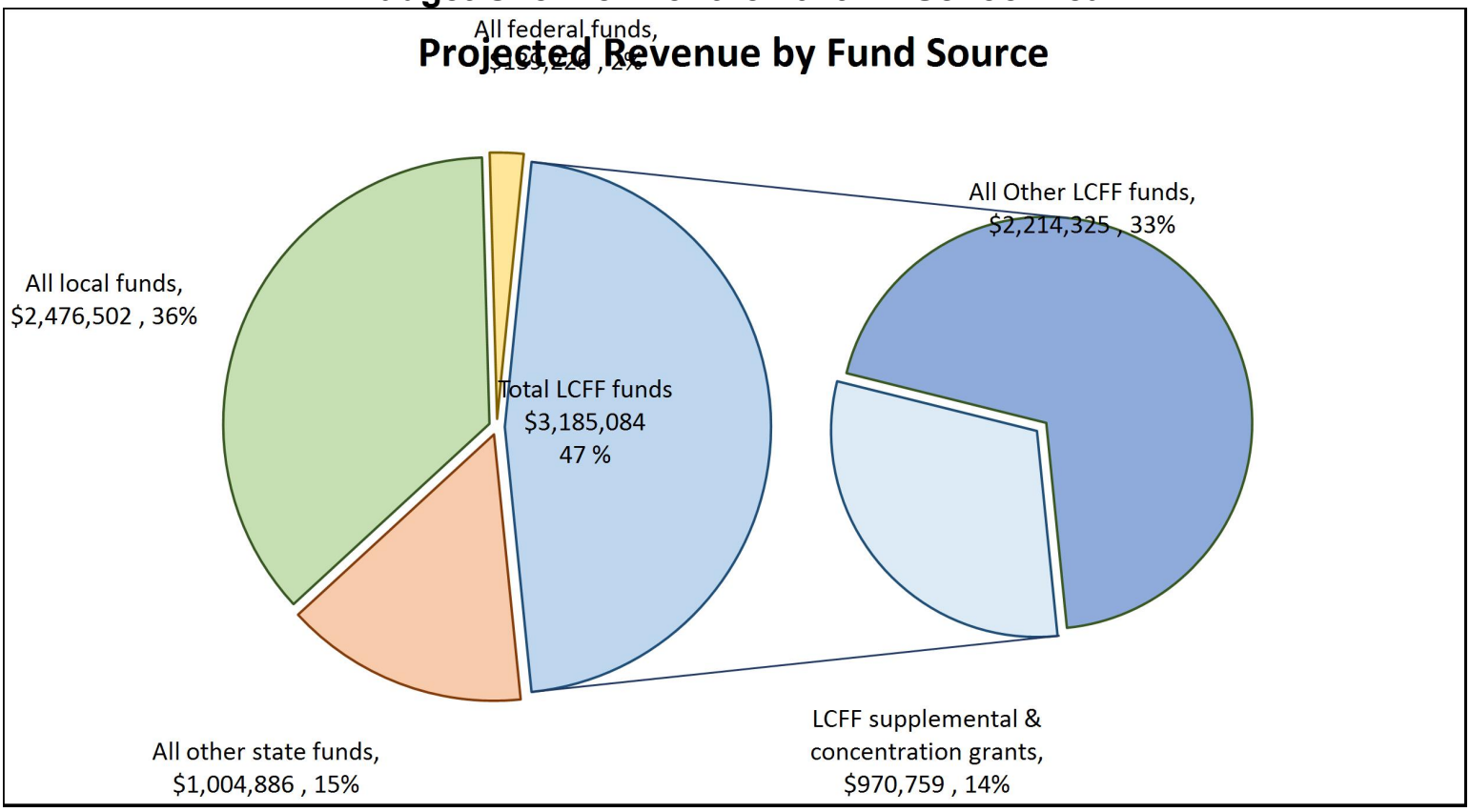
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Esperanza High School
CDS Code: 41690620139915
School Year: 2026-27
LEA contact information:
Erica Kelley
KIPP Esperanza School Leader
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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 2026-27 School Year

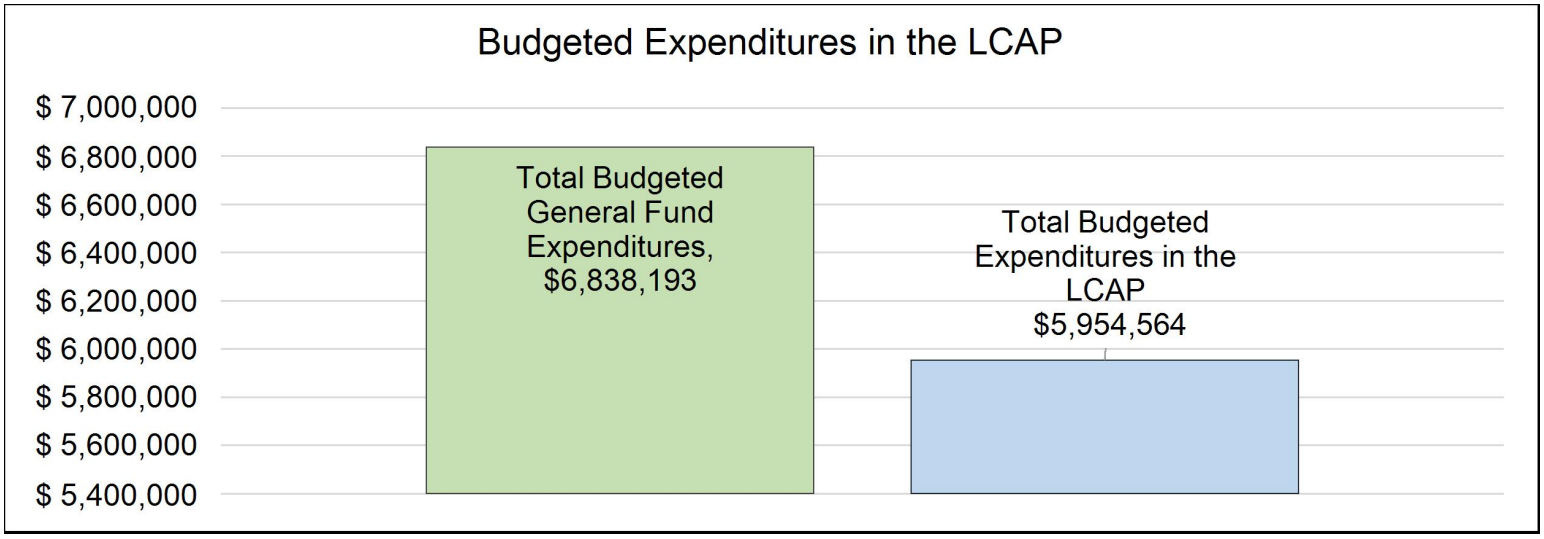


This chart shows the total general purpose revenue KIPP Esperanza High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for KIPP Esperanza High School is $6,805,698, of which $3,185,084 is Local Control Funding Formula (LCFF), $1,004,886 is other state funds, $2,476,502 is local funds, and $139,226 is federal funds. Of the $3,185,084 in LCFF Funds, $970,759 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 Esperanza High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

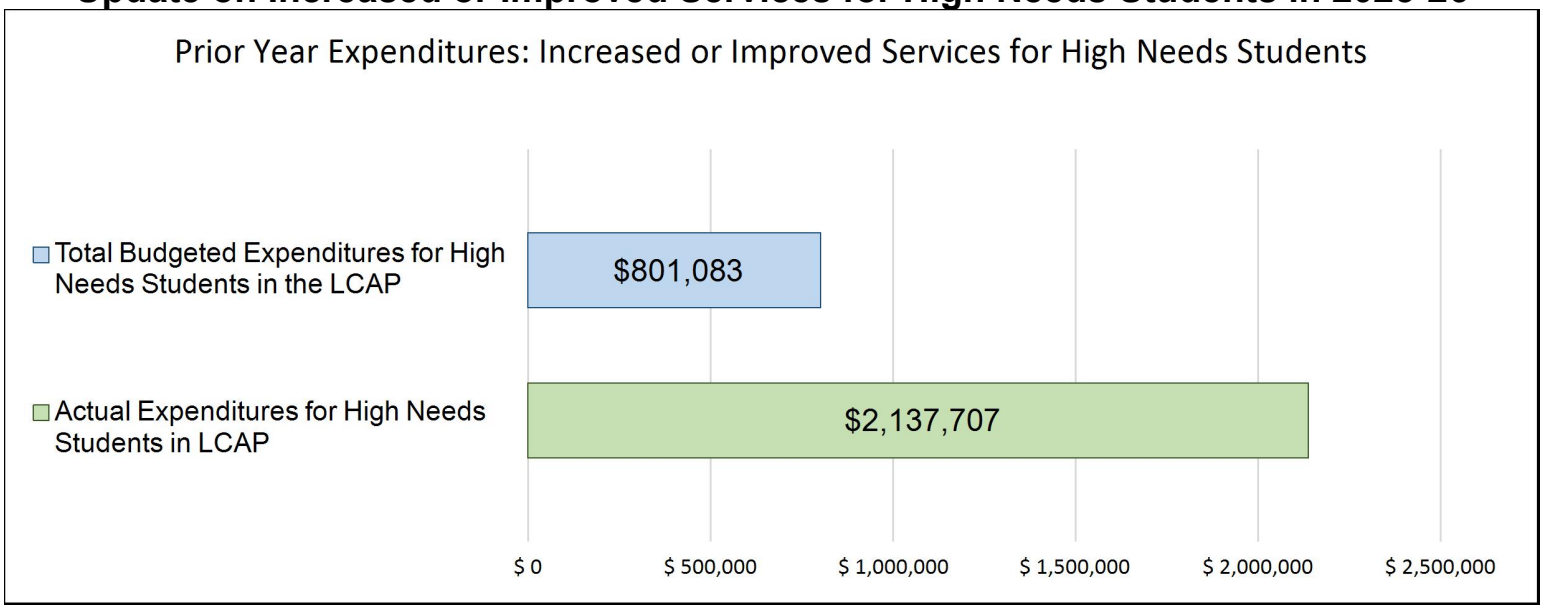
The text description of the above chart is as follows: KIPP Esperanza High School plans to spend $6,838,193 for the 2026-27 school year. Of that amount, $5,954,564 is tied to actions/services in the LCAP and $883,629 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, KIPP Esperanza High School is projecting it will receive $970,759 based on the enrollment of foster youth, English learner, and low-income students. KIPP Esperanza High School must describe how it intends to increase or improve services for high needs students in the LCAP. KIPP Esperanza High School plans to spend $2,117,115 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 2025-26



This chart compares what KIPP Esperanza High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Esperanza High School 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 2025-26, KIPP Esperanza High School's LCAP budgeted $801,083 for planned actions to increase or improve services for high needs students. KIPP Esperanza High School actually spent $2,137,707 for actions to increase or improve services for high needs students in 2025-26.

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
KIPP Esperanza High School	Erica Kelley KIPP Esperanza School Leader	opsadmin@kippnorcal.org 510-465-5477

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

KIPP Esperanza High School is a free, public charter high school located at 1039 Garden Street in East Palo Alto, California. The school opened in 2020 and serves students in grades 9 through 12. In the 2025-26 school year, KIPP Esperanza enrolls 177 students: 57 ninth graders, 41 tenth graders, 35 eleventh graders, and 44 twelfth graders.

The student community at KIPP Esperanza is predominantly Latinx (93%), with additional students identifying as Pacific Islander (3%), Black (2%), and Multiracial (1%). Approximately 95% of students qualify as unduplicated, meaning they are multilingual learners, foster youth, or from low-income households. Ninety-three percent of students are eligible for free or reduced-price meals, 23% of students have an Individualized Education Program, and 41% of students are active multilingual learners.

KIPP Esperanza's mission centers on ensuring that all students are given the options and opportunities they deserve, with a college preparatory curriculum designed to support every student's postsecondary choices. The school offers rigorous coursework paired with academic supports, socio-emotional learning and mental health counseling, and college and career guidance through the KIPP Forward model. The school is grounded in five core values: Identity, Community, Growth, Love, and Honor. Students live out these values through schoolwide events, cultural celebrations, and Advanced Placement coursework across nine subject areas.

KIPP Esperanza partners with community organizations including College Track, AIM High, EPACenter, Peninsula Bridge, the YMCA, Urban Eagles, and the Boys and Girls Club to connect East Palo Alto and Redwood City families with wraparound resources and support.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Strengths

KIPP Esperanza High School has demonstrated meaningful progress across multiple indicators, reflecting the school's sustained commitment to academic growth and college readiness for its East Palo Alto community.

Academic growth in both English Language Arts and Mathematics represents one of the school's most significant areas of strength. In English Language Arts, the school earned a Yellow (Medium) rating on the California School Dashboard, with an overall status of 8.5 points below standard and a change score of +38.1 points, representing one of the strongest year-over-year gains among the indicators measured. Hispanic/Latinx students mirrored this trajectory, earning a Yellow rating with a status of 4.1 points below standard and a change of +46.5 points. Socioeconomically Disadvantaged students also earned Yellow with a +32.3 point change. These gains reflect the cumulative impact of targeted instructional supports, including dedicated English Language Development coursework, sheltered instructional strategies, and the school's growing use of interim assessment data to drive reteaching cycles. Locally, students on the school's internal CIA assessments at checkpoints 2 and 3 met or exceeded the goal of 42% of students earning a score of 3 or higher, and 6 of the school's 9 AP courses were meeting their CIA 3 goals, pointing to real momentum in academic rigor and preparation.

In Mathematics, the school earned a Yellow (Medium) rating overall, with a status of 87 points below standard and a change score of +14.2 points. Hispanic/Latinx students earned Yellow with a +20.0 point change, and Socioeconomically Disadvantaged students earned Yellow with a +8.5 point change. These results reflect a school that has made consistent upward movement in math performance across three years, beginning from a baseline of 8% proficiency in 2022-23 and reaching 33% proficiency in 2025, a 25 percentage point gain from the start of the LCAP cycle.

Multilingual learner progress on the English Language Progress Indicator is a particular area of strength. Active multilingual learners earned a Blue (Very High) rating, with a status of 61.4% making progress toward English proficiency and a change of +26.8 points. Long-term multilingual learners also earned Blue, with a status of 60.0% and a change of +28.7 points. These results exceed the school's Year 3 target of maintaining at least a Medium rating on this indicator and represent a 12.6 percentage point increase from the 2022-23 baseline of 48.8%. This progress reflects the school's intentional investment in expanded ELD course offerings, sheltered instruction for newcomers, and specialized curriculum supports including sentence stems and graphic organizers that support multilingual learners across content areas.

College and career readiness outcomes reflect a school that has been consistently preparing the majority of its students for life after graduation. The College and Career Indicator earned a Blue (Very High) rating overall at 79.1% in 2025, with a +5.4 point change from the prior year. Hispanic/Latinx students earned Blue at 78.5%, and Socioeconomically Disadvantaged students earned Blue at 79.1%. Long-term multilingual learners showed strong CCI performance at 81.0%. These results are meaningful for a young school in only its second cohort of graduates and reflect the impact of the KIPP Forward college counseling model and the school's focus on AP participation. In 2025, 81% of graduating seniors had taken at least one AP exam, exceeding the Year 3 target of 80%. Locally, KIPP Forward pathway data shows that 87% of students intend to pursue a bachelor's degree, surpassing the school's goal of 70% by 17 percentage points.

