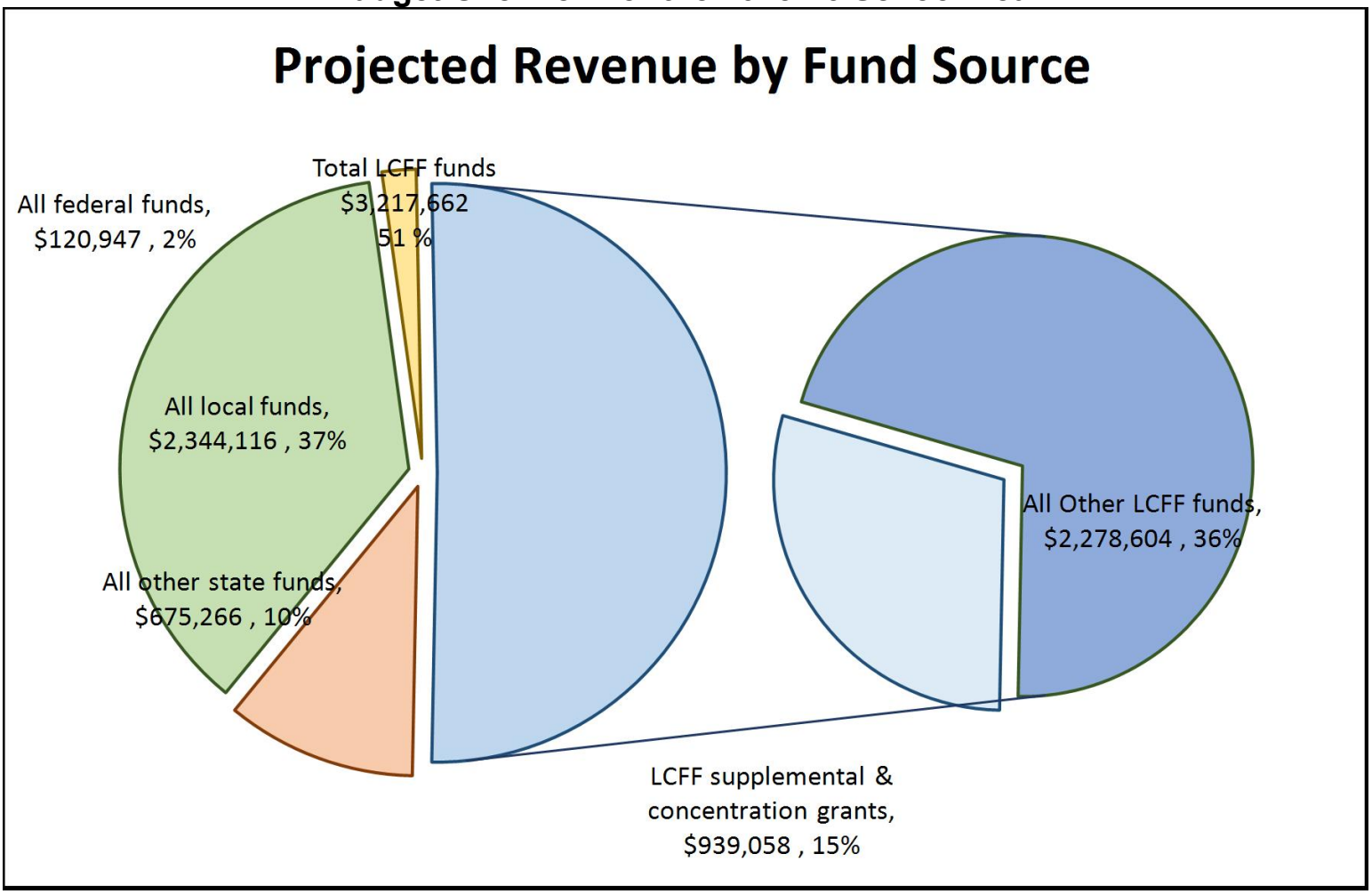
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Esperanza High School
CDS Code: 41 69062 0139915
School Year: 2025-26
LEA contact information:
Claire Taylor
KIPP Esperanza School Leader
opsadmin@kippnorcal.org
510-465-5477

