.62
1	**1.2**	Special education:	No	$494,186.79	$460,127.61
1	**1.3**	Innovation and personalized learning:	No	$60,995.42	$63,142.53
1	**1.4**	Professional development:	Yes	$162,048.48	$113,694.88
1	**1.5**	Title III: ML coach and supplemental professional development:	Yes	$8,093.00	$10,383.00
1	**1.6**	Academic data visualization and analysis:	Yes	$31,784.11	$36,573.12
1	**1.7**		Yes	$0.00	
2	**2.1**	Parental involvement and engagement:	Yes	$59,418.43	$56,713.31
2	**2.2**	Improve attendance:	Yes	$13,834.00	$13,554.79
2	**2.3**	Communication resources:	Yes	$22,307.61	$27,642.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Improving school climate:	Yes	$16,569.88	$18,564.77
2	**2.5**	Mental health clinician:	Yes	$79,692.00	$93,613.45
2	**2.6**	College focus:	Yes	$0.00	
2	**2.7**	College counselors:	Yes	$205,848.48	$192,151.06
2	**2.8**	A-G Completion Improvement:	Yes	$12,062.00	$29,733.00
2	**2.9**			$0.00	
2	**2.10**			$12,062.00	
3	**3.1**	Hiring process:	No Yes	$47,098.95	$53,341.48
3	**3.2**	Title I and II, improving academic outcomes through strong, developed teachers:	Yes	$123,699.30	$105,231.00
3	**3.3**	Credentialing specialist:	No	$43,536.90	$48,680.09
3	**3.4**	Learning Resources:	No	$165,670.21	$142,479.88
3	**3.5**	More teacher time:	Yes	$212,195.23	$176,168.65
3	**3.6**	Cleaning staff, services and supplies:	No	$72,170.89	$82,117.64

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.7**	Facilities maintenance, repairs and safety procedures:	No	$349,106.07	$561,496.31
3	**3.8**	KIPP teachers:	No	$1,988,647.08	$1,658,057.85
3	**3.9**	Personal learning technology devices:	Yes	$106,811.87	$141,654.88
3	**3.10**	COVID health and safety:	No	$828.20	$29,339.28
3	**3.11**	Support for new teachers:	Yes	$50,686.86	$41,740.48
3	**3.12**	Expanded enrichment opportunities:	Yes	$90,941.40	$4,388.15
3	**3.13**	KIPP contributions:	Yes	$102,221.03	$86,583.04
3	**3.14**	Continuity of learning:	Yes	$37,341.00	$286,013.00
3	**3.15**	Mental health care for all:	Yes	$14,760.00	$13,352.68

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$868,780.76	$768,057.50	$100,723.26	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support for Multilingual Learners:	Yes				
1	1.4	Professional development:	Yes	$77,570.39	$44,127.42		
1	1.5	Title III: ML coach and supplemental professional development:	Yes				
1	1.6	Academic data visualization and analysis:	Yes	$31,784.11	$36,573.12		
1	1.7		Yes				
2	2.1	Parental involvement and engagement:	Yes	$59,418.43	$56,713.31		
2	2.2	Improve attendance:	Yes	$13,834.00	$13,554.79		
2	2.3	Communication resources:	Yes	$22,307.61	$27,642.50		
2	2.4	Improving school climate:	Yes	$16,569.88	$18,564.77		
2	2.5	Mental health clinician:	Yes				
2	2.6	College focus:	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.7**	College counselors:	Yes				
2	**2.8**	A-G Completion Improvement:	Yes				
3	**3.1**	Hiring process:	Yes	$47,098.95	$53,341.48		
3	**3.2**	Title I and II, improving academic outcomes through strong, developed teachers:	Yes				
3	**3.5**	More teacher time:	Yes	$212,195.23	$142,479.88		
3	**3.9**	Personal learning technology devices:	Yes	$106,811.87	$141,654.88		
3	**3.11**	Support for new teachers:	Yes	$50,686.86	$41,740.48		
3	**3.12**	Expanded enrichment opportunities:	Yes	$90,941.40	$4,388.15		
3	**3.13**	KIPP contributions:	Yes	$102,221.03	$86,583.04		
3	**3.14**	Continuity of learning:	Yes	$37,341.00	$87,341.00		
3	**3.15**	Mental health care for all:	Yes		$13,352.68		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0%	0.00%	$768,057.50	0.00%	0.00%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year**:** Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	1	4%
Total Teacher Misassignments	1	4%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