School culture metrics also reflect meaningful forward movement over the course of this LCAP cycle. The school's suspension rate declined from 21.9% at the 2022-23 baseline to 10.5% in 2025, a reduction of more than 11 percentage points. Student emotional safety survey results show that 82% of students in 2025 responded positively to feeling a sense of emotional safety at school, compared to 51% at the 2023-24 baseline, an increase of 31 percentage points. Family satisfaction has also grown, with 76% of families reporting a positive experience with the school in 2025, up from 57% at baseline.

Areas of Growth

Attendance has been an ongoing area of focus for KIPP Esperanza. Galaxy data shows an overall average daily attendance rate of 89.2% for 2025-26, below the school's target of 95%, with ninth graders tracking at 86.8% and twelfth graders at 89.1%. The overall chronic absenteeism rate is tracking at 34% for 2025-26, up from 24% in 2025, with particularly elevated rates among tenth graders at 35% and twelfth graders at 43%. These figures indicate that a substantial portion of students are missing enough school to put their academic progress and graduation outcomes at meaningful risk. The school recognizes that attendance barriers are often rooted in circumstances beyond the classroom and that a more robust, tiered response is needed to reach students most at risk of chronic absence.

Suspension rates, while declining significantly from baseline, remain elevated for key student subgroups and continue to require targeted attention. On the 2025 California School Dashboard, the school's overall suspension rate of 10.5% earned an Orange (High) rating. Multilingual learners were suspended at a rate of 12.0%, earning a Red rating, and long-term multilingual learners were suspended at 16.1%, also earning Red, with a change of +5.9 points. Students with disabilities were suspended at 19.1%, with a +5.6 point change, also earning Red. These patterns point to a need for more differentiated behavioral supports for students who are also most in need of academic intervention, and they inform the school's continued investment in restorative approaches and tiered support structures going into 2026-27.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

KIPP Esperanza High School has exited the Comprehensive Support and Improvement designation, a meaningful milestone that reflects sustained progress across multiple indicators over the course of this LCAP cycle, including a Blue rating on the English Language Progress Indicator, a Blue College and Career Indicator at 79.1%, and significant year-over-year gains in both ELA and Mathematics. For 2025-26, the school has received a Targeted Support and Improvement designation under ESSA Section 1111(d)(2), triggered by the performance of its multilingual learner student group. The broad investments described in this LCAP in multilingual learner supports, instructional scaffolding, restorative practices, and tiered student supports are designed to strengthen outcomes for all students including those in this subgroup.

For the multilingual learner community, which represents 41% of KIPP Esperanza's student body, the TSI designation reflects the school's recognition that while meaningful progress is being made, the pace of language development and academic achievement must accelerate. The school's response is grounded in the actions already embedded in this LCAP. Action 1.1 funds designated ELD sections and sheltered instruction for newcomers. Action 1.5 supports the Title III consortium multilingual learner instructional coach, who builds teacher capacity across all content areas to serve this population. Action 1.6 supports the Ellevation platform, giving all teachers real-time visibility into each multilingual learner student's proficiency levels and progress. Actions 2.4 and 2.6 directly address the elevated suspension rates among

multilingual learners at 12.0% and long-term multilingual learners at 16.1%, both earning Red on the 2025 Dashboard, through restorative practices and the Student of Concern protocol. The school's 2025-26 strategic priority of reducing failure rates among diverse learners further strengthened this response, with professional development restructured around instructional scaffolding and teacher ownership of outcomes for multilingual learners across all subject areas.

Looking ahead, KIPP Esperanza has established two forward-looking targets for its multilingual learner community. The school is committed to increasing its annual reclassification rate from 5.68% in 2025 to at least 10% in 2026-27, with a longer-term goal of 20% by the start of the next LCAP cycle. The school is also committed to maintaining or improving its Blue rating on the English Language Progress Indicator, with a target of increasing the percentage of active multilingual learners making progress toward English proficiency from 61.4% to 65% or greater in 2026. Progress will be monitored through ELPAC data, reclassification tracking, and the Ellevation platform, with findings incorporated into the school's annual LCAP reflection process and stakeholder engagement as the school prepares for the next three-year cycle.

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.

The school is not currently eligible for comprehensive support and improvement.

Support for Identified Schools

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

The school is not currently eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

The school is not currently eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Families -	This year's Local Control and Accountability planning process provided meaningful engagement opportunities, allowing for refinement and reflection on goals and actionable steps to enhance student outcomes. Families receive invitations to attend various events with school leadership, including scheduled LCAP meetings, Back to School Night, and a calendar of school events that create consistent touchpoints between families and the school throughout the year. The KIPP Family Council, which serves as the school's School Site Council, meets regularly throughout the year and provides structured opportunities for families to review and respond to school data, goals, and resource decisions. The Multilingual Learner Committee, which serves as the school's English Language Advisory Committee, meets to provide input on the supports available to multilingual learner students, with particular attention to designated English Language Development, language proficiency progress, and reclassification pathways. Interpretation is available at all family meetings and materials are provided in the school's most common home languages to ensure equitable access for all families. At the fall Title I meeting, families review and formally approve the School-Family Compact and the school's Family Engagement Policy, affirming a shared commitment between the school and families around student learning, communication, and participation. Input is gathered through small group exercises during meetings, the LCAP survey, the school culture survey, and summarized empathy interview feedback from families of students with individualized education

Educational Partner(s)	Process for Engagement
	programs, all of which inform school planning and goal refinement throughout the year.
Students -	Students are engaged in the LCAP process by sharing feedback through regular Pulse Surveys designed to gather insights on various aspects of their educational experience. These surveys focus on capturing students' thoughts, feelings, and opinions on topics including their overall satisfaction with the learning environment, their engagement in class, their relationships with teachers and peers, their understanding of school priorities and policies, and their general well-being. Student voice is also captured through student leadership structures at the school, which provide students with structured opportunities to contribute to school culture, share perspectives on school priorities, and serve as role models for the broader student community. Students also have regular communication and direct access to teachers and school administration throughout the year as an ongoing channel for feedback and engagement.
Teachers -	Teachers are engaged in the LCAP process through surveys, LCAP meetings, and regular staff development and feedback channels. The TNTP survey is used to assess various dimensions of the teaching experience at KIPP, including teacher satisfaction, school culture, professional development quality, leadership effectiveness, and overall working conditions. TNTP survey results provide meaningful insights into the experiences and perspectives of educators and are used to inform decision-making, improve policies and practices, and support teacher retention and instructional effectiveness. Throughout the year, teachers participate in weekly staff meetings where they review data to inform classroom instruction. Beginning in the spring, these meetings incorporate a review of longer-term data trends that shape LCAP priorities for the following year. Individual coaching conversations provide an additional and ongoing channel for teachers to share feedback about their experience, their support needs, and their ideas for improving student outcomes.
School Leaders -	Engagement with school leadership is a critical component of the LCAP process at KIPP. School leaders, assistant principals, content specialists, and operational directors work together to ensure alignment on school goals and lead the LCAP process for their school

Educational Partner(s)	Process for Engagement
	community. These leaders gather throughout the spring to review student outcome data, staff data, and school resources to identify the initiatives and priorities that must then be shared and implemented. School leadership is also supported through its connection to the KIPP Northern California regional support office, which provides access to diverse perspectives and cross-school learning through quarterly community of practice meetings, professional learning communities, leadership coaching, and targeted skill-building opportunities.
Regional Support Office -	The regional support office actively engages with the school community and school leadership to capture the meaningful school-level work happening each day. The school continues its collaboration and consultation with various departments at the regional level to inform goals, metrics, and outcomes, including Operations, Facilities, Data, Human Resources, Finance, Special Education including the SELPA, and Academics. This engagement includes budget reviews, school site walkthroughs, operational coaching, data analysis, and regular consultations that inform strategic annual planning and goal setting. The regional support team provides opportunities for all Northern California KIPP leaders to engage in professional development and share resources and best practices across the organization.
School Community -	School-level LCAP planning and engagement begins in December in preparation for the updated California Dashboard release and includes updated presentation materials designed to allow the community to engage more equitably, with materials available in multiple languages and structured for diverse engagement styles and practices. Additional Community School team support is available at meetings and events to answer questions and support meaningful participation in these important discussions. This involvement and availability strengthen trust and accountability between the KIPP organization, the school, and the community it serves. KIPP takes steps to make governance structures accessible to the full school community. The drafted LCAP is made available for public review in advance of the final June board meeting, virtual teleconferencing is available for all public board meetings, and the community is notified in compliance with the Brown Act. Translation services are available

Educational Partner(s)	Process for Engagement
	upon request, and all KIPP board meeting agendas and minutes are available online at kippnorcal.org/kipp-board-of-directors.
SELPA -	The SELPA provides review and feedback on the school's annual LCAP, and the school's special education planning reflects the input and guidance provided through this partnership throughout the year.
Bargaining Units -	As a charter school, KIPP is not required to engage, nor is it currently applicable, to consult with any local bargaining units of the LEA.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

KIPP conducts a comprehensive annual review of all relevant data to assess progress, identify emerging needs, and determine whether any changes to actions or resources are warranted for the coming year. This review is led by school leadership, including school leaders, assistant principals, content specialists, and academic and culture staff, working in close collaboration with the KIPP Northern California regional support team. Together these teams examine California Dashboard results, TNTP teacher satisfaction survey data, ELPAC proficiency and progress data, local assessment results, attendance trends, suspension data, and family and student survey results. The findings of this annual review directly inform any adjustments to goals, metrics, actions, and resource allocations reflected in the LCAP, and serve as the foundation for the school's ongoing response to the needs of all student groups, with particular attention to multilingual learners, students with disabilities, and socioeconomically disadvantaged students.

Family feedback gathered through the KIPP Family Council, LCAP meetings, and the LCAP and school culture surveys has been a consistent driver of the priorities reflected in this plan. The Multilingual Learner Committee's spring input on language development programming has shaped the school's approach to designated English Language Development and the language development supports reflected in Goal 1. Student pulse survey data and student leadership feedback have informed adjustments to school culture programming, enrichment opportunities, and student well-being supports reflected in Goal 2. Teacher feedback gathered through the TNTP survey and weekly staff meetings has directly shaped professional development priorities, instructional coaching structures, and curriculum decisions reflected in Goal 3. Weekly staff meeting data reviews have been a particularly important feedback channel, ensuring that teachers' real-time observations about student progress are incorporated into instructional planning and resource allocation throughout the year. The school's attendance support structures have been refined in direct response to data reviewed through the COST process and the family outreach and communication systems that surface the barriers families face in getting students to school consistently each day.

Feedback from educational partners has also reinforced the school's commitment to sustaining investments that serve the whole child, even in a challenging fiscal environment. The school's on-site mental health clinician, provided at no cost to students and families regardless of insurance status, reflects a sustained organizational commitment to student well-being that families and students have consistently named as meaningful and necessary. KIPP Northern California is committed to maintaining this service as a core component of the school's support model, recognizing that declining federal funding allocations make proactive planning for the sustainability of mental health services more important than ever. The engagement of families, students, and teachers in the LCAP process has affirmed that this investment is one the school community values deeply and expects to see reflected in the plan.

KIPP recognizes that the LCAP serves as both a state accountability document and a consolidated federal planning tool under the Every Student Succeeds Act. The engagement processes described in this section and throughout this plan are designed to meet the requirements of both frameworks. The annual review of student outcome data and the structured engagement of all required educational partners fulfills the comprehensive needs assessment requirement under Title I of ESSA, ensuring that resources are directed toward the students and programs with the greatest demonstrated need. The School-Family Compact and Family Engagement Policy, reviewed and approved annually at the fall Title I meeting, formalize the school's commitment to family partnership in support of student achievement, consistent with ESSA Section 1116. The Multilingual Learner Committee's annual input on language development programming and the school's Title III family notification practices align with the requirements of ESSA Title III Part A, which governs language instruction for multilingual learners. Teacher professional development described in Goal 3 is designed to meet the ESSA definition of high-quality professional development as sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, consistent with the requirements of ESSA Title II Part A. The charter school engagement requirements of Education Code Section 47606.5 have been met through the consultation processes described above, and the LCAP has been made available for public review and board adoption in accordance with Education Code Section 47606.5 and the Brown Act.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve academically.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA: State testing results for English Language Arts.	22-23 English language arts results for all students: 45% proficient, 70% district results 22-23 English language arts results for students qualifying as low-income students: 44% proficient, 36% district results	Note: Starting in 2023-24, this reporting metric has been revised to compare testing results to the state standard. 23-24 English language arts results for all students: 43% proficient, 23.7	24-25 ELA Results: All students: 48% proficient, 8.5 points below standard SED: 44.7% proficient; 18.2 points below standard	Increase to MEDIUM on the CA Dashboard, with an increase of 5% YoY	Current proficiency is 48%, reflecting a +3 percentage point difference from the 22-23 baseline of 45%. The school is currently rated Medium (Yellow) on the CA Dashboard, meeting the Year 3 target of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 English language arts results for multilingual language learners: 14% proficient, 8% district results 22-23 English language arts results for students with disabilities: 24% proficient, 25% district results 15.8 point below standard	points below standard 23-24 English language arts results for students qualifying as low-income students: 3% proficient, 27.6 points below standard 23-24 English language arts results for multilingual language learners: 15% proficient, 118.3 points below standard 23-24 English language arts results for students with disabilities: 0% proficient, 145.3 points below standard	ML: Fewer than 11 students - proficiency data not displayed for privacy SWD: Fewer than 11 students - proficiency data not displayed for privacy Hispanic: 48.7% proficient; 4.1 points below standard LTEL: Fewer than 11 students - proficiency data not displayed for privacy		maintaining Low status.
1.2	SBAC Math: State testing results for Mathematics.	22-23 Math results for all students: 8% proficient, 50% district results 22-23 Math results for students qualifying as low-income students:	23-24 Math results for all students: 21% proficient, 105.6 points below standard 23-24 Math results for students qualifying as low-	24-25 Math results for all students: 33% proficient, 87 points below standard SED: 29% proficient; 97.1	Increase to LOW on the CA Dashboard, or an increase of +10 YoY.	Current proficiency is 33%, reflecting a +25 percentage point difference from the 22-23 baseline of 8%. The school is currently rated Medium (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9% proficient, 12% district results 22-23 Math results for multilingual language learners: 0% proficient, 1% district results 22-23 Math for students with disabilities: 6% proficient, 9% district results 122.8 points below standard	income students: 19% proficient, 60 points below standard 23-24 Math results for multilingual language learners: 11% proficient, 46.6 points below standard 23-24 Math results for students with disabilities: 8% proficient, 125 points below standard	points below standard ML: Fewer than 11 students - proficiency data not displayed for privacy SWD: Fewer than 11 students - proficiency data not displayed for privacy Hispanic: 33.3% proficient; 84.6 points below standard		on the CA Dashboard, exceeding the Year 3 target of increasing to Low status. KIPP recognizes the need for continued growth to ensure sustained year-over-year proficiency increases.
1.3	CAST Science: State testing for Science.	22-23 Science results for all students: 18% proficient 22-23 Science results for students qualifying as low-income students: 20% proficient 22-23 Science results for multilingual language learners: 0% proficient 22-23 Science results for students with disabilities: 8% proficient	23-24 Science Results: *SED: socioeconomically disadvantaged ** ML: multilingual learner/English learner ***SWD: students with disabilities SED: 16% proficient ML: 5% proficient SWD: 0% proficient	24-25 Science Results: *SED: socioeconomically disadvantaged ** ML: multilingual learner/English learner ***SWD: students with disabilities All students: 22% proficient SED: 23% proficient	Status and performance on the CA Dashboard for CAST has not yet been established, but KIPP will strive for a Medium (Yellow) + status as we continue to support a growing science focus.	Current proficiency is 22%, reflecting a +4 percentage point difference from the 22-23 baseline of 18%. The school is currently rated High (Green) on the CA Dashboard, meeting the Year 3 target of striving for at least a Medium (Yellow) status.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				ML: 0% proficient SWD: NA*% proficient *Fewer than 11 students; data is not provided for privacy		
1.4	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.	54% of students were reclassified as English proficient in the 23-24 school year.	5.68% of students were reclassified as English proficient in the 24-25 school year.	19.2% of students were reclassified as English proficient in the 25-26 school year.	20% of Multilingual language learners will be reclassified annually.	19.2% of students were reclassified for the 25-26 SY, a 34.8% decrease compared to the baseline percentage of 54% for the 23-24 SY. KIPP has seen significant fluctuation for reclassification rates year over year. However, despite the declines, KIPP is close to hitting its goals of 20% of ML students being reclassified annually.
1.5	English Learner Progress Indicator (ELPI): The rate at which English learners make progress toward English language proficiency.	48.8% Multilingual learners were making progress towards English proficiency in the 22-23 school year.	48.8% Multilingual learners were making progress towards English proficiency in the 23-24 school year.	61.4% Multilingual learners were making progress towards English proficiency in the 24-25 school year.	Maintain MEDIUM on the CA Dashboard, with an increase of 1% YoY.	As of the most current year, KIPP saw the ELPI (English Language Progress Indicator) sit at 61.4% - Very High (Blue), 12.6 percentage pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						higher than the 2022-23 SY baseline percentage of 48.8%. KIPP is on track to meet its Year 3 target outcome of increasing the English Learner Progress Indicator to maintaining at least Medium (Yellow) on the CA Dashboard and remains committed to sustaining and building on this progress by continuing to strengthen ELD instruction, deepen teacher capacity around sheltered instructional strategies, and ensure Multilingual Learners have the support they need to develop full English language proficiency, access rigorous coursework, and thrive academically and socially.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	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 - not/applicable, KEHS did not have a cohort of graduating seniors in the 2022-23 SY.	78% of graduating seniors have participated in taking at least 1 AP exam.	81% of graduating seniors have participated in taking at least 1 AP exam.	80% or greater of 12th grade students participate in AP classes and take an AP exam.	81% of graduating seniors have participated in taking at least 1 AP exam, 3% greater than the 23-24 SY results of 78%, and exceeding the Year 3 outcome target of having 80%.
1.7	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.	12% of graduating seniors participating in AP testing that received a score of three (3) or better on at least one AP exam.	13% of graduating seniors participating in AP testing that received a score of three (3) or better on at least one AP exam.	10% of graduating seniors participating in AP testing that received a score of three (3) or better on at least one AP exam.	50% or greater, of students participating in AP testing receive scores of three (3) or better on at least one AP exam.	10% of graduating seniors that took AP exams scored at least a 3 or better on one exam, 2% less than the baseline score of 12%. KIPP is not on track of meeting the year 3 target outcome of having 50% or greater graduating seniors score a 3 or higher on AP exams.
1.8	College Career Indicator: The rate at which schools are preparing students for success after graduation, as	No data to report, school does not currently have a college career indicator metric in the CA Dashboard.	No data to report, school does not currently have a college career indicator metric in the CA Dashboard.	79.1% of students are prepared for college / career as indicated on the CA Dashboard.	55% of students, or greater, are prepared for success after graduation, as measured on the	N/A - KEHS does not have baseline results to compare the 2024-25 CCI to.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured on the California Dashboard				California Dashboard.	