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

## Budget Overview for the 2025-26 School Year

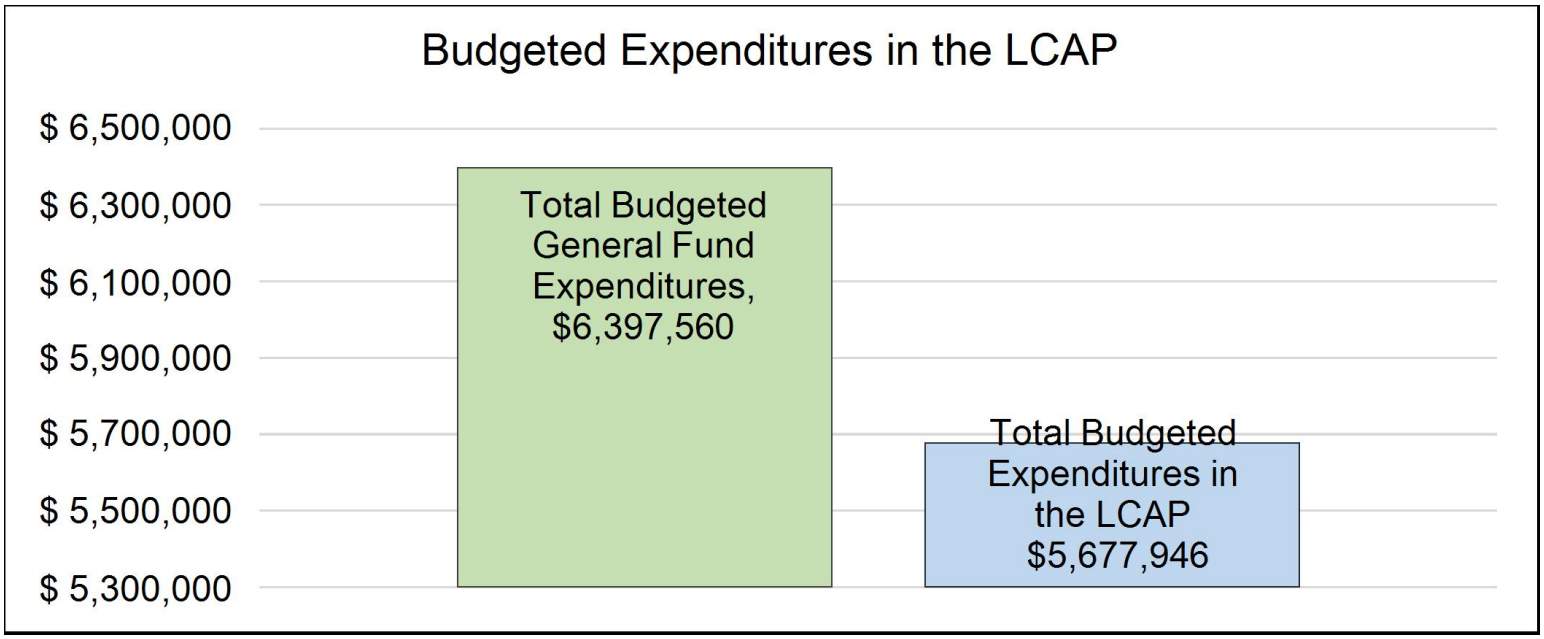



This chart shows the total general purpose revenue KIPP Esperanza High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for KIPP Esperanza High School is $6,357,991, of which $3,217,662 is Local Control Funding Formula (LCFF), $675,266 is other state funds, $2,344,116 is local funds, and $120,947 is federal funds.  Of the $3,217,662 in LCFF Funds, $939,058 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

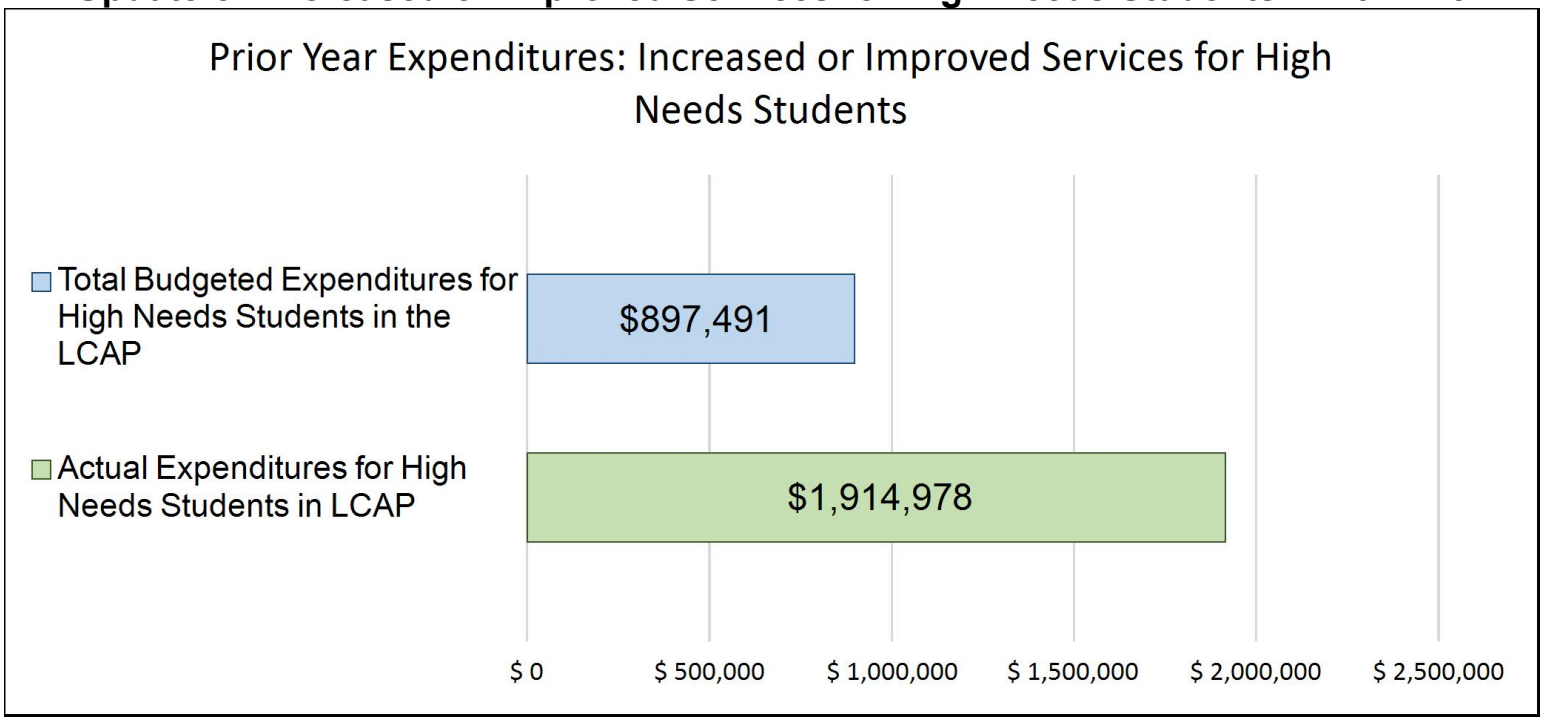
The text description of the above chart is as follows: KIPP Esperanza High School plans to spend $6,397,560 for the 2025-26 school year. Of that amount, $5,677,946 is tied to actions/services in the LCAP and $719,614 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, KIPP Esperanza High School is projecting it will receive $939,058 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 $1,900,965 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 2024-25