In line with our mission to prepare all students for success in college and beyond, KIPP supports both Common Core State Standards ("CCSS") in grades K-12 and ACT College and Career Readiness Standards ("CCRS") in grades 9-12. The CCSS represent the knowledge and skills that prepare students for college and careers. The CCRS standards and assessments provide a way to measure the knowledge and skills and are gateway assessments of whether students are ready to enter college. Together, these standards and assessments ensure that our students are ready to take on the rigors of college and future careers. We measure our progress in ELA and Math testing for students with similar demographics to those in our authorizing district and report our outcomes to our families in our annual Local Control and Accountability Plan process.

The content of KIPP curriculum focuses on building upon foundational skills coupled with an emphasis on higher-order thinking processes in all content areas. In accordance with state regulations, KIPP provides the standard age-appropriate curriculum for Mathematics, Science, English-Language Arts and History-Social Science at each grade level, K-12.

We set annual goals around usage of standards-aligned curriculum for our teachers and providing supports for our students to ensure progress in the classroom. KIPP conducted a specific curriculum selection process to determine the best tools to support standards-aligned classroom instruction. The school leadership teams, with feedback from teachers, selected programs and materials that are aligned with the school's priorities in improving all students' standards-based mastery. Tools selected have a high potential for driving student growth on Common Core State Standards.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			3		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			3		

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

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

We communicate with families regularly through multiple modes including, but not limited to: newsletters, emails, phone calls, and text messages. Students and families have staff member's email address and cell phone number to reach out about homework support or for other concerns or questions. Progress reports and report cards are sent home throughout the year to keep families informed about their student's academic success. Families are encouraged to set up conferences with teachers and the school provides multiple opportunities to connect with parents/guardians. Any student who is in danger of retention is required to meet with teachers and administrators to identify additional supports. Each year the school begins forming relationships with families during orientation, prior to the start of the new year. This early welcome allows students and families to feel more connected to the school and start a successful year.

KIPP's KFA (KIPP Family Association) has active families that participate in monthly meetings to plan and implement special events for students, families and the community, and advocate for the school's continued academic growth. Parents/guardians are the primary drivers of KIPP's KFA. The school leader meets regularly with the KFA team to assist with any projects and to ensure alignment between the school and the community.

KIPP educates teachers, principals, and other staff on the value of contributions of parents/guardians and how to communicate and work together as equal partners in some of the following ways: front office and operational staff members receive professional development on creating a warm and welcoming environment for all school visitors, including parents/guardians and families, all school staff must have evidence of strong connections with students and their families.

The school hosted over 10 virtual and in-person events (when health and safety allowed) where all families were invited. In an annual family survey, 85% of families indicated that they were satisfied with the opportunities to get involved on campus. KIPP will continue to use surveys, conferences, regular phone communication and other forms of contact to engage all parents/guardians.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

KIPP believes that relationship building with the community and families is a key component to opening and operating a high achieving school. KIPP teachers are currently receiving focused professional development that aims to support students more holistically in the classroom (Culturally Responsive Teaching), building more trusted and respected relationships that lead to improved student outcomes. However, this engagement must go beyond the classroom in the form of strong communication between school staff and families. When handled with respect and cultural sensitivity, school-family communication and engagement provides an opportunity to live out the values of inclusiveness and equity. Teacher, and other school staff will be following these important guidelines to avoid communication pitfalls and support teacher-family relationships built on respect (per the Learning for Justice, Family and Community Engagement Critical Practices, a project of the Southern Poverty Law Center):