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During 2025-26, KIPP Esperanza implemented all planned actions under Goal 1 with fidelity and without substantive deviation from the original plan.

Support for multilingual learners was a central and sustained focus of implementation throughout the year. Designated ELD sections continued to provide targeted language development opportunities, with student placement informed by ELPAC data and adjusted as proficiency grew. All teachers provided daily linguistic scaffolds, and instructional coaches conducted regular classroom observations to support the quality of structured academic conversations, guided writing practice, and academic vocabulary development across all content areas. The school expanded its ELD course offerings and maintained a sheltered ELA intervention group for newcomers, providing an additional access point for students at the earliest stages of English language development. A 9th grade sheltered math course was added to address foundational gaps for incoming language learners, providing content instruction designed to meet students' unique linguistic needs while building academic knowledge. The Title III consortium multilingual learner instructional coach facilitated data meetings with teachers and instructional coaches, conducted classroom observations, and provided targeted coaching on multilingual learner instructional strategies across the school.

Special education services were delivered in full through the school's partnership with the San Mateo SELPA. Education specialists supported students with mild to moderate disabilities through a combination of push-in and pull-out services, and students with moderate to severe disabilities received services through a small group, self-contained program with targeted mainstreaming appropriate to each student's individualized program.

Professional development was implemented consistently throughout the year in alignment with the school's Arc of the Year framework. Teachers received ongoing observation, coaching, and support with a focus on instructional scaffolding, including graphic organizers designed to mirror student thinking steps and support access to grade-level content. Summer professional development sessions were held to build teacher capacity around ownership of student learning and to internalize Q1 instructional scaffolds before the school year began. Department chairs led content-area meetings centered on supporting multilingual learners and refining scaffolding approaches across subject areas. The school's strategic planning process identified reducing failure rates among diverse learners as a priority, and professional development structures were organized explicitly to build teacher ownership of student learning outcomes, with coaching and observation cycles holding this focus throughout the year.

Personalized learning and EdTech tools were maintained and supported, enabling teachers to monitor individual student progress and respond with targeted instruction. Data analysis tools provided by the regional data team supported regular data reviews, with particular attention to grades, assignment completion, and course failure rates disaggregated by student subgroup, including students with IEPs and multilingual learners.

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.

Budgeted expenditures for Goal 1 actions were implemented as planned during the 2025-26 school year with no substantive material differences between budgeted and estimated actual expenditures. Resources were allocated and spent in alignment with the intended actions and services described in this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date 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 and Math as well as the required testing for multilingual learners through the ELPAC. The most recent results for 2025 demonstrate that the majority of the metrics for success have been met and that local and interim results are continuing to trend positive with year-over-year improvement.

In English Language Arts, KIPP Esperanza earned a Yellow (Medium) rating on the California School Dashboard in 2025, with an overall status of 8.5 points below standard and a year-over-year change of +38.1 points. This gain is among the strongest recorded across the school's Dashboard indicators and reflects the cumulative impact of Actions 1.1, 1.4, and 1.5, specifically the investment in multilingual learner instructional support, sustained professional development, and the Title III consortium coaching model. Hispanic/Latinx students earned Yellow with a status of 4.1 points below standard and a change of +46.5 points. Socioeconomically Disadvantaged students earned Yellow with a +32.3 point change. These subgroup results confirm that ELA growth has been broad-based rather than concentrated in any single population. Students with disabilities and long-term multilingual learners did not meet the minimum size threshold for a Dashboard color rating in ELA, and the school continues to monitor their progress closely through local assessment data. Locally, the school's investment in the Novel curriculum adoption for English courses, designed specifically to address the needs of multilingual learners and students with disabilities through additional scaffolding and differentiated access points, is expected to further strengthen ELA outcomes in the coming year.

In Mathematics, the school earned a Yellow (Medium) rating in 2025, with an overall status of 87 points below standard and a change of +14.2 points. Beginning from a baseline of 8% proficiency in 2022-23, the school has reached 33% proficiency in 2025, a 25 percentage point gain over the course of this LCAP cycle. This trajectory reflects the sustained impact of Actions 1.3 and 1.4, including the personalized learning model using IXL, MAP-based grouping for intervention, and dedicated weekly reteaching sessions that allow teachers to address specific gaps in student understanding. Hispanic/Latinx students earned Yellow with a +20.0 point change, and Socioeconomically Disadvantaged students earned Yellow with a +8.5 point change. The school recognizes that while the direction of travel is positive, math proficiency remains well below standard and continued investment in targeted intervention and instructional scaffolding is necessary to sustain this momentum.

For multilingual learners, the English Language Progress Indicator reflects a school making real and measurable progress. Active multilingual learners earned a Blue (Very High) rating in 2025, with 61.4% making progress toward English proficiency and a change of +26.8 points. Long-term multilingual learners also earned Blue, with a status of 60.0% and a change of +28.7 points. These results exceed the school's Year 3 target and represent a 12.6 percentage point increase from the 2022-23 baseline of 48.8%. This outcome reflects the direct impact of Actions 1.1 and 1.5, the expansion of designated ELD sections, the sheltered newcomer intervention group, and the Title III instructional coaching model, all of which have deepened teacher capacity to support multilingual learners across the school. The school's reclassification rate of 5.68% in 2025 remains below the Year 3 target of 20%, and this gap continues to drive the school's investment in reclassification support structures and individualized language development planning.
The College and Career Indicator reached 79.1% in 2025, earning Blue overall and reflecting the sustained impact of the school's college preparatory programming and KIPP Forward counseling structures on college readiness outcomes. Hispanic/Latinx students earned Blue at 78.5%, and Socioeconomically Disadvantaged students earned Blue at 79.1%. These results meaningfully exceed the school's Year 3 target of 55% or greater and reflect the strength of Actions 2.7 and the KIPP Forward model in preparing students for postsecondary pathways. Locally, 87% of students reported intending to pursue a bachelor's degree, surpassing the school's 70% goal by 17 percentage points.

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

The goals, metrics, target outcomes, and actions under Goal 1 remain consistent with prior years and no substantive changes have been made for 2026-27. The school's investment in multilingual learner support, special education services, professional development, personalized learning, and data analysis continues to reflect the priorities established at the start of this three-year LCAP cycle, and the year-over-year data demonstrates that these investments are producing positive and measurable results across multiple indicators. The adoption of the Novel curriculum for English courses represents a continuation of the school's commitment to evidence-based, scaffolded instruction rather than a departure from its established approach.

As 2026-27 represents the final year of the current three-year LCAP cycle, the school will use this year as an opportunity for deeper reflection and more active engagement with educational partners in preparation for setting goals for the next cycle. This includes intentional data review, community input, and stakeholder engagement processes that will inform the priorities, metrics, and actions of the 2027-28 LCAP and beyond.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support for multilingual learners:	A KIPP administrator is trained to support the success of multilingual learner students (Levels 1-4, RFEP and LTELs) in meeting CA state standards, and to administer the ELPAC exam and other interim	$265,796.77	Yes

Action #	Title	Description	Total Funds	Contributing
		assessments in order to assess student progress in attaining proficiency in the English language and in finding success after reclassification. KIPP teachers are trained to use techniques and tools that maximized learning for multilingual learners at all points in their academic journey. As a recipient of the California Community Schools Partnership grant, the school has made additional investments in targeted, small group English development.		
1.2	Special education services:	KIPP offers 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 offers interventions for students with IEPs. Services and interventions include 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 receive their services as a mix of push-in and pull-out support. Students with moderate to severe disabilities receive their services primarily in a small group, self-contained classroom with targeted mainstreaming appropriate to the student's individualized program. The program maintains a small student to staff ratio and uses a separate curriculum based on modified standards, CAPTAIN evidence-based practices, and community-based instruction. KIPP is committed to creating supportive and regionally-based classrooms for each grade band in order to make the program as accessible as possible. Medi-Cal: KIPP participates in the Medi-Cal Billing Options Program (BOP) and School-Based Medi-Cal Administrative Activities (SMAA) to provide support to students with disabilities.	$354,025.12	No
1.3	Personalized learning and EdTech:	KIPP values innovation in the classroom and seeks to discover new methods of teaching students with diverse needs. By utilizing personalized learning approaches and assessments, KIPP can effectively monitor individual student progress and establish high expectations for	$90,900.27	No

Action #	Title	Description	Total Funds	Contributing
		achievement. To ensure the most accurate and meaningful engagement with these systems, a dedicated staff member provides support in the administration of EdTech tools. This individualized process, coupled with the reinforcement of high achievement standards, is designed to enhance student outcomes, engagement, and attendance. By tailoring the learning experience to meet the unique needs of each student, KIPP aims to create an environment that fosters academic success and encourages consistent participation in the educational process.		
1.4	Professional development:	KIPP provides 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 receive professional development as it relates 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.	$196,811.47	Yes
1.5	Title III:	KIPP uses title III funds to support the salary of a title III consortium lead multilingual learner (ML) instructional coach. The duties of this position include the implementation of supplemental programming; training and facilitation of data meetings where teachers, APs, and instructional coaches review student data to drive instructional decisions and the effective implementation of 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 (Levels 1-4, RFEP and LTELs) throughout all stages in their academic journey.	$10,594.99	Yes
1.6	Data analysis and visualization:	The Data team provides data tools and resources that enable school staff to regularly review critical data, including grades, assignment completion, testing results, culture data, and attendance. Regular data reviews are	$14,114.26	Yes