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 2024-25, KIPP Esperanza High School's LCAP budgeted $897,491 for planned actions to increase or improve services for high needs students. KIPP Esperanza High School actually spent $1,914,978 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,017,487 had the following impact on KIPP Esperanza High School’s ability to increase or improve services for high needs students:

# 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 | Claire Taylor<br>KIPP Esperanza School Leader | opsadmin@kippnorcal.org<br>510-465-5477 |

# Plan Summary [2025-26]

## 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 is a school in the community of East Palo Alto, currently in its fifth year of operation. Having opened during the pandemic in a fully online setting, our school community has grown from 107 founding students to approximately 190 students in 9-12th grades. We emphasize a college preparatory curriculum as a means of ensuring all students have choice in their postsecondary opportunities.

In addition to our work on campus, we partner with community organizations such as College Track, AIM High, EPACenter, Peninsula Bridge, YMCA, Urban Eagles, and the Boys and Girls Club to ensure all students in the East Palo Alto and Redwood City communities get the support they need to be successful. We continue to partner with local community organizations to provide our students with services, resources, and experiences that support their needs. Our students work closely with prominent local leaders to develop the next generation of leaders committed to serving their communities. KIPP Esperanza has also begun to host events on site to be a hub for community resources with organizations like Nuestra Casa and Peninsula Family Services.

KIPP Esperanza High School is founded on the values of identity, community, growth, love, and honor. Our students live out these values by planning schoolwide events, celebrating their heritage, and taking over 260 Advanced Placement exams in the Spring of 2025.

# Reflections: Annual Performance

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

Reflections: Successes

KIPP Esperanza High School has demonstrated meaningful progress across several key performance indicators during the 2024-25 school year. We have seen particularly notable growth in our SBAC Math results, which reflects our strategic implementation of targeted intervention structures. Our 9-12th grade intervention model includes personalized learning through IXL and dedicated weekly relearning sessions with teachers. This approach utilizes MAP assessment data to appropriately group students for these interventions, ensuring that instruction addresses specific gaps in student understanding.

We have also achieved significant improvement in our school culture metrics, with suspension rates declining by approximately 10%. This progress stems from several intentional initiatives, including the implementation of Yondr phone pouches and accompanying arrival/dismissal systems that reduce conflicts originating from social media interactions. Our weekly Community Meetings proactively build positive culture through GPA incentives, while our continued use of behavior incentives for field trips and mentorship provides effective interventions for our highest-needs students. The Student of Concern protocol, implemented through grade-level teams, has enabled us to identify and provide additional targeted interventions for students requiring extra support.

Our English Learners have shown remarkable growth, with a 10% improvement in meeting their growth indicator goals. This success can be attributed to our expanded course offerings for ELD, the addition of an intervention group providing Sheltered ELA instruction for newcomers, and the implementation of specialized curriculum in 11th grade that supports English Learners through sentence stems, graphic organizers, and other scaffolds.

Central to these achievements has been our strategic planning around each focus area and our leadership team's commitment to monitoring and responding to data. Teacher retention has played a major role in our ability to build on prior focus areas; we prioritize retaining our teachers through regular rounds of input-gathering and making adjustments based on their perspectives. This collaborative approach ensures that our improvement strategies are informed by the expertise of those working most closely with our students.

Reflections: Identified Need

Despite our progress in key areas, KIPP Esperanza High School continues to focus on improving student performance in both ELA and Math SBAC assessments. To address these needs, we are taking several targeted actions. Our English courses will be adopting a new curriculum called Novel specifically designed to address the needs of English Learners and students with IEPs. For mathematics, we are adding a Sheltered Math course to address foundational gaps for incoming language learners, based on iReady assessment data. Additionally, we will use iReady data to screen incoming 9th graders at the beginning of the year to better identify students requiring intervention.

Attendance remains an area of focus for improvement. We are developing a comprehensive approach that includes creating incentives for attendance beginning in August and continuing throughout the school year. We are currently piloting this strategy in May with an end-of-year attendance incentive program in which students can earn a fun field trip for missing less than a day of school. This pilot will inform our more robust attendance strategy for the upcoming academic year.

While we have seen a significant reduction in suspension rates (approximately 10%), they remain above our goal. To address this, we will refine our Student of Concern process by bringing our highest-needs students to a central group composed of school leaders and teacher leaders. This collaborative team will design intervention plans that leverage the expertise of our leadership while allowing teachers to focus on learning and implementing these intervention strategies rather than designing them.