- Assume good intentions, and approach all families as partners who want the best for their children.
- Invite parents or guardians to share knowledge about their students' lives, interests, hopes and struggles.
- Invite parents or guardians to share information about family cultures and traditions.
- Recognize and respect differences in family structures.
- Recognize the role that identity and background may play in shaping relationships between teachers and families.
- Bring a sense of self-reflectiveness and cultural humility to all conversations and interactions.
- View linguistic, cultural and family diversity as strengths.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The majority of KIPP families qualify as underrepresented. Therefore, communication, materials, meetings and other school sponsored events are always created considering the unique needs of the community.

The school hosted over 20 virtual and in-person events (when health and safety allowed) where all families were invited. In an annual family survey, 68% of families indicated that they were satisfied with the opportunities to get involved on campus. KIPP will employ the Culturally Responsive Teaching methods to existing school communications and will continue to use surveys, conferences, regular phone communication and other forms of contact to engage all parents/guardians.

Because language plays a crucial role in families' lives, teachers will communicate with parents in their home languages as much as possible. Family materials will be provided in students' home languages. When translation is needed, a school-provided translator will be employed.

Additionally, KIPP will provide different types of opportunities for families to participate, including events that take place in the AM, or PM to allow for different family schedules and childcare needs.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

KIPP assists parents in understanding state standards and assessments, and how to monitor their child's progress and work with teachers to improve their child's achievement through constant communication between the school and home. Parents are given their child's teacher's cellular phone number to use whenever they need clarification about an academic assignment or need to talk about their child's progress. Parents are involved in planned parent nights as well as parent/teacher conferences where they learn ways to support their child at home and about their child's progress. Parents of students at the school can also participate in School Site Council and English Language Advisory Committee.

KIPP provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through report cards, parent-teacher conferences, weekly newsletters, parent workshops, and data reports. Parents receive training on how to support the development of their child's reading, writing, and mathematical skills at KIPP Family Associate meetings.

KIPP will continue to assess the language needs of families to ensure that materials and presentations are being made available in an accessible way.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The vision of KIPP's Advocacy and Community Engagement team is 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. KIPP continues to grow from families being engaged and attending to leading and advocating more actively. KIPP supports this capacity building with regular KIPP Family Association and School Site Council meetings that focus on the following topics throughout the school year: KIPP 101, Local Control and Accountability, ParentSquare Communication Tool, Attendance, Testing Results, Restorative Practices, Social Media, Mental Health and Suicide Prevention, as well as Substance Abuse and Positive Parenting Techniques. During these meetings KIPP aims to share and inform as much as listen and learn from the diverse experiences of KIPP families. Improvement in this area will include expanding critical topics requested by families, and encouraging leadership during these meetings among family and community members.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The majority of KIPP families qualify as underrepresented. Therefore, communication, materials, meetings and other school sponsored events are always created considering the unique needs of the community.

KIPP will continue to seek diverse perspectives through active recruitment of families to the School Site Council (SSC), English Language Advisory Committee (ELAC), and KIPP Family Association. Activities within these groups will actively seek feedback to improve capacity building topics and techniques to increase whole school engagement.

Additionally, KIPP will provide different types of opportunities for families to participate, including events that take place in the AM, or PM to allow for different family schedules and childcare needs.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		

Seeking Input	1	2	3	4	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parent involvement in decision making at KIPP is demonstrated in multiple ways.

The parent and family engagement policy is developed jointly, updated periodically, and agreed on with parents. KIPP's processes for developing and evaluating its parent engagement policy with the involvement of parents include the following: asking for feedback on the policy during an annual meeting, school site council meetings, parent surveys, asking for feedback and input during monthly family nights or workshops. The parent and family engagement policy is sent home with each student in case parents are unable to attend meetings at the school, as well as distributed and discussed at an early School Site Council meeting.