Action #	Title	Description	Total Funds	Contributing
		crucial in identifying early interventions and support for KIPP students, the majority of whom qualify as socio-economically disadvantaged.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Family Engagement Opportunities: Number of scheduled events in the school year where families and/or the community are invited to participate. </br>	The school held 12 scheduled events in the 23-24 school year where families and/or the community were invited to participate.	The school held 14 scheduled events in the 24-25 school year where families and/or the community were invited to participate.	The school held 15+ scheduled events in the 25-26 school year where families and/or the community were invited to participate.	KIPP will host eight (8) events or more a year where families and/or the community are invited to attend and participate.	The number of events is to be determined and will be finalized in time for the final LCAP draft in June. Current Difference from Baseline Data will be available then.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Family Engagement Satisfaction: Annual school culture survey results where families share their satisfaction level with the available opportunities for involvement at the school.</br>	65% of KIPP families were satisfied with the parent participation opportunities available at the school in the 23-24 school year.	66% of families would recommend KIPP to other families.	KIPP collects this data during the spring as part of the Continue at KIPP Re-Enrollment process - this data will be entered in the Final LCAP by June.	75% of KIPP families are satisfied with the participation opportunities available at the school.	Current Difference from Baseline will be updated once we have data from the Continue at KIPP Re-Enrollment process - this data will be entered in the Final LCAP by June.
2.3	Student Average Daily Attendance: The average percent of students attending school daily.	KIPP reported 92.63% attendance for P2.	KIPP reported 89.54% attendance for P2.	KIPP reported 89.9% attendance for P1. P-2 data will be available after Spring and will be in the Final June LCAP.	95% average daily attendance or higher in the P2 reporting period.	Based on P1 data, KIPP is 2.7 percentage points below the 95% average daily attendance target. KIPP remains committed to strengthening its attendance response initiatives and tiered intervention strategies to improve student attendance and close this gap.
2.4	Student Chronic Absenteeism: Percent of students missing 10% or more of the enrolled school year.23-24 baseline data has been used to set 3 year goals.	SY: 23-24 KIPP tracked at 26% chronic absenteeism in the current school year for all students SED/FRL (low income students): 25%	SY: 24-25 KIPP tracked at 24% chronic absenteeism (internal metric) in the current school year for all students	SY: 25-26 KIPP is tracking at 30% chronic absenteeism rate in the 25-26 school year for all students	Reduce chronic absence by 12%, or 4% or greater YoY	The school's chronic absenteeism rate of 30% is +4 percentage pts above the 2023-24 baseline (26%) and 6 pts higher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LatinX: 25% ML (multilingual learners): 22% SWD (students with disabilities): 25%	*SED/FRL = socioeconomically disadvantaged/qualifies for free reduced lunch **ML: multilingual learner/English learner ***SWD: students with disabilities or students with IEPS SED/FRL: 20% LatinX: 36% Black: 20% ML: 32% SWD: 39%	SED/FRL (low income students): 39% LatinX: 30% Black/African American: 40% ML (multilingual learners): 23% SWD (students with disabilities): 43%		YoY from the 24-25 SY. KIPP is currently not on track to meeting its Year 3 target outcome and recognizes the need to allocate more resources, investments, and time to research-based attendance response initiatives to reduce Chronic Absenteeism, especially for SED, SWD, and Black/African-American subgroups.
2.5	Student Suspensions: The percent of students (count) that have been suspended from school.	SY22-23 All students: 21.9% Students that qualify as low-income: 21.6% Multilingual learners: 32.5% Students with disabilities: 31.3%	SY23-24 Suspension Rate: All students: 11.2% Students that qualify as low-income: 6.2% Multilingual learners: 6.1% Students with disabilities: 14%	For the 2025-26 SY, KIPP's suspension rate is tracking at 6.3%. For the 2025-26 SY, KIPP's suspension rate is tracking at 6.3%. SY24-25 Suspension Rate: All students: 10.5% suspended	Reduce suspensions to MEDIUM on the CA Dashboard, with 4% or greater reduction YoY.	KIPP's CA Dashboard status for suspensions is currently High (Orange), with 10.5% suspended at least one day. This is 11.4% lower than the baseline (21.9%) and 4.9% lower YoY than the 2023-24 SY rate of 11.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				at least one day (-0.7%) SED/FRL:11.2% Black: Fewer than 11 students - data not displayed for privacy Hispanic: 11.1% ML: 12% SWD/Has IEP: 19.1% LTEL: 16.1%		KIPP is not on track to meeting its Year 3 desired outcomes of reducing to at least Medium on the CA Dashboard, despite the substantial declines YoY in suspension rates and recognizes the the need to provide integrated supports/services that improve school and student culture, especially for subgroups such as LTEL students, Multilingual Learners, and SWD.
2.6	Student Expulsions: The percent of students that have been expelled from school.	KIPP's 22-23 expulsion rate was 0%.	KIPP's 23-24 expulsion rate was 0%.	KIPP's 24-25 expulsion rate was 0%.	1% or lower expulsion rate.	KIPP's expulsion rate sits at 0%, which is the same as the baseline rate. KIPP is on track to meeting its target for year 3 outcome, of having 1% or lower in expulsions.
2.7	Drop Out Rate: Students who dis-enroll and do not re-enroll in	KIPP's 22-23 drop out rate was NA%. Esperanza's first cohort graduates in 2023-24.	Esperanza's first cohort graduated in 2023-24.The	KIPP's 24-25 drop out rate was 10.40%.	2% or lower drop out rate.	KIPP's current dropout rate stands at 10.4%, a 1.2 percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	another public, private or alternative program or school.		dropout rate was 9.2%.			point increase over the 2023-24 baseline of 9.2% — the first year of data available given KEHS's inaugural graduating cohort. KIPP is not on track to meet its Year 3 outcome and is focused on expanding supports to address this, including early warning systems to identify disengaging students, strengthened advisory and mentorship structures through KIPP Forward, access to counseling and mental health services (through MHCs), and dual enrollment/credit recovery pathways for students who have fallen behind.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	School Safety: Annual school culture survey results: teachers and students share their perception of student's "emotional safety" at school.*Survey is anonymous and therefore demographic differentiation for responses is not possible to report.	In the 23-24 school year, 51% of students surveyed responded positively in feeling a sense of emotional safety with school staff and peers. In the 23-24 school year, 41% of staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs".	In the 24-25 school year, 82% of students surveyed responded positively in feeling a sense of emotional safety with school staff and peers. In the 24-25 school year, 55% of staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs".	In the 25-26 school year, 70% of students surveyed responded positively in feeling a sense of emotional safety with school staff and peers. In the 25-26 school year, 55% of staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs".	65% of students and staff respond positively when asked about "students feeling/being safe at school" on an annual survey.	Compared to the baseline, KIPP has seen an increase in positive teacher and student sentiment to the "Student Emotional Safety" domain. In the current school year, 80% of students surveyed responded positively in feeling a sense of emotional safety at school vs. 51% in the 23-24 baseline year, an increase of 19% overall. In the current school year, 55% of staff responded positively to feeling like the school has resources to appropriately support students' emotional and behavioral needs, a 14% increase overall vs. the 23-24 baseline rate of 41%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	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 23-24 school year.	91% of overall students graduated in the 23-24 school year.	89.6% of overall students graduated in the 24-25 school year.	90% or greater of students graduate with a high school diploma.	Using 2023-24 as the baseline — the year of KEHS's inaugural graduating cohort — 89.6% of students graduated in the most recent school year, a 1.4 percentage point decline from the baseline rate of 91.0%. KIPP is not on track to meet its Year 3 target of 90% or greater and is actively working to close this gap through targeted interventions, including credit recovery programs and flexible academic pathways, strengthened counseling and case management to address barriers to completion, proactive senior supports such as transcript audits

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and graduation progress check-ins, and expanded family engagement to keep caregivers informed and involved in their student's path to graduation.
2.10	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?	In the 23-24 school year, 57% of surveyed KIPP families have had a positive experience with the school. In the 23-24 school year, 64% of surveyed KIPP families indicated that "the teachers have built strong relationships with my child".	In the 24-25 school year, 76% of surveyed KIPP families have had a positive experience with the school. In the 24-25 school year, 82% of surveyed KIPP families indicated that "the teachers have built strong relationships with my child".	The Family School Culture survey has been streamlined into the Continue at KIPP Process; data is collected in the springtime and will be incorporated into the Final LCAP when available.	75%+ of families have a positive experience with the school.	Current Difference from Baseline data analysis is not available at this point in time and will be incorporated into the Final LCAP when available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Survey is anonymous and therefore demographic differentiation for responses is not possible to report.					

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During 2025-26, KIPP Esperanza implemented all planned actions under Goal 2 with fidelity and without substantive deviation from the original plan.

Family involvement and support structures continued to provide multiple opportunities for families to engage with the school community throughout the year. The KIPP Family Council, serving as the School Site Council, and the Multilingual Learner Committee, serving as the English Language Advisory Committee, both met regularly with interpretation and translated materials available to ensure equitable access for all families. Coffee with the School Leader sessions, LCAP meetings, and a calendar of schoolwide events created consistent touchpoints between families and the school. The Advocacy and Community Engagement team provided focused support at meetings and community events, strengthening trust and accessibility between the school and the families it serves. Input gathered through small group exercises during family meetings, the LCAP survey, and the school culture survey was incorporated into school planning and goal refinement throughout the year.

Communication resources were fully operational, with all teachers issued work cell phones and families maintaining access to staff through email and the ParentSquare messaging system. These tools supported the school's commitment to personal, responsive communication with families, including live phone calls to families of absent students and personalized outreach in families' home languages to address attendance concerns directly.

School climate and culture initiatives were implemented consistently across the year. The school continued its use of Yondr phone pouches paired with structured arrival and dismissal systems, which the school's strategic planning process identified as a driver of reduced conflict stemming from social media interactions. Weekly Community Meetings were held throughout the year to proactively build positive school culture through GPA incentives and recognition structures. The Student of Concern protocol, implemented through grade-level teams, enabled school leaders and teacher leaders to identify students with the most complex behavioral and engagement needs and design targeted intervention plans collaboratively. Restorative practices continued to be used to repair harm and support students in learning from behavioral incidents.

The mental health clinician provided on-site, culturally responsive, and trauma-informed mental health and socioemotional support to students throughout the year, including psychotherapeutic interventions, behavioral supports, teacher coaching, and case management for students receiving Educationally Related Mental Health Services and general education counseling. College counselors supported students through college-focused courses, college testing preparation, organized college campus tours, and individualized caseload management, with particular attention to the postsecondary planning needs of socioeconomically disadvantaged students.

Attendance response protocols were maintained throughout the year. Dedicated staff coordinated the school's attendance improvement efforts, including personal phone outreach to families of absent students, personalized mailed communications in families' home languages, and intervention meetings between school staff and families to address persistent attendance concerns collaboratively. Transportation resources were provided to students, particularly those with the highest needs, to reduce commute barriers that research identifies as a significant driver of absenteeism among economically disadvantaged students. A pilot attendance incentive program was implemented, in which students could earn a field trip for no more than one day of school, with the intent of informing a more robust attendance strategy for the coming year.
The Coordination of Services Team model was further developed during 2025-26 as part of a regional effort to standardize how student needs are identified, tiered, and addressed. Community school managers worked to identify and coordinate support services for students and families, connecting them with resources including food assistance, housing support, and other vital wraparound services through the school's California Community Schools Partnership Program implementation.

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.

Budgeted expenditures for Goal 2 actions were implemented as planned during 2025-26 with no substantive material differences between budgeted and estimated actual expenditures. Resources were allocated and spent in alignment with the intended actions and services described in this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

KIPP relies on chronic absence and suspension indicators in determining the level of progress towards meeting this engagement outcome goal. The most recent California Dashboard results for 2025 and available local data for 2025-26 demonstrate that there are higher than expected results for metrics in Goal 2. The school remains committed to seeing continued improvement in this critical area and has revised key actions and services in order to support growth.

Suspension data reflects a school that has made substantial progress over the course of this LCAP cycle while acknowledging that important work remains for specific student subgroups. The school's overall suspension rate declined from 21.9% at the 2022-23 baseline to 10.5% in 2025, a reduction of more than 11 percentage points, earning an Orange (High) rating on the California School Dashboard. This decline reflects the direct impact of Actions 2.4 and 2.6, including the school's investment in social-emotional learning, restorative practices, the Yondr phone pouch system, and the Student of Concern protocol, which together have created a more structured and proactive approach to behavioral support. Local data for 2025-26 shows the suspension rate tracking at 6.3%, a continued downward trend that reflects the ongoing impact of these investments. The school recognizes that this progress, while meaningful, has not yet reached its target, and that the suspension rates among multilingual learners at 12.0% (Red), long-term multilingual learners at 16.1% (Red), and students with disabilities at 19.1% (Red) represent a persistent disparity that requires a more differentiated and targeted response. These subgroup patterns confirm that

the students most in need of academic support are also experiencing elevated rates of exclusionary discipline, and that the school's behavioral intervention structures must be more precisely designed to serve these populations.

Attendance has been an area of significant challenge. Galaxy data for 2025-26 shows an overall average daily attendance rate of 89.2%, below the school's target of 95%, with ninth graders tracking at 86.8%, tenth graders at 90.0%, eleventh graders at 92.6%, and twelfth graders at 89.1%. The overall chronic absenteeism rate is tracking at 34% for 2025-26, representing an increase from 24% in 2025, with tenth graders at 35% and twelfth graders at 43% showing the most elevated rates. These figures indicate that the school's current attendance response strategies, while operationally consistent through Actions 2.2 and 3.16, have not yet produced the reduction in chronic absenteeism the school is targeting. The school's internal data also shows that chronic absenteeism rates are disproportionately elevated among students with disabilities at 43% and socioeconomically disadvantaged students at 39% for 2025-26, pointing to the need for more targeted, subgroup-specific intervention. The school acknowledges that attendance barriers are frequently rooted in circumstances beyond the school day, including transportation, housing instability, and family economic pressures, and that a more coordinated, multi-tiered response is necessary to move these numbers meaningfully.

Family engagement outcomes reflect a school that has built consistent and growing trust with its community. In 2025, 76% of families reported a positive experience with the school, up from 57% at baseline, and 82% of families indicated that teachers had built strong relationships with their children, up from 64% at baseline. The school held 14 scheduled family and community engagement events in 2025, exceeding its target of 8 or more events annually. These results reflect the sustained impact of Actions 2.1 and 2.3, Community School Managers, multilingual outreach, and the school's commitment to accessible and responsive communication with families.

Graduation outcomes reflect steady performance for a young school in only its second cohort of graduates. The graduation rate was 89.6% in 2025, earning a Yellow (Medium) rating on the Dashboard, with Hispanic/Latinx students graduating at 89.2% and Socioeconomically Disadvantaged students at 89.6%. While these results are close to the school's target of 90% or greater, the dropout rate of 10.4% in 2025 remains above the school's goal of 2% or lower and reflects a need for stronger early warning systems and expanded credit recovery pathways for students who have fallen behind. The school's investment in college counseling through Action 2.7 and the KIPP Forward model continues to support students in staying on track toward graduation and postsecondary readiness.

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

The most significant change to Goal 2 for 2026-27 reflects the school's assessment of its attendance and suspension data and its commitment to a more coordinated and evidence-based response. The Coordination of Services Team model is being strengthened and standardized as part of a regional effort across KIPP Northern California, bringing greater consistency to how student needs are identified, tiered, and addressed.

This includes improved tracking of supports and outcomes at the individual student level, clearer protocols for moving students across tiers of intervention, and advanced home and porch visits for students who are not attending regularly, providing school staff with the opportunity to engage families in a more personal and supportive way to identify and address barriers to attendance. The school also intends to develop a

more robust attendance incentive strategy, building on the pilot implemented during 2025-26, with particular attention to the grade levels and subgroups where chronic absenteeism is most elevated.
As 2026-27 represents the final year of the current three-year LCAP cycle, the school will use this year to engage educational partners more actively in reflecting on Goal 2 outcomes and informing the priorities and structures that will shape the engagement and climate goals of the next LCAP cycle.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family involvement and support:	KIPP encourages families to be active members of the school by providing multiple opportunities for participation and engagement, such as the KIPP Family Association, LCAP meetings, and student productions to showcase talent. The Advocacy and Community Engagement (ACE) team works to disrupt racial and socioeconomic inequalities in educational access and outcomes by fostering an inclusive culture of family engagement, building a support network of community-based organizations, and empowering families to be advocates for their children and communities. The school's dedicated ACE team member provides focused coaching and feedback, collaborates on community outreach, and develops strategies to increase parent participation.	$55,433.06	Yes
2.2	Improve attendance:	The school administration recognizes the importance of improving regular attendance and has assigned dedicated staff to spearhead the effort. The school has implemented a series of "parents as partners" initiatives that aim to foster a sense of belonging and connection to the school among families. Key strategies include making live, personal phone calls to the family of any student who is absent, sending personalized mailed communications in families' home languages to encourage them to prioritize attendance, and scheduling intervention meetings between school staff and families to collaboratively address attendance concerns.	$53,315.52	Yes
2.3	Communication resources:	KIPP demonstrates a continued commitment to the "more time" model that supports struggling students by providing communication resources to facilitate interaction between teachers and students/families. KIPP staff are	$17,033.76	Yes

Action #	Title	Description	Total Funds	Contributing
		issued work cell phones, and students and families also have access to teachers through email and the ParentSquare messaging system. These resources allow for calls and other contact outside of the regular school day, enabling students/families to get the additional support needed to make progress on coursework and helping to build meaningful relationships between staff and families.		
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. KIPP provides SEL instruction and opportunities for students to practice these skills, helping to further develop the resilience, empathy, and communication skills students need to thrive in school and beyond. Additionally, KIPP aims to create a positive and inclusive school culture where students feel safe, respected, and connected to their peers and teachers.	$84,831.64	Yes
2.5	Mental health clinician:	The mental health clinician plays a critical role in providing on-site culturally responsive and trauma-informed mental health and socioemotional support to students on campus. These clinicians offer a range of services, including psychotherapeutic interventions, behavioral supports, teacher coaching and mental health treatment services such as counseling, consultation, treatment, and case management for students receiving either Educationally Related Mental Health Services or general education counseling.	$156,384.73	Yes
2.6	Community Schools: Collaborative Community School Managers:	KIPP has received implementation grant funding from the California Community Schools Partnership Program (CCSPP) as a part of Cohort 2 and will spend the next five years and efforts on implementing these initiatives that are specifically aligned with the Four Pillars of Community Schools - 1. Integrated Student Supports; 2. Expanded and Enriched; 3. Learning Time and Opportunities; 4. Collaborative Leadership and Practices. Research has shown that full-service community schools are an	$58,937.64	Yes