Supporting Students with Disabilities (SWDs): With 21% of our student population having IEPs, providing effective support for Students with Disabilities is essential to our school's overall success. The Novel curriculum adoption will provide additional scaffolding and support for SWDs in English Language Arts. Additionally, our refined Student of Concern process will help identify and address behavioral challenges that may lead to suspensions for this significant student group. We will continue to monitor attendance data for SWDs and ensure they are included in our new attendance incentive program to address chronic absenteeism.

Supporting Multilingual Learners (MLs): Multilingual Learners comprise 37% of our student population, making their success central to our school's performance. We've seen a 10% improvement in English Learners meeting their growth indicator goals, but we recognize the need for continued support. Our expanded ELD course offerings, newcomer intervention group with Sheltered ELA instruction, and implementation of specialized curriculum supports in 11th grade (including sentence stems, graphic organizers, and other scaffolds) will continue to build on this positive growth. For mathematics, our new Sheltered Math course will specifically address foundational gaps for incoming language learners, providing instruction that meets their unique needs while building content knowledge.

# Reflections: Technical Assistance

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

The school is eligible for differentiated assistance based on the following student subgroups: Multilingual Learners.

Multilingual Learners comprise 37% of our student population, making their success central to our school's performance. As a school eligible for differentiated assistance based on our ML subgroup performance, we have implemented significant changes during the 2024-25 school year that have resulted in a 10% improvement in English Learners meeting their growth indicator goals. However, our data review in partnership with the county office of education has identified ongoing needs in ELA, Math, Suspensions, and the English Learner Progress Indicator (ELPI).

During the current year, we expanded ELD course offerings, added an intervention group for newcomers to receive Sheltered ELA instruction, and implemented specialized curriculum in 11th grade English with targeted supports including sentence stems, graphic organizers, and other scaffolds. For mathematics, we developed a pull-out math group for Algebra 1 delivered in Spanish to support comprehension while building English mathematical vocabulary.

Looking ahead to the 2025-26 school year, we will build upon these successes through our comprehensive Multilingual Learner Initiative. We will launch a dedicated Sheltered Math course to address foundational gaps for incoming language learners based on iReady assessment data. Our master schedule will be further refined to ensure multilingual learners receive appropriate designated ELD instruction while accessing integrated ELD across all content areas. We will continue implementing the Novel curriculum to better support language development within content areas.

Professional development for teachers will focus on effective instructional strategies for multilingual learners, with ongoing coaching to provide individualized support and feedback. Our refined Student of Concern process will help identify and address behavioral challenges that may lead to suspensions among our ML population, with particular attention to culturally responsive practices.

We will enhance our progress monitoring systems to track academic growth and language development, using this data to inform instructional adjustments. By continuing our partnership with the county office of education and leveraging support from our regional team, we aim to provide the resources and expertise needed to sustain and accelerate the progress we've begun to demonstrate with our multilingual learners.

# 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 provides 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 the School Leader, including scheduled LCAP meetings, Coffee with the School Leader sessions, KIPP Family Council (SSC structure), and Multilingual Learner Committee (ELAC structure). Interpreters are available at these gatherings, and translated materials are provided in the school’s most common languages to ensure equitable engagement. Meeting topics cover a range of subjects, including but not limited to: the CA State Dashboard and LCAP alignment, state priorities, specific school goals, and actionable steps to achieve them. Input is gathered through small group exercises during meetings, where families can brainstorm together and share feedback with the community and school leadership. Additionally, the LCAP survey, the School Culture survey, and summarized empathy interview feedback (families of students with IEPs) are all additional opportunities to collect important feedback to be considered in the school’s plan. |
| Students - | Students are engaged in the LCAP process by sharing feedback in regular Pulse Surveys - designed to quickly gather feedback and insights from students about various aspects of their educational experience. These surveys focus on capturing students' thoughts, feelings, and opinions on topics such as their overall satisfaction with the learning environment, their engagement in class, their |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | relationships with teachers and peers, their understanding of school priorities and policies, and their general well-being.<br><br>Student voice is also captured in various ways at the school, including student leadership councils and through regular communication and access to their teachers and administration. |
| Teachers - | Teachers are engaged in the LCAP progress in various ways, including surveys, LCAP meetings, and through regular staff development and feedback channels.<br><br>The TNTP survey is used to assess various aspects of the teaching profession and educational environment at KIPP - teacher satisfaction, school culture, professional development opportunities, leadership effectiveness, and the overall working conditions within the school. TNTP surveys provide valuable insights into the experiences and perspectives of educators, which are then used to inform decision-making, improve policies and practices, and support teacher retention and effectiveness.<br><br>Throughout the year, teachers engage in weekly staff meetings where they review data to inform classroom instruction. Beginning in the spring, this development will include a review of longer term data trends that will be used to inform LCAP initiatives for the following school year. Additionally, through individual coaching, teachers will share their feedback and perspectives about their experience, their support needs as well as their ideas for improving student performance. |
| School Leaders - | Engagement with School Leadership is a critical component of the LCAP as a single-site charter school. School principals, assistant principals, content specialists and operational directors must work together to ensure alignment on school goals and lead the LCAP process for their school community. These leaders gather throughout the spring to review student outcomes data, staff data, and review school resources to identify initiatives and priorities which must then be shared and implemented. School leadership is also provided |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | support and access to diverse perspectives (outside of their single school), through their connection to KIPP's regional support office. This partnership provides opportunities for collaboration and resource sharing, including quarterly community of practice meetings, professional learning communities, leadership coaching and targeted skill building. |
| Regional Support Office - | The region actively engages with the community and school leadership to best capture the meaningful school-level work that happens each day. This year the school continues their collaboration and consultation with various departments at the regional level to help inform goals, metrics, and outcomes including but not limited to: Operations, Facilities, Data, Human Resources, Finance, Special Education (including the SELPA), and Academics. 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. |
| School Community - | School level LCAP planning and engagement begins in December in preparation for the updated CA Dashboard release, and includes updated presentation materials that allow the community to engage more equitably (multiple languages, diverse engagement styles and practices, etc.). There is additional Advocacy and Community Engagement (ACE Team) support at meetings and events to answer questions and engage in these important discussions. This involvement and availability strengthen trust and accountability between the KIPP organization, the school, and the community.<br><br>KIPP takes steps to make governance structures more accessible to the school community. The drafted LCAP is made available for a public hearing in advance of the final June board meeting. Virtual teleconferencing is available for all of KIPP's public board meetings, and the community is notified in compliance with the Brown Act. Translation services are also available upon request. All KIPP board meeting agendas and minutes are available online at https://kippnorcal.org/kipp-board-of-directors/. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| SELPA - | The SELPA provides a review and feedback on KIPP's annual LCAP. |
| 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.