The parent engagement policy process is aligned with the school's LCAP stakeholder involvement process, and the school makes every effort to align, coordinate, and integrate parent involvement programs and activities across Federal, State, and local programs, in addition to conducting activities (e.g., parent workshops, SSC, ELAC, parent-teacher conferencing) to support parents' participation in their children's education. During the annual LCAP stakeholder engagement meeting, the School Leader presents to parents the goals, actions and services, and outcomes in the school's LCAP. Parents record their feedback on a survey in real time and online. This parent input influences all aspects of school culture.

KIPP will continue to assess the language needs of families to ensure that materials and presentations are being made available in an accessible way.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

KIPP supports family engagement and decision making through the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) which meet regularly throughout the school year. The KIPP Family Association (KFA) also has regular opportunities to share feedback and bring forth ideas, concerns and recommendations to the school leader. Improvement in this area will include renewed and revised materials related to the CA Dashboard and increased engagement in the annual Local Control and Accountability Plan process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The majority of KIPP families qualify as underrepresented. Therefore, communication, materials, meetings and other school sponsored events are always created considering the unique needs of the community.

KIPP will continue to seek diverse perspectives through active recruitment of families to the School Site Council (SSC), English Language Advisory Committee (ELAC), and KIPP Family Association. Activities within these groups will actively seek feedback to improve capacity building topics and techniques to increase whole school engagement.

Additionally, KIPP will provide different types of opportunities for families to participate, including events that take place in the AM, or PM to allow for different family schedules and childcare needs.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The School Culture Survey is still used to comprehensively assess school culture and measure progress on our restorative practice and SEL initiatives. School Culture Teams use these survey results to inform school practices and identify professional development needs and supports for teachers. 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 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.

65% of KIPP families have a positive experience with the school.

The Student Pulse Survey was administered throughout the year to meet the needs of students at the moment -- including adjusting critical SEL curriculum and providing additional support and intervention services for families. Questions tied to emotional safety included understanding who to go to at the school if a student was made to feel unsafe by their peers or a staff member, and willingness to engage with teachers when there are concerns about safety or bullying.

46% of student surveys indicated a positive response to feelings of emotional safety at the school.

KIPP leadership is committed to acting on this important feedback and results from our community have contributed to continuing and prioritizing an improved school climate and culture. KIPP combined California's rigorous content standards with the pedagogical methodologies that have proven successful in these crucial areas, including: character education, extra-curricular activities, technology, and community service. Teachers take into consideration the interests and cultural backgrounds of students in an effort to make all instruction relevant and purposeful. It is equally important that all scholars are offered support in social and emotional development. As young people grow from year-to-year, they experience new challenges, new emotions, and new situations. Students need more than academic and intellectual skills alone to thrive in college, career and life. When a school is a positive place to be, students and teachers are happy to be there, do their best, and make their best better. Research has shown that positive school culture is the basis for sustainable learning and preparation for the tasks and tests of life and that a

positive school culture and climate has a direct impact on student's academic success, graduation rates, and overall well-being and connection to their school community.

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

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

There was a continued partnership with other KIPP schools in the region to create curriculum resources and common benchmark assessments that were aligned to the Common Core State Standards. Teachers were provided tools and resources for use in their classrooms. There was a rigorous selection process to determine the tools and resources for alignment with common core and college and career readiness standards. Course scheduling and student assignments were part of a Leadership and Teacher collaboration to ensure that students were best supported in their learning. This intentional and individualized approach to scheduling using data and feedback better prepares students for success in high school, college and beyond. KIPP believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. KIPP implemented comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

KIPP measures success by the percentage of students enrolled in a broad course of study and access to A-G courses across all student groups.