Action #	Title	Description	Total Funds	Contributing
		effective place-based strategy to meet the educational needs of high need students, especially students who come from historically underserved, impoverished communities. Community school interventions have shown to have a positive impact on various outcomes: academic achievement, high school graduation, attendance, and overall, improved wellbeing and a sense of self. Students and families also feel more supported by their community and more empowered; they're equipped with the right tools and resources needed to lead productive fulfilling lives. Regional Collaborative Care and Support Managers (CCSMs) will be hired with CCSPP funds to champion our whole child approach, boost student behavior health, and align resources across teams, schools, and community partners. CCSMs will serve as: the main drivers behind needs assessment work, project managers overseeing the implementation of community schools initiatives, resource managers, act as participants and leaders of the coordination of services; and lastly, they will manage Coordination of Service referrals.		
2.7	College counselors:	KIPP prepares students for college through increased college-focused services led by counselors at the school. These services include college-focused courses, college testing preparation, and organized college campus tours. Counselors also support student-specific caseloads, and given the number of students that qualify as socioeconomically disadvantaged at the school, the caseload services include techniques that ensure all students have the skills, resources, and guidance they need to navigate the road to college and beyond.	$112,389.62	Yes
2.8	A-G Improvement	The A-G Completion Improvement Grant Program was established for the purpose of providing additional support to schools to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility.	$34,117.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Resources: Annual teacher survey results: teacher satisfaction with access to current, standards-aligned instructional materials for their classrooms.	KIPP teachers reported 50% satisfaction with student's access to rigorous academic curriculum in the 23-24 school year.	KIPP teachers reported 4% satisfaction with student's access to rigorous academic curriculum in the 24-25 school year.	KIPP teachers reported 59% satisfaction with students' access to rigorous academic curriculum in the 25-26 school year.	KIPP teachers report 75% or higher satisfaction with access to standards-aligned materials for their classrooms in an annual survey.	For the current school year, teacher satisfaction with students' access to rigorous academic curriculum is 59%. This is a 9% increase from the 23-24 SY's baseline percentage of 50%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						KIPP is not on target for meeting its year 3 outcome goal of at least 75% satisfaction from teachers on providing access to rigorous academic curriculum to students.
3.2	Teacher Professional Development: Annual teacher survey results: teacher satisfaction with the school's commitment to improving teacher's instructional practice.	KIPP teachers reported 74% satisfaction with the school's commitment to improving their instructional practice in the 23-24 school year.	KIPP teachers reported 75% satisfaction with the school's commitment to improving their instructional practice in the 24-25 school year.	KIPP teachers reported 70% satisfaction with the school's commitment to improving their instructional practice in the 25-26 school year.	KIPP teachers report 75% or greater satisfaction with the school's commitment to improving their instructional practice.	For the most current school year, KIPP teachers reported 70% satisfaction with the school's commitment to improving their instructional practice. This is 4% lower than the 2023-24 SY baseline rate of 74%. KIPP is not on track to meet its year 3 target outcome of having teachers report at least 75% or greater satisfaction with the school's commitment to improving their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						instructional practice.
3.3	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.	KIPP's Course Access rate remains at 100%, unchanged from the baseline. All students across KIPP NorCal schools are enrolled in a broad and rigorous course schedule as defined by the state, with access to required subject areas including English Language Arts, Mathematics, Science, Social Science, Visual and Performing Arts, Physical Education, and Career and Technical Education. KIPP is committed to ensuring this access is equitable across all student subgroups, including English Learners, students with disabilities, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						socioeconomically disadvantaged students, so that every student has the foundation needed to pursue college and career pathways.
3.4	Facilities Inspection Tool: Annual inspection of school facilities and major systems by the KIPP Facilities team.	KIPP received a rating of "Good" during an annual inspection of the school's major systems by the Real Estate team.	KIPP received a rating of "Good" during an annual inspection of the school's major systems by the Real Estate team.	KIPP received a rating of "Good" during an annual inspection of the school's major systems by the Real Estate team.	Facilities inspection tool: Facility rating of "fair" or above during the annual inspection of school facilities and major systems by the KIPP Facilities Team.	KIPP's most recent rating is "Good" which is the same as the baseline of "Good" - set during the 2022-23 SY. KIPP is on track to meet its Year 3 target outcome of at least rating "Fair" during a facilities inspection.
3.5	Teacher Credentialing: Status of teachers credentialed and teaching core classes.	100% of teachers are credentialed, 7% of teachers (2) are mis-assigned in the 23-24 school year.	100% of teachers are credentialed, 4% of teachers (1) are mis-assigned in the 24-25 school year.	100% of teachers are credentialed (licensed or permitted). 74% (17) of them hold clear credentials while 9% of teachers (2) are mis-assigned in the 25-26 school year.	100% of core teachers are credentialed and appropriately assigned.	While 100% of teachers hold either a permit or license and are appropriately assigned, only 74% hold a clear credential, representing a 31 percentage-point increase from the 2023–24 baseline of 43%. This reflects ongoing credential

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						processing timelines constraints and a teacher shortage affecting California schools statewide. KIPP addresses this through its Teaching Residency Program and Classified Employees Pathway, leveraging partnerships with institutions of higher education, credentialing team guidance, and tuition assistance to accelerate progress toward clear credential attainment.
3.6	A-G Course Certification: UC-approved high school courses.	KIPP offered 85.40% of A-G certified courses in the 23-24 school year.	KIPP offered 85.40% of A-G certified courses in the 24-25 school year.	KIPP offered 82.9% of A-G certified courses in the 25-26 school year.	80% or greater of courses will be A-G certified.	KIPP offered 82.9% of A-G certified courses in the current school year, 2.5% lower than the baseline percentage of 85.40%. However, KIPP is still on track from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						its target for Year 3 outcome, as it offers 80% or greater of A-G certified courses in its catalog.

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During 2025-26, KIPP Esperanza implemented all planned actions under Goal 3 with fidelity and without substantive deviation from the original plan. The following reflects how each action area was carried out across the year.

Teacher hiring, development, and retention structures were fully operational throughout the year. The school implemented a rigorous hiring process through Action 3.1, including screening, formal and informal interviews, performance tasks, curricular and materials review, teaching demonstrations, and reference checks. New teachers received an additional week of dedicated professional development and onboarding through Action 3.11 to prepare them to support students from the first days of the school year. Teacher retention strategies including in-house substitution stipends were maintained through Action 3.14, supporting continuity of learning for students by reducing the disruption caused by teacher absences.

Professional development was implemented consistently throughout the year through Actions 3.2 and 3.5. All teachers received ongoing observation, coaching, and support from school leadership, with a sustained focus on instructional scaffolding and teacher ownership of student learning outcomes. The school's strategic planning process identified ownership of student learning as a priority for 2025-26, and professional development structures were explicitly organized around building teacher belief in and accountability for student outcomes, particularly for diverse learners including students with IEPs and multilingual learners. Summer professional development sessions introduced teachers to graphic organizers as a priority Q1 scaffold, with subsequent department meetings and coaching cycles deepening implementation across content areas throughout the year. The Teacher Pathways program, including the Teaching Residency and Classified-to-Teacher Pathway, continued to support a diverse teacher pipeline by eliminating financial barriers for credentialing candidates through Action 3.3.

Instructional resources were provided to all teachers and students through the OneKIPP initiative under Action 3.4, giving teachers access to standards-aligned materials, templates, and resources across the KIPP network. All students had access to a Chromebook throughout the year through Action 3.9. The school's assessment and feedback cycle was fully implemented, including CIA assessments and interim assessments that provided regular data to drive instructional decisions. Weekly staff meetings included data review to inform classroom

instruction, and beginning in the spring, staff development incorporated a review of longer-term data trends to inform LCAP planning for the coming year.

All students had access to a full and rigorous course schedule, including nine AP courses across subject areas. Enrichment opportunities were provided through Action 3.12, including before and after school activities, clubs, tutoring, sports, and extracurricular programming. Transportation resources were maintained through Action 3.16 to reduce commute barriers for students with the highest needs. Arts programming was supported through Proposition 28 funding under Action 3.17. The Mental Health for All initiative under Action 3.15 provided staff with access to mental health resources and support throughout the year.

Facilities were maintained in good condition and received a rating of Good during the annual inspection by the KIPP Real Estate team, consistent with prior years. The school received a clean Williams Act compliance visit confirming that all classrooms are staffed by appropriately assigned teachers, that students have access to sufficient instructional materials, and that facilities are safe and well maintained.

Teacher credentialing reflects a workforce that is fully authorized and actively developing. The 2025 California School Dashboard shows 36.4% of teachers holding a Clear credential.This figure reflects a teaching staff that includes a meaningful number of teachers on Preliminary credentials who are actively working through the state induction process toward Clear credential status, supported by the Teacher Pathways program and regional induction infrastructure. Preliminary credential holders are fully authorized to teach and are engaged in the structured professional learning required to complete the induction process. The school recognizes that improving its Clear credential rate is an area of continued investment and focus through the Teacher Pathways program and regional induction support, and expects this rate to improve as teachers on Preliminary credentials complete induction requirements in the coming years.

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.

Budgeted expenditures for Goal 3 actions were implemented as planned during the 2025-26 school year with no substantive material differences between budgeted and estimated actual expenditures. Resources were allocated and spent in alignment with the intended actions and services described in this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

KIPP reviews multiple metrics to determine if the actions and services have been effective in meeting our 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. The most recent results for 2025-26 demonstrate that the metrics for success have been partially met. This important feedback will continue to be incorporated into strategic instructional planning, school scheduling, and hiring for the upcoming school year. KIPP recognizes that multiple teams need to support and plan in order to ensure that appropriate time is held for coaching and academic content internalization for teaching staff.

TNTP teacher satisfaction survey results for 2025-26 offer an informative picture of where the school has made real gains and where important work remains. Teacher satisfaction with students' access to rigorous academic curriculum reached 59% in 2025-26, a 9 percentage point increase from the 2023-24 baseline of 50%. This growth is meaningful and reflects the impact of the school's investment in the OneKIPP curriculum initiative through Action 3.4 and the sustained professional development structures through Actions 3.2 and 3.11 that have given teachers clearer access to standards-aligned materials and stronger support in implementing them. At the same time, the school is candid that 59% satisfaction falls below the Year 3 target of 75%, and that gap points to something the data also surfaces in other ways: when teachers are navigating a school that is still building its instructional systems and culture, access to curriculum alone is not sufficient. The school's 2025-26 strategic planning process identified teacher ownership of student learning as a central priority precisely because the data indicated that alignment between teachers and the instructional vision was uneven, and that some teachers were not yet consistently implementing the practices and scaffolds available to them. The professional development investment through Actions 3.2 and 3.4 has been reoriented around this challenge, with coaching cycles and department meetings explicitly focused on building both the skill and the belief that with appropriate scaffolds and supports, all students can achieve proficiency.

Teacher satisfaction with the school's commitment to improving their instructional practice reached 70% in 2025-26, a decline of 4 percentage points from the 2023-24 baseline of 74% and below the Year 3 target of 75%. The school's strategic planning process for 2025-26 surfaced that while many teachers have the skills and resources to implement strong instructional practices, time and alignment have been barriers to consistent implementation. Teachers in a school that is still growing its systems sometimes experience professional development as disconnected from the specific challenges they face in their classrooms. The school's response through Action 3.2 has been to move toward a more individualized coaching model, with observation and feedback cycles tied directly to the instructional scaffolding priorities identified through the school's Arc of the Year framework. The school expects that as teachers experience professional development as more directly connected to their classroom reality and student outcomes, satisfaction in this domain will recover and grow. The retention strategies in Actions 3.13 and 3.14 reflect the school's understanding that teacher satisfaction and continuity are deeply interconnected, and that sustained investment in both is essential to the stability and growth that students and families depend on year over year.

Course access remained at 100% across all four grade levels and all required subject areas, consistent with prior years and meeting the Year 3 target. Facilities continued to receive a Good rating. A-G course certification was maintained at 82.9%, above the Year 3 floor of 80% and reflecting a broad and rigorous course catalog for all students.

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

The goals, metrics, target outcomes, and actions under Goal 3 remain consistent with prior years and no substantive changes have been made for 2026-27. The school's continued investment in teacher quality, instructional materials, enrichment, and facilities will be maintained at the same level of commitment in the final year of this LCAP cycle. The TNTP survey results, particularly around teacher satisfaction with professional development, point to the importance of deepening the connection between coaching structures and classroom practice, and the school will continue to refine its Arc of the Year framework and individualized coaching model with this in mind. The Teacher Pathways program and regional induction support will continue to be the primary vehicles for improving the school's Clear credential rate over time.

As 2026-27 represents the final year of the current three-year LCAP cycle, the school will use this year to engage educational partners more actively in reflecting on Goal 3 outcomes and informing the priorities and structures that will shape the conditions of learning goals of the next LCAP cycle.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Hiring process:	KIPP implements a rigorous hiring process, which includes screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstrations, and reference checks by a dedicated team.	$44,281.05	Yes
3.2	Title I and II, improving academic outcomes:	KIPP teachers receive 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 is customized, supporting both the students and the teachers' growth and development.	$128,631.47	Yes
3.3	Teacher Pathways:	KIPP Public Schools strengthens educator development through California CTC grant-funded initiatives and CTC grant-funded initiatives and other local investments that eliminate financial barriers for diverse teaching candidates. Our Teaching Residency Program and Classified-to-Teacher Pathway provide comprehensive support including resident stipends, examination fees, and full credentialing costs. This funding extends to existing campus substitutes and teachers with non-credentialed or short-term credentials, creating advancement opportunities for all staff. KIPP has invested in dedicated personnel who guide participants through credential transitions while offering housing assistance and onboarding support. This ongoing funding initiative ensures all educators receive the necessary resources to deliver exceptional instruction, creating sustainable pathways that address teacher shortages while building a diverse, well-prepared teaching force committed to student success.	$94,192.96	No

Action #	Title	Description	Total Funds	Contributing
3.4	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. To implement Common Core standards, KIPP has adopted the nationally rolled out, data-driven, evidence based OneKIPP initiative that includes more access to resources, materials, and templates available to the larger KIPP network. 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 students were selected and used to bring all student subgroups to the highest level of achievement.	$414,144.75	No
3.5	More teacher time:	In an effort to close academic gaps, KIPP teachers spend more time instructing students than is required by the state. All teachers commit to this increased instructional time, and KIPP offers competitive teacher salaries to support this "more time" model.	$172,137.34	Yes
3.6	Custodial and facility staff:	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.	$93,967.50	No

Action #	Title	Description	Total Funds	Contributing
3.7	Facilities and emergency 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.	$1,134,797.24	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.	$1,590,233.87	No
3.9	Personal learning technology devices:	KIPP is 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. They provide access to a wealth of educational resources, including online textbooks, interactive learning platforms, and educational applications.	$60,497.06	Yes
3.10	Health and safety:	KIPP’s focus has been on reducing risk by layering strategies that protect the health and safety of our students and staff.	$6,250.00	No