Engagement at KIPP -

We are so thankful to the families, staff and students that provided valuable feedback on how the school can improve student academic outcomes and school culture. The School Leader has provided a response to thank the community and share how their input has shaped the school's initiatives:

At KIPP Esperanza High School, we have established multiple channels for gathering feedback from our educational partners. Our staff and teachers have weekly opportunities to provide input through pulse surveys and one-on-one meetings with instructional coaches. We formally administer the TNTP survey twice yearly to collect targeted feedback on academics and school culture. Our leadership team identifies specific areas for improvement based on survey results and conducts several feedback rounds throughout the spring to track progress on those targeted questions.

Students provide anonymous feedback on their classes and teachers' effectiveness through an annual survey in May, focusing on relationship-building and instructional clarity. Additionally, students take pulse surveys at least three times yearly to share their feelings about inclusion and safety on campus.

This feedback has directly informed our planning. In response to teacher input, we are adjusting our schedule to provide additional school days for covering critical concepts while allowing students to leave 30 minutes earlier on Monday, Tuesday, and Friday to better meet students' cognitive needs. To support English Learners, we have implemented a Sheltered ELA class, introduced new materials in 11th grade English, added supports in English 9, and created a pull-out math group for Algebra 1 delivered in Spanish. Responding to students' desire for more leadership opportunities, we established a Leadership Club that is now planning our prom.

Family survey data revealed that providing individual and small group support from teachers is considered most important for improving academic achievement across all student groups. We have responded by implementing weekly reteaching and intervention groups on Thursdays during advisory and our intervention block called Eagle Hour. Students build understanding of their academic needs through one-on-one check-ins with their advisors.

Families also emphasized teaching social-emotional and behavioral skills to improve suspension rates. We have secured a Mental Health Clinic position through a state grant to ensure all students can access counseling and will create a 9th grade advisory curriculum focused on these skills for students transitioning to high school in the 2025-26 school year.

Additional 2025-26 LCAP influence:

The collective information shared during the annual LCAP process was used to reflect on the school's priorities. The feedback and data indicate that KIPP's mission continues to be in line with the goals of the school community. The results of the surveys along with feedback that we received during engagement/discussion indicated that we needed to continue to focus on the following in the 2025-26 LCAP:

- More 1 on 1 support from teachers for all students and Multilingual Learners to improve academic outcomes: This aligns with the "more time" model that KIPP provides students and families. KIPP will continue to support teachers in this level of student learning and engagement. Professional development, including weekly data driven initiative meetings and manager observation, will be provided that helps teachers identify and support the differentiated needs of students (Professional Development, Goal 1).

- Stronger student relationships between teachers/staff and students that are facing homelessness and or are in foster care: KIPP will leverage the Coordination of Services Team (COST) to identify resources and remove barriers for students. This may include access to KIPP's mental health supports (Mental Health Clinician, Goal 2) and access to teachers before and after school hours (More Time Action, Goal 3).

- Mental health for all: As a response to continued feedback for more holistic services across students and staff, KIPP will be continuing the services to support the mental health wellbeing for school and regional staff. This initiative is supported by a partnership between Headspace, Seneca and Mindshare, providing community focused, evidence-based, accessible mental health services for KIPP staff and KIPP staff partners/families (Mental Health for All, Goal 3).