100% of students had access to a broad course of study including courses described under EC section 51220, as applicable. Additionally, programs and services were developed and provided to individuals with exceptional needs, including students on an IEP. KIPP offers enrichment courses to all students, including various music options, physical education, and student leadership.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

No current barriers exist to prevent the LEA from providing access to a broad course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

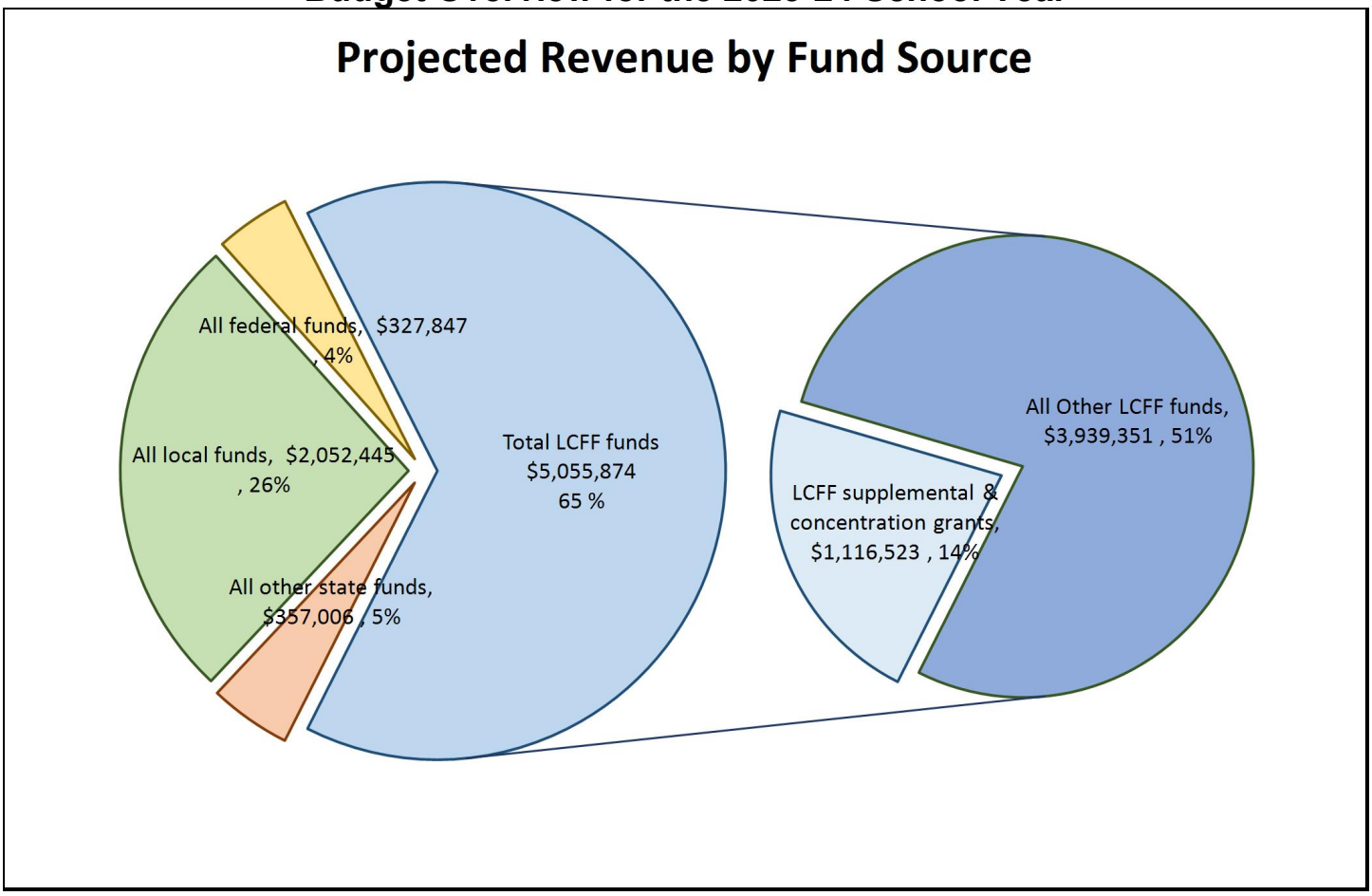
KIPP will continue the actions and services that have proved successful in providing access to a broad course study for all students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Navigate College Prep
CDS Code: 43 77149 0137315
School Year: 2023-24
LEA contact information:
Julia Gonzalez Luna
KIPP Navigate College Prep School Leader
opsadmin@kippnorcal.org
510-465-5477