Action #	Title	Description	Total Funds	Contributing
		All students deserve healthy spaces where they can learn and thrive.		
3.11	Support for new teachers:	Teachers new to KIPP receive an additional week of dedicated professional development and onboarding to best prepare them to support students. Additional support includes high-quality dedicated coaching where new teachers have the opportunity to apply what they learned, gain hands-on experience in real classrooms, differentiated instruction, and working directly with diverse learners in a supervised context.	$41,080.19	Yes
3.12	Expanded enrichment opportunities:	KIPP schools serve as safe and accessible spaces for students by providing at least nine hours of on-campus opportunities daily. Morning on-campus activities may include access to breakfast, teacher and staff support, as well as early drop-off for busy families. After school activities may include enrichments, clubs, tutoring, sports, or other extracurricular activities.	$306,577.50	Yes
3.13	KIPP Contributions	The KIPP 401(k) Plan is designed to help KIPP employees save for the future by making 401(k) contributions on a tax-advantaged basis. For employees who make 401(k) salary deferral contributions, KIPP Northern California makes matching contributions to the account based on the 401(k) contributions each pay period, helping employees grow their money over time.	$93,065.99	Yes
3.14	Continuity of Learning:	KIPP employs direct financial strategies to support increased teacher retention such as increased stipends for teaching staff that provide in-house teaching substitution. This helps to promote the continuity of learning for students by fostering a stable teaching environment and addressing the challenges of teacher absences.	$74,051.10	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	Mental Health for All:	The mental health for all initiative focuses on supporting the mental health of KIPP staff through new holistic resources, supports, and training. Staff receive access to fast, dependable connections to mental health professionals for benefit-eligible staff and dependents, as well as a learning platform through Headspace 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.	$3,434.00	Yes
3.16	Transportation Resources	In alignment with KIPP's "Every Seat, Every Day" priority which aims to reduce chronic absenteeism and promote attendance, KIPP offers transportation resources to students, especially our highest needs pupils, to help them get to school. Research from the Urban Institute's 2017 comprehensive study "On the Road to School: Helping Children Succeed by Addressing Transportation Barriers" demonstrates that transportation barriers significantly impact student attendance, with economically disadvantaged students missing up to three more days of school annually compared to their peers with reliable transportation. As shown by this evidence, transportation resources—including bus passes, dedicated school bus routes, and transportation vouchers—effectively encourage greater attendance and improved academic outcomes by alleviating family stresses over transportation logistics, particularly for working parents with scheduling constraints or limited vehicle access. These resources reduce inequitable commute barriers such as geographic isolation, promote enhanced student safety during daily travel, and create consistency in daily routines that benefit student well-being. By providing transportation support, students—especially those with higher needs—arrive more prepared and ready to learn, demonstrate increased participation in extracurricular and enrichment activities, and engage more fully in school activities and community forums. This initiative reinforces KIPP's commitment to the fundamental message that every student's presence, participation, and progress is valued in the school community.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.17	Arts and Music	KIPP allocates public funding for Arts and Music programs to provide equitable access for all students, especially those with limited prior exposure. Research by Rabkin and Redmond shows arts education positively impacts school engagement, academic achievement, motor skills, cognitive functioning, emotional wellbeing, and self-esteem. Through diverse creative outlets, students express, explore, experiment, and reflect. These programs directly support KIPP's mission of creating "joyful, academically excellent schools" that prepare students with skills and confidence for their chosen paths, while aligning with the "whole child" approach and the LCAP goal of academic achievement for all students. Specifically, Prop 28 funding enables arts and music programs that create joyful learning environments through creative expression and community celebrations. These programs foster academic excellence by enhancing critical thinking, pattern recognition, and problem-solving skills that transfer across subjects. Students develop crucial confidence through performances, collaborative projects, and the discipline of creative practice—skills essential for their chosen paths beyond KIPP. Arts education supports the "whole child" by nurturing social-emotional development, physical coordination, cultural awareness, and healthy emotional expression. Furthermore, these programs advance LCAP academic achievement goals through improved attendance, engagement, focus, and growth mindset, ensuring all students benefit equitably regardless of background.	$32,536.20	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$970,759.00	$$121,864