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

# Goals and Actions

## Goal

| Goal # | Description | 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:<br><br>State testing results for English Language Arts. | 22-23 English language arts results for all students: 45% proficient, 70% district results<br><br>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.<br><br>23-24 English language arts results for all students: 43% proficient, 23.7 | | Increase to MEDIUM on the CA Dashboard, with an increase of 5% YoY | |

| 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<br><br>22-23 English language arts results for students with disabilities: 24% proficient, 25% district results<br><br>15.8 point below standard | points below standard<br><br>23-24 English language arts results for students qualifying as low-income students: 3% proficient, 27.6 points below standard<br><br>23-24 English language arts results for multilingual language learners: 15% proficient, 118.3 points below standard<br><br>23-24 English language arts results for students with disabilities: 0% proficient, 145.3 points below standard | | | |
| 1.2 | SBAC Math:<br><br>State testing results for Mathematics. | 22-23 Math results for all students: 8% proficient, 50% district results<br><br>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<br><br>23-24 Math results for students | | Increase to LOW on the CA Dashboard, with an increase of +10 YoY. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 9% proficient, 12% district results<br><br>22-23 Math results for multilingual language learners: 0% proficient, 1% district results<br><br>22-23 Math for students with disabilities: 6% proficient, 9% district results<br><br>122.8 points below standard | qualifying as low-income students: 19% proficient, 60 points below standard<br><br>23-24 Math results for multilingual language learners: 11% proficient, 46.6 points below standard<br><br>23-24 Math results for students with disabilities: 8% proficient, 125 points below standard | | | |
| 1.3 | CAST Science:<br><br>State testing for Science. | 22-23 Science results for all students: 18% proficient<br><br>22-23 Science results for students qualifying as low-income students: 20% proficient<br><br>22-23 Science results for multilingual language learners: 0% proficient<br><br>22-23 Science results for students with | 23-24 Science Results:<br><br>*SED: socioeconomically disadvantaged<br>** ML: multilingual learner/English learner<br>***SWD: students with disabilities<br><br>SED: 16% proficient<br>ML: 5% proficient | | Status and performance on the CA Dashboard for CAST has not yet been established, but KIPP will strive for a Yellow + status as we continue to support a growing science focus. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | disabilities: 8% proficient | SWD: 0% proficient | | | |
| 1.4 | Multilingual Learner Reclassification Rate:<br><br>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. | Reclassification is in progress for the 23-24 school year. The LCAP will be updated with reclassification metrics once available. | 5.68% of students were reclassified as English proficient in the 24-25 school year. | | 20% of Multilingual language learners will be reclassified annually. | |
| 1.5 | English Learner Progress Indicator (ELPI):<br><br>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. | | Maintain MEDIUM on the CA Dashboard, with an increase of 1% YoY. | |
| 1.6 | Advanced Placement Exams (Participation Rate):<br><br>College-level curriculum and examinations.<br><br>The rate of graduating seniors that have participated in taking at least 1 AP exam. | No data to report. Results will be updated and reported in the LCAP when available. | 78% 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. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.7 | Advanced Placement Exams (Pass Rate):<br><br>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. | | 50% or greater, of students participating in AP testing receive scores of three (3) or better on at least one AP exam. | |
| 1.8 | College Career Indicator:<br><br>The rate at which schools are preparing students for success after graduation, as measured on the California Dashboard | No data to report, school does not currently have a college career indicator metric in the CA Dashboard. Results will be updated and reported in the LCAP when available. | No data to report, school does not currently have a college career indicator metric in the CA Dashboard. Results will be updated and reported in the LCAP when available. | | 55% of students, or greater, are prepared for success after graduation, as measured on the California Dashboard. | |

# Goal Analysis [2024-25]

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.

All planned actions were carried out in order to make progress towards the articulated goal. The implementation of these actions was consistent with the descriptions outlined in the adopted LCAP, with no substantive differences between the planned actions and their actual implementation.

One of the key successes was the increased focus on ELD, which was supported by regional resources and on-the-ground assistance. This heightened emphasis on ELD was facilitated through the establishment of additional Professional Learning Communities (PLCs) dedicated to sharing best practices and strategies for supporting English Language Learners. The PLCs provided leaders with valuable opportunities to

collaborate, learn from one another, and receive targeted guidance from ELD specialists. As a result, teachers were better equipped to meet the unique needs of their English Language Learners.

The school also faced some challenges, particularly in the area of special education and the increased support associated with providing the necessary resources and support for students with special needs. This included hiring additional special education teachers, paraprofessionals, and related service providers to ensure that students received the individualized support they required. The increased demand for special education services required careful allocation of resources to meet the needs of all students.

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

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

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 (ELA) and Math as well as the required testing for Multilingual Learners through the ELPAC. The most recent results for 2023-24 school year demonstrate that there are lower than expected results for metrics in goal 1. The school remains committed to seeing improvement in this critical area and has revised some actions and services in order to support growth.

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.

After analyzing the data from the Dashboard and other local sources, as well as reflecting on current year practices, we have identified areas where changes will be made to the goal actions for the coming year.

Ellevation: We continue to standardize the use of a new system called Ellevation to better track the progress of our Multilingual Learners (MLs). This system will provide expanded features and more centralized and regional support to ensure that our MLs receive the targeted assistance they need to succeed. By closely monitoring their progress and providing tailored interventions, we aim to improve the academic outcomes of our ML students.

EdTech: We are on year two of our educational technology systems revamp to provide the most focused and personalized learning opportunities for our students. By streamlining our EdTech resources and ensuring that they are aligned with our curriculum and student needs, we aim to create a more efficient and effective learning environment that promotes student success.

Community Schools Focus on Professional Development: In the coming year, we will be placing a strong emphasis on professional development related to our community schools initiatives. This will include providing additional support for multilingual learners and holistic

support for students to improve their academic outcomes. By equipping our teachers and staff with the knowledge and skills necessary to effectively implement these initiatives, we expect to see increased student engagement, well-being, and academic achievement.

Medi-Cal for Special Education (Mental Health and Physical): Our Special Education department will be leveraging Medi-Cal to secure additional mental and physical health service reimbursements for students with Individualized Education Programs (IEPs). This change will create a more sustainable model for providing these critical services to our students with special needs. By ensuring that our students have access to the mental and physical health support they require, we aim to improve their overall well-being and academic success.