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

Budget Overview for the 2023-24 School Year

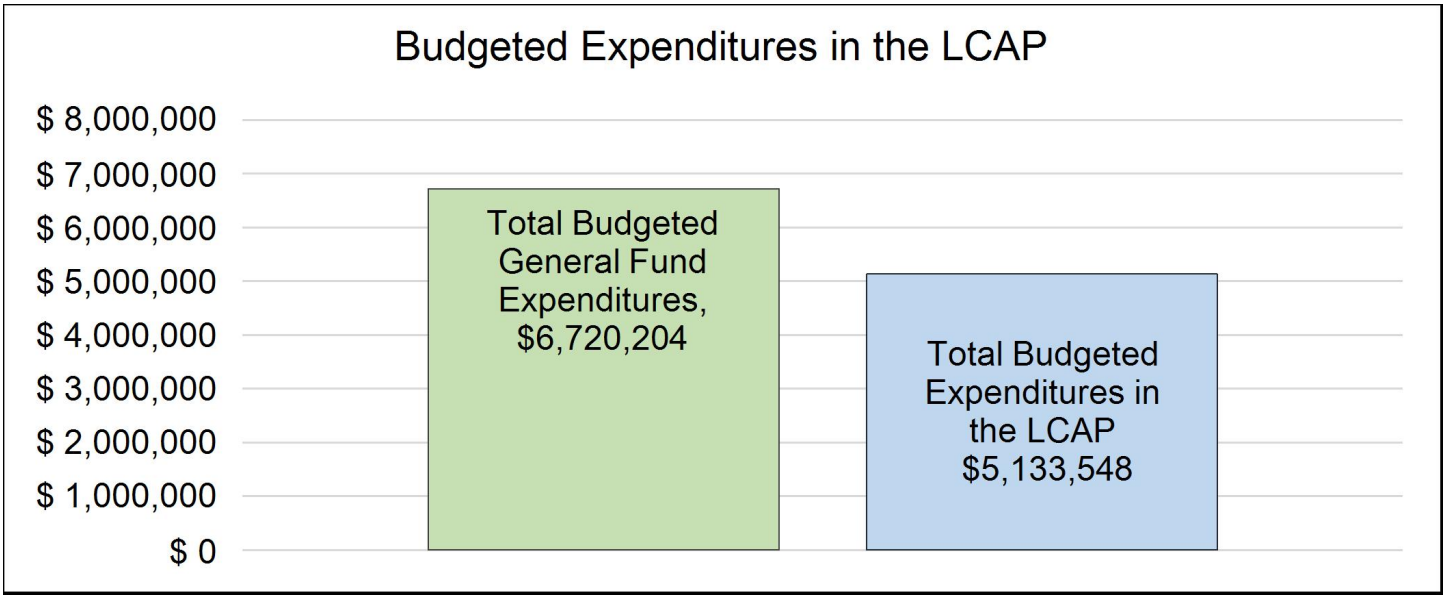


This chart shows the total general purpose revenue KIPP Navigate College Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for KIPP Navigate College Prep is $7,793,172, of which $5,055,874 is Local Control Funding Formula (LCFF), $357,006 is other state funds, $2,052,445 is local funds, and $327,847 is federal funds. Of the $5,055,874 in LCFF Funds, $1,116,523 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much KIPP Navigate College Prep plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: KIPP Navigate College Prep plans to spend $6,720,204 for the 2023-24 school year. Of that amount, $5,133,548 is tied to actions/services in the LCAP and $1,586,656 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