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
42.166%	0.000%	$0.00	42.166%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Support for multilingual learners: **Need:** 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).	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.	ELPI and reclassification results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	An ELD teacher's expertise in language development theory, instructional methods, and assessment practices ensure that these students receive the focused attention they need to effectively access grade-level content across all subject areas. Moreover, the ELD teacher collaborates closely with general education teachers to ensure appropriate accommodations and differentiated instruction, creating an inclusive learning environment that promotes academic success for all students. **Scope:** LEA-wide		
1.4	**Action:** Professional development: **Need:** KIPP's majority student population qualify as socioeconomically disadvantaged. Recent state testing results (2022-23) for socio-economically disadvantaged only partially met the goal of exceeding the results of the authorizing district. **Scope:** LEA-wide	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. KIPP is dedicated to seeing growth and will allocate dedicated time to professional development to improve results, as research indicates that sustained, intensive professional development focusing on specific instructional practices and content knowledge is associated	State testing results - ELA and Mathematics with a focus on socioeconomically disadvantaged pupils.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		with improved student achievement (Darling-Hammond et al., 2017; Yoon et al., 2007). By allocating significantly more time to professional development compared to the district, with 10+ fully dedicated days for all teachers, KIPP demonstrates its investment in its teachers' continuous growth and improvement. This increased time allows for deeper exploration of effective teaching strategies, data analysis, and collaboration among educators, which in turn leads to better-equipped teachers who can more effectively meet the diverse needs of their students (Desimone, 2009). Given that the total number of professional development days is 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, such as those who are socioeconomically disadvantaged and/or multilingual learners.	
1.5	**Action:** Title III: **Need:** 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). **Scope:**	ELPI and reclassification results.	Research has shown that targeted professional development and coaching for teachers can significantly improve the effectiveness of instruction for multilingual learners (Darling-Hammond et al., 2017; Garet et al., 2001). By providing training and facilitating data meetings where teachers, APs, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		instructional coaches review student data, the ML instructional coach enables data-driven instructional decisions and promotes the effective implementation of ML instructional strategies. This approach aligns with evidence-based practices that emphasize the importance of using data to inform instruction and support student learning (Hamilton et al., 2009). Furthermore, the ML instructional coach's targeted coaching and feedback through classroom observations ensures that teachers receive individualized support to improve their practice, which has been shown to be an effective method for enhancing teacher quality and student outcomes (Joyce & Showers, 2002; Knight, 2007). The identification of supplemental regional curricula and educational technology designed specifically to improve outcomes for ML students further demonstrates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			KIPP's commitment to providing high-quality, evidence-based resources for student learning.
1.6	**Action:** Data analysis and visualization: **Need:** The majority of KIPP students 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. **Scope:** LEA-wide	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 demonstrates that socio-economically disadvantaged students meet more thresholds for intervention than all other students. These data analysis and visualization tools help school teams better understand a student's holistic experience at school, support increased identification of early and meaningful interventions, and improve the number of services to the school's unduplicated student population (students qualifying as socioeconomically disadvantaged).	State testing results - ELA and Mathematics. Attendance and chronic absence results With a focus on socioeconomically disadvantaged students on both data results.
1.50	**Action:** **Need:** **Scope:**	All data and metrics remain in review at the time of the Q3 board meeting. A full reflection will be available in the final LCAP that is presented to the KIPP Board in June of 2026.	
2.1	**Action:** Family involvement and support: **Need:**	The actions taken by KIPP to encourage family involvement have been specifically tailored to support families with additional needs, such as flexible and varied event times and opportunities, translated and accessible materials, and dedicated	Family engagement opportunities, family engagement satisfaction survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increasing family involvement can have a significant positive impact on the academic achievement and social-emotional development of students who qualify as socioeconomically disadvantaged. 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. 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. **Scope:** LEA-wide	ACE staff. These actions increase and improve services for the school's unduplicated student population, which includes students who qualify as socioeconomically disadvantaged and multilingual learners. 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 providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, benefit from the positive outcomes associated with increased family involvement in education.	
2.2	**Action:** Improve attendance: **Need:** While the school continues to make significant gains in reducing chronic absence, over 20% of students that qualify as socioeconomically disadvantaged are still chronically absent. Regular attendance is crucial for students to fully participate in classroom activities, engage with teachers and peers, and receive necessary academic and social-emotional support.	The school takes a non-punitive, personal approach to build strong relationships and understand the unique circumstances of each family. These additional supports are intended to improve attendance for KIPP's highest needs students, and with this focus, the school anticipates 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. By providing personalized support and building strong relationships with families, the school is implementing evidence-based practices that have	Chronic absence and average daily attendance rates with a focus on socioeconomically disadvantaged students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	been shown to improve attendance. A report by Attendance Works (2017) emphasized the importance of implementing multi-tiered systems of support (MTSS) that provide targeted interventions for students with attendance challenges. The report also highlighted the effectiveness of strategies such as positive messaging, family engagement, and data-driven decision making in promoting regular attendance. By focusing on improving attendance for its highest-need students and providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, benefit from the positive outcomes associated with regular attendance.	
2.3	**Action:** Communication resources: **Need:** KIPP would like to see growth in the school culture index, which represents questions from the Family School Culture Survey that make up the student and family experience. KIPP wants to continue to focus on activities that support connection due to the high number of students that qualify as socioeconomically disadvantaged. Expanded learning time initiatives have demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. Building positive	The accessible touchpoints between KIPP teachers and students/families provided through communication resources can improve students' engagement and motivation, leading to better academic outcomes. Research has shown that strong teacher-student relationships are associated with increased student engagement, higher academic achievement, and better social-emotional outcomes (Roorda, Koomen, Spilt, & Oort, 2011). Furthermore, a meta-analysis by Hattie (2009) found that teacher-student relationships have a significant positive effect on student learning. Providing opportunities for extended learning time and facilitating communication between teachers and students/families is particularly beneficial for unduplicated student populations, such as those who qualify as socioeconomically disadvantaged. A report by the National Center on Time and	Family school culture index and student / teacher relationships results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	relationships between teachers and students is crucial for creating 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. **Scope:** LEA-wide	Learning (2015) highlighted the effectiveness of expanded learning time programs in improving academic outcomes for disadvantaged students, noting that these programs can help close achievement gaps and promote educational equity. By offering communication resources and opportunities for extended learning time on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, have access to the support and resources they need to succeed academically. This approach is supported by research emphasizing the importance of providing comprehensive, schoolwide interventions to address the needs of struggling students (Borman, Hewes, Overman, & Brown, 2003; Sailor et al., 2006).	
2.4	**Action:** Improving school climate: **Need:** Suspension rates remain higher for KIPP students who qualify as socioeconomically disadvantaged compared to the state, as reported on the CA Dashboard. 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	Social-emotional learning practices require a larger, whole-school initiative to truly support those who are most vulnerable, as all students, staff, and leaders participate in shared learning and actions, such as morning community circles, restorative practices, chants, and restorative attendance conferences. Research has consistently shown that SEL programs have a positive impact on students' academic performance, behavior, and mental health (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Taylor, Oberle, Durlak, & Weissberg, 2017). A meta-analysis by Durlak et al. (2011) found that students who participated in SEL programs demonstrated significant improvements in social and emotional skills, attitudes, behavior, and academic	Student suspension rates, with a focus on socioeconomically disadvantaged students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	working with students and families to develop trust, empathy, and strong relationships that lead to better outcomes for students. 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. **Scope:** LEA-wide	performance compared to students who did not participate in such programs. SEL programs have been found to be particularly beneficial for students who qualify as socioeconomically disadvantaged and those who have experienced trauma (Jagers, Rivas-Drake, & Williams, 2019; Jennings & Greenberg, 2009). By providing SEL instruction and support on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those who are most vulnerable, have access to the resources and support they need to develop essential social and emotional competencies. This approach aligns with research highlighting the importance of implementing comprehensive, schoolwide SEL initiatives to create a positive school climate and promote the well-being and success of all students (Elias et al., 1997; Greenberg et al., 2003).	
2.5	**Action:** Mental health clinician: **Need:** KIPP would like to see growth in the emotional safety and support of student survey results, which represents questions from the The New Teacher Project (TNTP). KIPP wants to continue to focus on activities that support connection to resources due to the high number of students that qualify as socioeconomically disadvantaged.	Addressing poverty and providing mental health resources for students can help alleviate 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. Research has shown that MTSS is an effective framework for addressing the academic, behavioral, and social-emotional needs of all students, particularly those who face additional challenges (Averill & Rinaldi, 2011; Sugai & Horner, 2009). A study by Fazel, Hoagwood, Stephan, and Ford (2014) found that school-based mental health services can significantly improve academic	Emotional safety and support of students survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	outcomes and reduce emotional and behavioral problems among students, especially those from low-income families. Furthermore, research by Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) demonstrated that universal social and emotional learning programs, which are a key component of MTSS, can lead to significant improvements in students' social and emotional skills, attitudes, behavior, and academic performance. While all students will benefit from the implementation of an MTSS and the support of mental health clinicians, KIPP's students who qualify as socioeconomically disadvantaged may require higher tier interventions, which include services supported or coordinated by the mental health clinician. This targeted approach aligns with research emphasizing the importance of providing intensive, individualized support for students with the greatest needs (Fuchs & Fuchs, 2006; Lane, Oakes, & Menzies, 2014). By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, have access to the mental health support they need to thrive academically and emotionally, ultimately increasing and improving services for the school's unduplicated student population.	
2.6	**Action:** Community Schools: Collaborative Community School Managers: **Need:**	Sustaining the MHC position and expanding the roles of Grade Level Chairs are crucial in addressing the identified needs and creating a supportive and inclusive learning environment. Research has shown that school-based mental health interventions and SEL programs can have a significant positive impact on student outcomes	Suspension rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In the 2022-2023 school year, 26% of suspensions involved a controlled substance (possession or use), and 48% of suspensions involved causing physical harm to another student. Although the addition of the MHC has proven effective in reducing these numbers, there are still areas of concern that require attention, such as bullying, homophobia, and racist language. The school recognizes the need to address these issues and provide students with the tools and support they need to navigate complex social and emotional situations. Additionally, the school has identified a need to provide students with positive experiences and incentives to promote engagement and strong decision-making. **Scope:** LEA-wide	(Durlak et al., 2011). The MHC's targeted interventions and schoolwide SEL initiatives ensure that all students benefit from a comprehensive approach to social and emotional development. The Grade Level Chairs' restorative programming, which includes mentorship and goal-setting, helps address specific issues such as bullying, homophobia, and racist language. By using behavioral data to identify at-risk students and providing them with mentors, the school creates a support system that fosters positive relationships and encourages personal growth. Applying this approach schoolwide ensures that all students have access to the resources and guidance they need to succeed. Investing in enriching field trips as incentives for commitment to and achievement of goals is another essential component of the school's plan. These experiences not only serve as rewards for positive behavior but also provide students with opportunities to broaden their horizons and develop a sense of belonging within the school community. Research has shown that exposure to new experiences and opportunities can have a profound impact on high-needs students, leading to increased critical thinking skills, social tolerance, and a desire to participate in cultural activities (Greene et al., 2014). By offering these experiences schoolwide, the school ensures that all students have access to these beneficial opportunities, promoting equity and fostering a positive school culture.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	**Action:** College counselors: **Need:** KIPP currently exceeds the state's overall and socioeconomically disadvantaged graduation rate but continues to support a high rate of first generation college students. A college focus for both students and families is intentional, due to the high number of first-generation college experiences among KIPP's student population. Students who qualify as socioeconomically disadvantaged often face additional barriers to college access and success, such as limited exposure to college options, financial constraints, and a lack of familiarity with the college application process (Engle & Tinto, 2008; Perna, 2006). **Scope:** LEA-wide	KIPP is committed to ensuring that all students lead choice-filled lives and have met or exceeded the requirements to succeed in college and beyond. Research has consistently shown that comprehensive college preparation programs, such as KIPP Forward, can significantly improve college access and success for students from disadvantaged backgrounds (Domina, 2009; Gandara & Bial, 2001; Mathews, 2018). A study by Avery (2013) found that when students who qualify as low-income receive individualized college counseling, they were more likely to apply to and enroll in four-year colleges compared to students who did not receive such support. Involving families in the college preparation process is crucial for fostering a college-going culture and ensuring that students have the support they need to succeed (Tierney, Corwin, & Colyar, 2005). By providing a range of services that address the academic, informational, and financial aspects of college preparation, KIPP Forward helps to level the playing field for students who may not have access to these resources otherwise. Given the high percentage of unduplicated pupils at KIPP, the additional support from a KIPP Forward advisor contributes to increasing and improving services for the school's unduplicated student population, particularly those who qualify as socioeconomically disadvantaged. By offering these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background, have the opportunity to pursue their college and career aspirations	College career indicator and graduation rate results. Focus on SED.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Hiring process: **Need:** Research has consistently shown that teacher quality is one of the most important factors influencing student achievement, particularly for students that qualify as socioeconomically disadvantaged (Darling-Hammond, 2000; Rivkin, Hanushek, & Kain, 2005). A study by Egalite, Kisida, and Winters (2015) found that students of color who were taught by teachers of the same race/ethnicity experienced positive effects on their academic achievement and attitudes towards school. This dedicated team supplements the traditional hiring process by focusing on diverse and equitable hiring practices, with goals to bring in staff that can best support high-needs students and increase the number of teaching staff who self-identify as people of color. **Scope:** LEA-wide	By implementing a rigorous hiring process that focuses on diverse and equitable hiring practices, KIPP is working to ensure that all students, particularly those who qualify as socioeconomically disadvantaged, have access to high-quality teachers who can best support their learning needs. 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. This approach aligns with research emphasizing the importance of providing students that qualify as socioeconomically disadvantaged with access to highly effective teachers and a diverse teaching workforce in order to promote educational equity and improve student outcomes (Darling-Hammond, 2015; Ingersoll & May, 2011). By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background, have the opportunity to learn from skilled and diverse educators who can help them achieve academic success.	Teacher credential data results.
3.2	**Action:** Title I and II, improving academic outcomes:	Through targeted professional development led by the school's leadership, effective, evidence-based educational strategies are taught and modeled to close the achievement gap and enable high-needs	Teacher professional development survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: KIPP would like to see growth in teacher's experiences with their professional development, which represents questions from the The New Teacher Project (TNTP) survey. A continued focus in teacher development will be critical as KIPP embarks on the implementation of a new regional academic curriculum. **Scope:** LEA-wide	students to meet the state's challenging academic standards. Research has consistently shown that high-quality professional development can significantly improve teacher effectiveness and student achievement (Darling-Hammond, Hyler, & Gardner, 2017; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). A meta-analysis by Kraft, Blazar, and Hogan (2018) found that teacher coaching had a positive effect on student achievement, with larger effects observed in studies that focused on specific subject areas and provided more intensive coaching. Research has highlighted the importance of teacher retention and continuity in promoting student success, particularly in high-needs schools (Ronfeldt, Loeb, & Wyckoff, 2013; Sutcher, Darling-Hammond, & Carver-Thomas, 2016). By providing ongoing professional development opportunities and supporting a leadership pipeline, KIPP is working to build continuity in teaching and leadership for the school communities, which can contribute to improved student outcomes. 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, particularly those who qualify as socioeconomically disadvantaged	
3.5	**Action:** More teacher time: **Need:**	More time initiatives have shown promise in improving academic outcomes among students who are most likely to fall behind. Research has demonstrated that increased instructional time can lead to improved student achievement, particularly	Teacher academic curriculum survey results. State testing results - ELA and Mathematics.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students who qualify as socioeconomically disadvantaged often face educational inequities and may require additional instructional time and support to close achievement gaps and stay engaged in school (Patall, Cooper, & Allen, 2010; Redd et al., 2012). KIPP would like to see growth in teacher's alignment with the school's academic approach, which represents questions from the The New Teacher Project (TNTP) survey. A continued focus in academic alignment will be critical as KIPP embarks on the implementation of a new regional academic curriculum. **Scope:** LEA-wide	for students from disadvantaged backgrounds (Battistin & Meroni, 2016; Figlio, Holden, & Ozek, 2018). By providing additional focused time, KIPP aims to support struggling students, engage them more fully, and reduce the likelihood of dropping out. This contributes to increasing services for the school's unduplicated student population. Offering competitive teacher salaries helps attract and retain high-quality educators, which is crucial for implementing effective extended learning time programs (Darling-Hammond, 2000; Ronfeldt, Loeb, & Wyckoff, 2013). By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students have access to the additional instructional time and support they need to succeed academically and stay engaged in school.	
3.9	**Action:** Personal learning technology devices: **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 student population that qualifies as socioeconomically disadvantaged.	KIPP maintains a 1:1 ratio for devices to ensure no student has a gap in access, and devices are available for at-home use if needed. Research shows that access to technology and digital tools can enhance learning, engagement, and achievement, particularly for disadvantaged students (Darling-Hammond et al., 2014; Zheng et al., 2016). Providing technology access and support is crucial for promoting educational equity and preparing students for success in a digital world (Warschauer et al., 2004). The continuation of robust technology supports serves to increase and improve services for KIPP's unduplicated student population, particularly those who qualify	Teacher academic curriculum survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	as socioeconomically disadvantaged. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures all students have the tools and support they need to succeed in a technology-driven learning environment.	
3.11	**Action:** Support for new teachers: **Need:** New teacher development plays a crucial role in achieving success with students who may have higher learning needs. KIPP would like to see growth in teacher's experiences with their professional development, which represents questions from the The New Teacher Project (TNTP) survey. A continued focus in teacher development will be critical as KIPP embarks on the implementation of a new regional academic curriculum. **Scope:** LEA-wide	By investing in a new teacher development program, KIPP equips educators with the necessary knowledge, tools, and support to more effectively meet the needs of diverse learners. Research has shown that high-quality teacher induction and mentoring programs can improve teacher effectiveness, retention, and student achievement (Ingersoll & Strong, 2011; Schmidt, Young, Cassidy, Wang, & Laguarda, 2017). 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 KIPP teaching staff serves to improve services for the school's unduplicated population, particularly those who qualify as socioeconomically disadvantaged and multilingual learners. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background or learning needs, have access to well-prepared and supported teachers who can effectively facilitate their academic success.	Teacher professional development survey results.
3.12	**Action:** Expanded enrichment	Research conducted by the Afterschool Alliance (2016) showed that participation in after-school programs was associated with improved academic	Family school culture index and emotional safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities: **Need:** Students who qualify as socioeconomically disadvantaged may face challenges in accessing extracurricular activities or may not have a safe and supportive environment outside of school hours. These students may also benefit from additional learning opportunities and support to help close the achievement gap (Afterschool Alliance, 2016; Lauer et al., 2006). **Scope:** LEA-wide	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 provide a safe and supportive environment for students, particularly those who qualify as socioeconomically disadvantaged and may not have access to extracurricular activities or face other challenges at home. By offering extended enrichment time, KIPP contributes to increasing (time) and improving (quality) services for the school's unduplicated student population. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background or family resources, have access to a wide range of enriching activities and support that can foster their academic, social, and emotional development.	and support of students survey results.
3.13	**Action:** KIPP Contributions **Need:** 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. 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. High teacher	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. Research has shown that teacher retention is crucial for promoting student achievement and creating a stable learning environment, particularly in schools serving high-needs populations (Darling-Hammond, 2000; Ingersoll, 2001). By offering competitive benefits and supporting teachers' financial well-being, KIPP aims to increase retention rates and ensure continuity of learning and development for students who are disproportionately impacted by high teacher turnover. This is especially important for KIPP	Teacher retention data results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	turnover can disproportionately impact students with high needs, as they may experience a lack of continuity in their learning and development (Ronfeldt, Loeb, & Wyckoff, 2013; Simon & Johnson, 2015). **Scope:** LEA-wide	schools, where the percentage of students with high needs is significantly higher than the state average. Studies have found that teacher turnover can negatively affect student achievement, with a more pronounced impact on students from disadvantaged backgrounds (Hanushek, Rivkin, & Schiman, 2016; Ronfeldt et al., 2013). By providing these services on an LEA-wide or schoolwide basis, KIPP is working to improve services for the school's unduplicated population by creating a more stable and supportive learning environment with experienced, committed teachers.	
3.14	**Action:** Continuity of Learning: **Need:** Teacher turnover can have a significant negative impact on student learning, particularly for students with high needs who may be more vulnerable to the disruptions caused by frequent changes in teaching staff (Ronfeldt, Loeb, & Wyckoff, 2013; Simon & Johnson, 2015). Additionally, the shortage of available substitute teachers during the pandemic has made it difficult for schools to ensure continuity of learning when regular teachers are absent (Kraft & Simon, 2020). **Scope:**	Teacher return bonuses serve as an effective strategy to enhance teacher retention rates and acknowledge the dedication and commitment of experienced teachers. Research has shown that financial incentives can be a powerful tool for retaining high-quality teachers, particularly in schools serving disadvantaged student populations (Clotfelter, Glennie, Ladd, & Vigdor, 2008; Springer, Swain, & Rodriguez, 2016). By offering bonuses to returning teachers, KIPP is working to create a stable and supportive working environment that reduces turnover rates and ensures continuity of learning for students. In-house teaching substitution, supported by increased stipends for teaching staff, provides important continuity for students when regular teachers are absent. This approach allows KIPP to leverage the expertise of its existing teachers and maintain a sense of stability in the classroom, even when faced with the challenges of teacher absences and substitute shortages. Research has	Teacher retention data results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	highlighted the importance of maintaining instructional continuity and minimizing disruptions to student learning (Miller, Murnane, & Willett, 2008; Sawchuk, 2021). 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 who are disproportionately impacted by high teacher turnover, thereby improving services for the school's unduplicated population. By providing these services on an LEA-wide or schoolwide basis, KIPP is working to create a stable and supportive learning environment that promotes academic success for all students, particularly those with the greatest needs.	
3.15	**Action:** Mental Health for All: **Need:** KIPP's most valuable resource is its people. The work, while incredibly rewarding and impactful, is also demanding. The past few years have been particularly challenging and stressful while in recovery from the COVID-19 pandemic. Teacher well-being and mental health are crucial factors in promoting job satisfaction, retention, and ultimately, student success (Greenberg, Brown, & Abenavoli, 2016; McLean & Connor, 2015). Supporting teachers' mental health is especially important in schools serving high-needs populations,	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. Research has shown that teacher well-being and mental health are significant predictors of job satisfaction, commitment, and retention (Jennings & Greenberg, 2009; Skaalvik & Skaalvik, 2011). By providing comprehensive mental health resources and support, KIPP is working to create a positive and supportive work environment that promotes teacher well-being and reduces the risk of burnout. Increasing retention at KIPP schools, where the percentage of students with high needs is significantly higher than the state average, will	Teacher retention data results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	where the demands on educators may be greater (Herman, Hickmon-Rosa, & Reinke, 2018). **Scope:** LEA-wide	ensure continuity of learning and development for students who are disproportionately impacted by high teacher turnover. Studies have found that teacher turnover can have a negative impact on student achievement, particularly in schools serving disadvantaged populations (Hanushek, Rivkin, & Schiman, 2016; Ronfeldt, Loeb, & Wyckoff, 2013). By providing these mental health services and supports on an LEA-wide or schoolwide basis, KIPP is working to improve services for the school's unduplicated population by fostering a stable, supportive, and mentally healthy teaching staff. This approach aligns with research highlighting the importance of teacher well-being in promoting positive student outcomes and creating a nurturing learning environment (Jennings & Greenberg, 2009; Roeser, Skinner, Beers, & Jennings, 2012).	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Support 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	ELPI and reclassification results.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: 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). An ELD teacher's expertise in language development theory, instructional methods, and assessment practices ensure that these students receive the focused attention they need to effectively access grade-level content across all subject areas. Moreover, the ELD teacher collaborates closely with general education teachers to ensure appropriate accommodations and differentiated instruction, creating an inclusive learning environment that promotes academic success for all students. **Scope:** Limited to Unduplicated Student Group(s)	experience. These challenges can hinder academic progress. Providing these additional, targeted supports for multilingual learner students in order to attain higher academic achievement has contributed to improving services for the school's unduplicated student population (multilingual learners).	
1.5	**Action:** Title III: **Need:** 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). **Scope:** Limited to Unduplicated Student Group(s)	Research has shown that targeted professional development and coaching for teachers can significantly improve the effectiveness of instruction for multilingual learners (Darling-Hammond et al., 2017; Garet et al., 2001). By providing training and facilitating data meetings where teachers, APs, and instructional coaches review student data, the ML instructional coach enables data-driven instructional decisions and promotes the effective implementation of ML instructional strategies. This approach aligns with evidence-based practices that emphasize the importance of using data to inform instruction and	ELPI and reclassification results.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		support student learning (Hamilton et al., 2009). Furthermore, the ML instructional coach's targeted coaching and feedback through classroom observations ensures that teachers receive individualized support to improve their practice, which has been shown to be an effective method for enhancing teacher quality and student outcomes (Joyce & Showers, 2002; Knight, 2007). The identification of supplemental regional curricula and educational technology designed specifically to improve outcomes for ML students further demonstrates KIPP's commitment to providing high-quality, evidence-based resources for student learning.	
3.16	**Action:** Transportation Resources **Need:** KIPP has identified significant transportation barriers that disproportionately impact unduplicated students, including low-income families, English learners, and foster youth, creating inequitable access to consistent school attendance and educational opportunities. Data analysis reveals that students from economically disadvantaged backgrounds experience higher rates of chronic absenteeism and tardiness directly correlated with transportation challenges, including lack of reliable family vehicles, inability to afford public transportation costs, geographic distance from school sites, and parents' work schedules that conflict with school start and end times. Many unduplicated families rely on complex transportation	Research from the Urban Institute's 2017 comprehensive study "On the Road to School: Helping Children Succeed by Addressing Transportation Barriers" demonstrates that transportation barriers significantly impact student attendance, with economically disadvantaged students missing up to three more days of school annually compared to their peers with reliable transportation. As shown by this evidence, transportation resources—including bus passes, dedicated school bus routes, and transportation vouchers—effectively encourage greater attendance and improved academic outcomes by alleviating family stresses over transportation logistics, particularly for working parents with scheduling constraints or limited vehicle access. These resources reduce inequitable commute barriers such as geographic isolation, promote enhanced student safety during daily travel, and create consistency in daily routines that benefit student well-being. By providing transportation support, students—especially those with higher	Transportation resources directly support improved outcomes in chronic absenteeism rates by removing daily barriers that prevent consistent school attendance, particularly for low-income families who may lack reliable vehicles or face economic hardships that affect transportation access. Enhanced Average Daily Attendance (ADA) results from reduced transportation-related absences, as students with reliable school transportation demonstrate more consistent attendance patterns and fewer tardies

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	arrangements involving multiple family members, public transit systems with limited routes and scheduling, or walking long distances that create safety concerns and weather-related attendance barriers. English learner families often face additional challenges navigating public transportation systems, while foster youth may experience frequent placement changes that disrupt established transportation routines. School-based needs assessments and family surveys consistently identify transportation as a primary barrier preventing regular attendance, with families reporting that transportation costs strain already limited household budgets and create stress that impacts student readiness to learn. These transportation inequities directly contribute to achievement gaps and limit unduplicated students' access to the full educational program, including after-school programming, extracurricular activities, and family engagement opportunities that support academic success and school connectedness. **Scope:** Limited to Unduplicated Student Group(s)	needs—arrive more prepared and ready to learn, demonstrate increased participation in extracurricular and enrichment activities, and engage more fully in school activities and community forums. This initiative reinforces KIPP's commitment to the fundamental message that every student's presence, participation, and progress is valued in the school community.	that can escalate into chronic absence issues. Transportation support also contributes to improved high school graduation rates by ensuring students maintain the consistent attendance necessary for academic progress, credit accumulation, and engagement in graduation requirements, while reducing the likelihood that transportation challenges will force students to leave school prematurely. These metrics collectively demonstrate how addressing basic transportation needs creates a foundation for academic success and educational equity for unduplicated student populations.