**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 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.<br><br>As a recipient of the California Community Schools Partnership grant, the school has made additional investments in targeted, small group English development. | $255,486.61 | Yes |
| **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 | $379,107.21 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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. | | |
| **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 achievement. To ensure the most accurate and meaningful engagement with these systems, a dedicated staff member provides support in the administration of EdTech tools.<br><br>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. | $95,711.11 | No |
| **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 | $170,320.37 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | to implement them into classrooms and support students at all levels of proficiency. | | |
| **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. | $9,721.56 | 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 crucial in identifying early interventions and support for KIPP students, the majority of whom qualify as socio-economically disadvantaged. | $8,817.63 | Yes |

# 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. | The school held 12 scheduled events in the 23-24 school year where families and/or the community were invited to participate. | The number of events is to be determined and will be finalized in time for the final LCAP draft in June. KIPP is currently in the process of engaging the school on the | | KIPP will host eight (8) events or more a year where families and/or the community are invited to attend and participate. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | number of scheduled family engagement events for the 24-25 school year. | | | |
| 2.2 | Family Engagement Satisfaction:<br>Annual school culture survey results where families share their satisfaction level with the available opportunities for involvement at the school. | 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. | | 75% of KIPP families are satisfied with the participation opportunities available at the school. | |
| 2.3 | Student Average Daily Attendance:<br><br>The average percent of students attending school daily. | KIPP reported 92.63% attendance for P2. | KIPP reported 90.29% attendance for P1. | | 95% average daily attendance or higher<br>in the P2 reporting period. | |
| 2.4 | Student Chronic Absenteeism:<br><br>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<br>KIPP tracked at 26% chronic absenteeism rate in the current school year for all students<br><br>SED/FRL (low income students): 25%<br><br>ML (multilingual learners): 22%<br><br>SWD (students with disabilities): 25% | SY: 24-25<br><br>KIPP is tracking at 32% chronic absenteeism rate in the current school year for all students<br><br>*SED/FRL = socioeconomically disadvantaged/qualifies for free reduced lunch | | Reduce chronic absence by 12%, or 4% or greater YoY | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | **ML: multilingual learner/English learner<br>***SWD: students with disabilities or students with IEPS<br><br>SED/FRL: 31%<br><br>Black: 20%<br><br>ML: 34%<br><br>SWD: 33% | | | |
| 2.5 | Student Suspensions:<br><br>The percent of students (count) that have been suspended from school. | SY22-23<br><br>All students: 21.9%<br><br>Students that qualify as low-income: 21.6%<br><br>Multilingual learners: 32.5%<br><br>Students with disabilities: 31.3% | For the 2024-25 SY, KIPP's suspension rate is tracking at 5.8%.<br><br>SY23-24 Suspension Rate:<br><br>All students: 11.2%<br><br>Students that qualify as low-income: 6.2%<br><br>Multilingual learners: 6.1%<br><br>Students with disabilities: 14% | | Reduce suspensions to MEDIUM on the CA Dashboard, with 4% or greater reduction YoY. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.6 | Student Expulsions:<br><br>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%. | | 1% or lower expulsion rate. | |
| 2.7 | Drop Out Rate:<br><br>Students who dis-enroll and do not re-enroll in another public, private or alternative program or school. | KIPP's 22-23 drop out rate was NA%. Esperanza's first cohort graduates in 2023-24. | KIPP's 23-24 drop out rate was NA%. Esperanza's first cohort graduates in 2023-24. | | 2% or lower drop out rate. | |
| 2.8 | School Safety:<br><br>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.<br><br>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.<br><br>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". | | 65% of students and staff respond positively when asked about "students feeling/being safe at school" on an annual survey. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.9 | 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. | | 90% or greater of students graduate with a high school diploma. | |
| 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:<br><br>The teachers have built strong relationships with my child.<br><br>The school has a positive impact on my child's academic performance.<br><br>How fairly is your child treated by staff?<br><br>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.<br><br>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.<br><br>In the 24-25 school year, 82% of surveyed KIPP families indicated that "the teachers have built strong relationships with my child". | | 75%+ of families have a positive experience with the school. | |

| 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 [2024-25]

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.

All planned actions were carried out in order to make progress towards the articulated goal. The implementation of these actions was consistent with the descriptions outlined in the adopted LCAP, with no substantive differences between the planned actions and their actual implementation.

One of the key successes was the development and strengthening of supportive systems that fostered partnerships with families and helped re-establish expectations for regular attendance following the challenges posed by the pandemic. The school focused on the following strategies:

Enhanced communication with families: KIPP increased its outreach efforts to families, using various channels such as phone calls, emails, text messages, and home visits to communicate the importance of regular attendance and to provide support and resources as needed.

Collaboration with community partners: KIPP partnered with local community organizations to provide additional support to families facing challenges that could impact student attendance, such as housing instability, food insecurity, or lack of access to health care.

Data-driven interventions: KIPP used attendance data to identify students at risk of chronic absenteeism and implemented targeted interventions, such as mentoring programs, counseling services, and individualized attendance plans, to support these students and their families.

Even with these systems in place, both overall attendance rates and chronic absenteeism remain ongoing challenges, as the school did not achieve the significant improvements seen in the previous year. While the implemented strategies helped stabilize attendance patterns, this indicates the need for continued focus and potential refinement of intervention strategies to address the persistent barriers affecting regular student attendance.