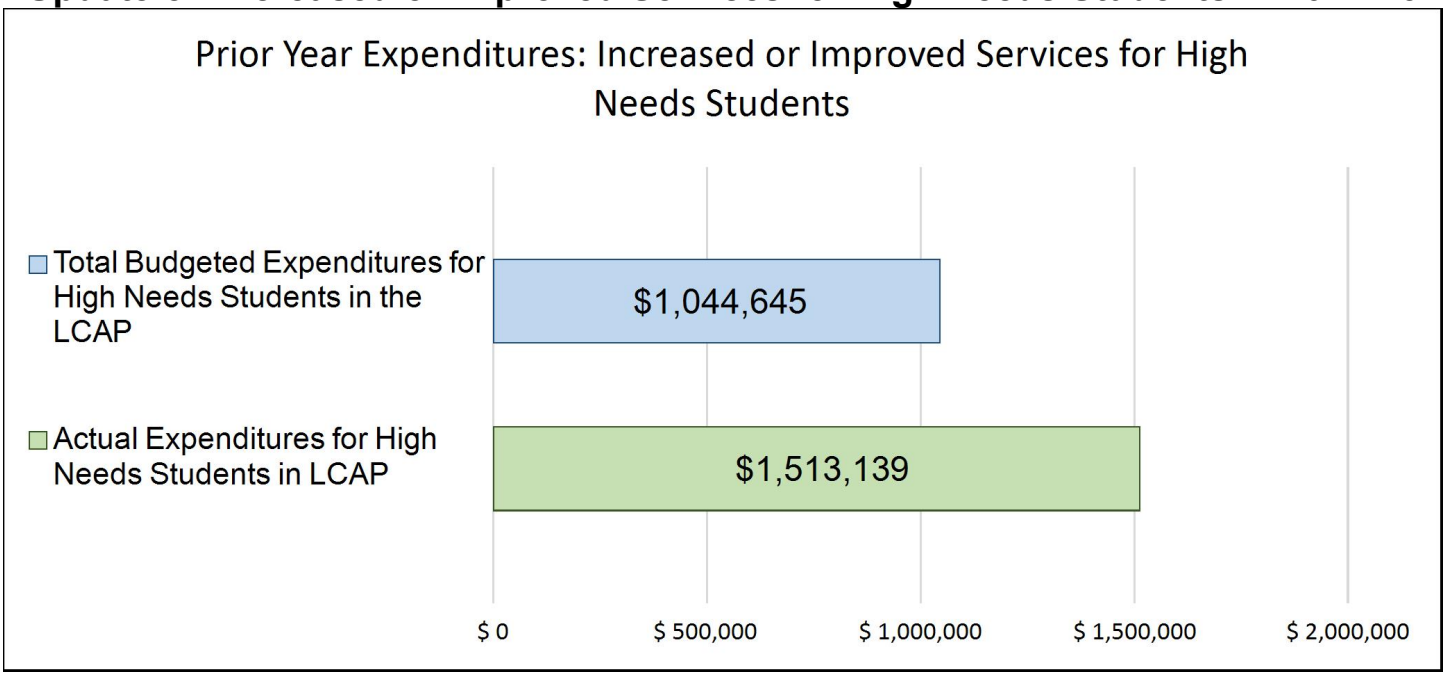
Expenditures not included in the LCAP include select or partial non-instructional salaries, meal service costs, office supplies, school furniture, and costs associated with staff appreciation and student recruitment.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, KIPP Navigate College Prep is projecting it will receive $1,116,523 based on the enrollment of foster youth, English learner, and low-income students. KIPP Navigate College Prep must describe how it intends to increase or improve services for high needs students in the LCAP. KIPP Navigate College Prep plans to spend $1,438,438 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, KIPP Navigate College Prep's LCAP budgeted $1,044,645 for planned actions to increase or improve services for high needs students. KIPP Navigate College Prep actually spent $1,513,139 for actions to increase or improve services for high needs students in 2022-23.