For any limited 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, as applicable.

Additional Concentration Grant Funding

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.

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		12.2
Staff-to-student ratio of certificated staff providing direct services to students		10.2

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,302,205	$970,759.00	42.166%	0.000%	42.166%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,948,121.56	$867,216.05	$0.00	$139,226.46	$5,954,564.07	$3,638,620.78	$2,315,943.29

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Support for multilingual learners:	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$265,796.77	$0.00	$265,796.77		$0.00	$0.00	$265,796.77	
1	1.2	Special education services:	Students with Disabilities	No			All Schools		$354,025.12	$0.00	$354,025.12		$0.00	$0.00	$354,025.12	
1	1.3	Personalized learning and EdTech:	All	No			All Schools		$20,796.63	$70,103.64	$90,900.27		$0.00	$0.00	$90,900.27	
1	1.4	Professional development:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$99,038.69	$97,772.78	$166,239.77	$30,571.70	$0.00	$0.00	$196,811.47	
1	1.5	Title III:	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$8,235.44	$2,359.55			$0.00	$10,594.99	$10,594.99	
1	1.6	Data analysis and visualization:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$14,114.26	$0.00	$14,114.26		$0.00	$0.00	$14,114.26	
2	2.1	Family involvement and support:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$55,433.06	$0.00	$55,433.06		$0.00	$0.00	$55,433.06	
2	2.2	Improve attendance:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$28,315.52	$25,000.00	$28,315.52	$25,000.00	$0.00	$0.00	$53,315.52	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Communication resources:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$17,033.76	$17,033.76		$0.00	$0.00	$17,033.76	
2	2.4	Improving school climate:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$84,831.64	$0.00	$30,731.10	$54,100.54	$0.00	$0.00	$84,831.64	
2	2.5	Mental health clinician:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$150,384.73	$6,000.00	$150,384.73	$6,000.00	$0.00	$0.00	$156,384.73	
2	2.6	Community Schools: Collaborative Community School Managers:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$58,937.64	$0.00	$58,937.64	$0.00	$0.00	$58,937.64	
2	2.7	College counselors:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$112,389.62	$0.00	$19,891.18	$92,498.44	$0.00	$0.00	$112,389.62	
2	2.8	A-G Improvement							$0.00	$34,117.00	$34,117.00				$34,117.00	
3	3.1	Hiring process:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$44,281.05	$0.00	$44,281.05		$0.00	$0.00	$44,281.05	
3	3.2	Title I and II, improving academic outcomes:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$128,631.47	$0.00			$0.00	$128,631.47	$128,631.47	
3	3.3	Teacher Pathways:	All	No			All Schools		$66,697.18	$27,495.78	$54,381.96	$39,811.00	$0.00	$0.00	$94,192.96	
3	3.4	Resources:	All	No			All Schools		$0.00	$414,144.75	$414,144.75		$0.00	$0.00	$414,144.75	
3	3.5	More teacher time:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$172,137.34	$0.00	$172,137.34		$0.00	$0.00	$172,137.34	
3	3.6	Custodial and facility staff:	All	No			All Schools		$0.00	$93,967.50	$93,967.50		$0.00	$0.00	$93,967.50	
3	3.7	Facilities and emergency procedures:	All	No			All Schools		$15,589.84	$1,119,207.40	$917,048.21	$217,749.03	$0.00	$0.00	$1,134,797.24	
3	3.8	KIPP teachers:	All	No			All Schools		$1,590,233.87	$0.00	$1,590,233.87		$0.00	$0.00	$1,590,233.87	
3	3.9	Personal learning technology devices:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$7,997.25	$52,499.81	$60,497.06		$0.00	$0.00	$60,497.06	
3	3.10	Health and safety:	All	No			All Schools		$0.00	$6,250.00	$6,250.00		$0.00	$0.00	$6,250.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.11	Support for new teachers:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$41,080.19	$0.00	$41,080.19		$0.00	$0.00	$41,080.19	
3	3.12	Expanded enrichment opportunities:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$240,291.82	$66,285.68		$306,577.50	$0.00	$0.00	$306,577.50	
3	3.13	KIPP Contributions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$93,065.99	$0.00	$93,065.99		$0.00	$0.00	$93,065.99	
3	3.14	Continuity of Learning:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$12,717.10	$61,334.00	$74,051.10		$0.00	$0.00	$74,051.10	
3	3.15	Mental Health for All:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,434.00		$3,434.00	$0.00	$0.00	$3,434.00	
3	3.16	Transportation Resources	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income			$0.00	$160,000.00	$160,000.00				$160,000.00	
3	3.17	Arts and Music							$32,536.20	$0.00		$32,536.20			$32,536.20	

2026-27 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
$2,302,205	$970,759.00	42.166%	0.000%	42.166%	$1,393,052.88	0.000%	60.510 %	**Total:**	$1,393,052.88
								LEA-wide Total:	$1,233,052.88
								Limited Total:	$425,796.77
								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	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$265,796.77	
1	**1.4**	Professional development:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,239.77	
1	**1.5**	Title III:	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	**1.6**	Data analysis and visualization:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,114.26	
2	**2.1**	Family involvement and support:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,433.06	
2	**2.2**	Improve attendance:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$28,315.52	

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	$17,033.76	
2	2.4	Improving school climate:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$30,731.10	
2	2.5	Mental health clinician:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$150,384.73	
2	2.6	Community Schools: Collaborative Community School Managers:	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	$19,891.18	
3	3.1	Hiring process:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,281.05	
3	3.2	Title I and II, improving academic outcomes:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	More teacher time:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,137.34	
3	3.9	Personal learning technology devices:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$60,497.06	
3	3.11	Support for new teachers:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,080.19	
3	3.12	Expanded enrichment opportunities:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.13	KIPP Contributions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,065.99	
3	3.14	Continuity of Learning:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,051.10	
3	3.15	Mental Health for All:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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 (%)
3	3.16	Transportation Resources	Yes	Limited to Unduplicated Student Group(s)	Low Income		$160,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,526,396.49	$5,799,437.64

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)
1	**1.1**	Support for multilingual learners:	Yes	$255,486.61	$357,204.91
1	**1.2**	Special education services:	No	$379,107.21	$439,314.01
1	**1.3**	Personalized learning and EdTech:	No	$95,711.11	$70,898.31
1	**1.4**	Professional development:	Yes	$170,320.37	$149,288.38
1	**1.5**	Title III:	Yes	$9,721.56	$11,474.00
1	**1.6**	Data analysis and visualization:	Yes	$8,817.63	$10,507.19
2	**2.1**	Family involvement and support:	Yes	$53,499.95	$49,735.39
2	**2.2**	Improve attendance:	Yes	$15,086.00	$55,682.14
2	**2.3**	Communication resources:	Yes	$15,548.56	$15,436.55
2	**2.4**	Improving school climate:	Yes	$153,369.57	$159,262.92
2	**2.5**	Mental health clinician:	Yes	$147,639.37	$153,436.01

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	2.6	College counselors:	Yes	$57,500.14	$109,381.63
2	2.7		Yes	$0.00	
2	2.8	A-G Improvement	Yes	$0.00	$23,460.00
2	2.9	Community Schools: Collaborative Community School Managers:	Yes	$0.00	$57,500.14
2	2.10		Yes	$56,097.70	
3	3.1	Hiring process:	Yes	$27,261.28	$33,686.16
3	3.2	Title I and II, improving academic outcomes:	Yes	$98,218.72	$114,922.00
3	3.3	Teacher Pathways:	No	$91,681.42	$91,638.29
3	3.4	Resources:	No	$383,930.20	$350,913.52
3	3.5	More teacher time:	Yes	$161,718.91	$150,429.27
3	3.6	Custodial and facility staff:	No	$127,806.08	$105,087.07
3	3.7	Facilities and emergency procedures:	No	$1,087,543.32	$1,096,090.09
3	3.8	KIPP teachers:	No	$1,547,952.01	$1,444,139.43

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	3.9	Personal learning technology devices:	Yes	$60,785.07	$55,784.08
3	3.10	Health and safety:	No	$5,750.00	$6,150.00
3	3.11	Support for new teachers:	Yes	$38,692.54	$36,073.02
3	3.12	Expanded enrichment opportunities:	Yes	$107,232.67	$248,801.47
3	3.13	KIPP Contributions	Yes	$91,897.90	$89,196.78
3	3.14	Continuity of Learning:	Yes	$80,016.36	$110,914.88
3	3.15	Mental Health for All:	Yes	$3,306.00	$3,306.00
3	3.16	Transportation Resources	Yes	$160,000.00	$160,000.00
3	3.17	Arts and Music		$34,698.23	$39,724.00

2025-26 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)
	$1,102,583.46	$1,318,153.76	($215,570.30)	0.000%	0.000%	0.000%

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	$101,159.30	$202,635.71		
1	1.4	Professional development:	Yes	$127,131.87	$104,821.13		
1	1.5	Title III:	Yes				
1	1.6	Data analysis and visualization:	Yes	$8,817.63	$10,507.19		
2	2.1	Family involvement and support:	Yes	$53,499.95	$49,735.39		
2	2.2	Improve attendance:	Yes	$15,086.00	$30,682.14		
2	2.3	Communication resources:	Yes	$15,548.56	$15,436.55		
2	2.4	Improving school climate:	Yes	$19,328.73	$25,222.08		
2	2.5	Mental health clinician:	Yes	$141,639.37	$147,436.01		
2	2.6	College counselors:	Yes	$0.00	$72,133.37		
2	2.7		Yes				
2	2.8	A-G Improvement	Yes		$23,460.00		

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)
2	2.9	Community Schools: Collaborative Community School Managers:	Yes	$0.00			
2	2.10		Yes				
3	3.1	Hiring process:	Yes	$27,261.28	$33,686.16		
3	3.2	Title I and II, improving academic outcomes:	Yes				
3	3.5	More teacher time:	Yes	$161,718.9	$150,429.27		
3	3.9	Personal learning technology devices:	Yes	$60,785.07	$55,784.08		
3	3.11	Support for new teachers:	Yes	$38,692.54	$36,073.02		
3	3.12	Expanded enrichment opportunities:	Yes				
3	3.13	KIPP Contributions	Yes	$91,897.90	$89,196.78		
3	3.14	Continuity of Learning:	Yes	$80,016.36	$110,914.88		
3	3.15	Mental Health for All:	Yes				
3	3.16	Transportation Resources	Yes	$160,000.00	$160,000.00		

2025-26 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)
			0.000%	$1,318,153.76	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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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2026-27 Local Performance Indicator Self-Reflection

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

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-26	23	17	2	0	0	6	1	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)	2

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 Common Core State Standards ("CCSS") in grades K-12. The CCSS represent the knowledge and skills that prepare students for college and careers. 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. State academic standards for ELA, ELD, and Math have been fully implemented. Progress toward fully implementing all other content standards are tracked on KIPP's annual performance dashboard, with priority currently given to Next Generation Science Standards.

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. Additionally, KIPP has adopted UC Berkeley Lawrence Hall of Science's Amplify Science K-8 curriculum, which offers a rigorous approach to science instruction that leverages immersive simulations of the scientific phenomenon that support content development. This instruction is supplemented by backward planning to NGSS-aligned Interim assessments.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

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

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						
Health Education Content Standards						
Physical Education Model Content Standards						
Visual and Performing Arts						
World Language						

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

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):

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

Practices	Rating Scale Number
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.	4
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.	2

Practices	Rating Scale Number
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.

KIPP believes that meaningful family engagement builds parent efficacy, recognizes families as true assets, and leverages the community's strengths, experiences, and knowledge to strengthen the school. We are committed to partnerships that create lasting capacity for families — not just during their time with us, but beyond.

Families are reached through multiple communication channels including newsletters, emails, phone calls, and text messages. Staff share their email addresses and cell phone numbers directly with families to ensure accessible support for homework and other concerns. Progress reports and report cards are distributed throughout the year to keep families informed of their student's academic progress, and families are encouraged to schedule conferences with teachers at any point. Any student at risk of retention is required to meet with teachers and administrators to identify additional supports. Each year, the school begins building family relationships during new student orientation — before the school year begins — so that students and families feel connected and welcomed from day one.

The KIPP Family Council (KFC) serves as the school's primary family governance structure, providing families with a meaningful voice in school decision-making. Families drive the KFC, meeting monthly to review school data, plan community events, and advocate for the school's continued growth. The school leader meets regularly with the KFC to ensure alignment between school priorities and community needs. The Multilingual Learner Committee (MLC) provides an additional structured channel for multilingual families to engage, offering input on language development programming and supports for English learner students.

KIPP invests in staff capacity to engage families as equal partners. Front office and operational staff receive professional development on creating a warm and welcoming environment for all visitors. All school staff are expected to demonstrate strong, consistent connections with students and their families as a core professional expectation.

This year, the school hosted 20+ virtual and in-person family events open to all families. In the annual family survey, 84% of families reported satisfaction with opportunities to get involved on campus. The school will continue to use surveys, conferences, the KFC and MLC structures, and regular communication to deepen family engagement and build on this foundation.

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, 84% 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):

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

Practices	Rating Scale Number
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.	5
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 the KIPP Family Council.

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 Council 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 Council and Multilingual 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.

The school hosted 20+ virtual and in-person events where all families were invited. In an annual family survey, 84% of families indicated that they were satisfied with the opportunities to get involved on campus. KIPP will apply culturally responsive practices to existing school communications and will continue to use surveys, conferences, regular phone communication, and other forms of contact to engage all families.

The KIPP Family Council (KFC) and Multilingual Learner Committee (MLC) provide structured opportunities for underrepresented families — including multilingual learner families — to engage directly in school decision-making and provide input on school priorities.

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, and when translation is needed, a school-provided translator will be available.

Additionally, KIPP will provide different types of opportunities for families to participate, including events scheduled in the morning and evening to accommodate varying 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):

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

Practices	Rating Scale Number
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.	2
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	1
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.	2
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.	1

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, KFC 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 KIPP Family 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, KFCs, 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 KIPP Family Council and Multilingual Council which meet regularly throughout the school year. The KIPP Family Council (KFC) 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 KIPP Family Council (KFC) and Multilingual Learner Committee (MLC). Both bodies provide structured opportunities for underrepresented families to review school data, respond to LCAP priorities, and make recommendations to school leadership. Feedback gathered through these structures, as well as through the annual family survey and LCAP survey, is reviewed by school leadership and used to inform goal-setting, resource allocation, and program decisions. KIPP is committed to closing the feedback loop by sharing with families how their input has shaped school priorities and LCAP actions.

Additionally, KIPP will provide varied opportunities for families to participate, including events scheduled in the morning and evening to accommodate different family schedules and childcare needs.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

94% of KIPP families positively indicated that teachers have built strong relationships with their child.

80% of student surveys indicated a positive response to feelings of emotional safety at the school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

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.

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.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

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.
KIPP measures success by the percentage of students enrolled in a broad course of study across all student groups.

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)

100% of students had access to a broad course of study including courses described under EC section 51210, 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. 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.