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

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

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 CA Dashboard results for 2023-24 and available local data for the 2024-25 school year demonstrate that there are mixed results for success across goal 2 metrics, but that results are continuing to trend positive with YoY improvement.

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.

After analyzing the data from the Dashboard and other local sources, as well as reflecting on our prior practices, we have identified areas where changes or improvements will be made to the goal actions for the coming year.

Advanced Home/Porch Visits: In the upcoming year, our attendance team, in collaboration with the community school managers, will be supporting advanced "porch visits" for students who are not attending school regularly and may be identified as needing additional support. These visits will provide an opportunity for our staff to engage with students and their families in a more personal and supportive manner, helping to identify and address any barriers to regular attendance. By building stronger relationships with families and providing targeted interventions, we aim to improve attendance rates and reduce chronic absenteeism.

Coordination of Services Team (COST): We will be further standardizing and improving the Coordination of Services Team (COST) to support students and families in accessing the resources they need to thrive. COST will review academic and school culture data to identify students who may benefit from differentiated support and will work collaboratively with families, teachers, and community partners to provide targeted interventions. By adopting a holistic approach to student support, we aim to improve academic outcomes, enhance student well-being, and create a more inclusive and equitable learning environment.

Community Schools: Community school managers will identify and coordinate support services for students and families as part of our Community Schools initiative. These community managers will work closely with local organizations and service providers to connect families with resources such as food assistance, housing support, legal counseling, employment services, and other vital resources. By addressing the diverse needs of our students and their families, we aim to create a more supportive and inclusive learning environment that promotes academic success and overall well-being.

Medi-Cal Reimbursement for Mental Health Services: In the coming year, we will be focusing on maximizing Medi-Cal reimbursement for the mental health care services provided to our students. By leveraging this funding source, we aim to create a more sustainable and comprehensive mental health support system. The reimbursement funds will be reinvested in our mental health professionals. This will allow us to continue to provide individualized and intensive support to students who are struggling with mental health challenges, as well as to implement preventative and early intervention programs to promote overall student well-being.

**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. | $53,499.95 | 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. | $15,086.00 | 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 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 | $15,548.56 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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. | $153,369.57 | 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. | $147,639.37 | Yes |
| **2.6** | 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. | $57,500.14 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.7** | | | $0.00 | Yes |
| **2.8** | | | $0.00 | Yes |
| **2.9** | 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 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.<br><br>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. | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.10** | | | $56,097.70 | Yes |

# 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:<br><br>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 report 75% or higher satisfaction with access to standards-aligned materials for their classrooms in an annual survey. | |
| 3.2 | Teacher Professional Development: | KIPP teachers reported 74% satisfaction with the school's commitment to | KIPP teachers reported 70% satisfaction with the school's | | KIPP teachers report 75% or greater satisfaction with the school's | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Annual teacher survey results: teacher satisfaction with the school's commitment to improving teacher's instructional practice. | improving their instructional practice in the 23-24 school year. | commitment to improving their instructional practice in the 24-25 school year. | | commitment to improving their instructional practice. | |
| 3.3 | Access to Rigorous Courses:<br><br>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 will<br>have access to a full and robust course schedule as defined by the state. | |
| 3.4 | Facilities Inspection Tool:<br><br>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. | | Facilities inspection tool: Facility rating of "fair" or above during the annual inspection of school facilities and major systems by the KIPP Facilities Team. | |
| 3.5 | Teacher Credentialing:<br><br>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 core teachers are credentialed and appropriately assigned. | |
| 3.6 | A-G Course Certification:<br><br>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. | | 80% or greater of courses will be A-G certified. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.7 | Teacher Retention:<br><br>The rate at which current year teachers are expected to return the following school year. | 73% of teachers are expected to return in the 24-25 school year from the previous year. | The percentage of teachers expected to return for the 25-26 school year has yet to be determined. Teacher retention is gauged by data from the Spring TNTP survey. KIPP will have this data available in the final LCAP draft to be presented in June to the board. | | 80% of current year teachers will return in the following school year. | |

# Goal Analysis [2024-25]

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.

All planned actions were carried out in order to make progress towards the articulated goal. The implementation of these actions was consistent with the descriptions outlined in the adopted LCAP, with no substantive differences between the planned actions and their actual implementation.

Successful Transition to Headspace for Staff Mental Health Services: Recognizing the importance of staff well-being and its impact on student success, KIPP made a strategic shift in our approach to mental health services for employees. We partnered with Headspace, a leading provider of mindfulness and meditation resources, to offer a comprehensive mental health initiative for staff. This change in providers was based on feedback from employees and the growing need for accessible and effective mental health support. By providing staff with the tools and resources to manage stress, enhance resilience, and promote overall well-being, KIPP aims to create a more positive and supportive work environment that ultimately benefits students.

Expanded High School Athletics Programming Implementation:

KIPP has strategically implemented comprehensive athletics programming across its high school campuses to enhance student engagement, school culture, and college and career readiness opportunities. This expansion includes establishing competitive sports teams,

hiring qualified coaching staff, investing in proper equipment and facilities, and creating structured athletic seasons that provide students with consistent physical activity, leadership development, and team-building experiences. The enhanced athletics programming serves multiple educational goals by improving student retention, fostering school pride and community connection, developing critical life skills such as discipline and perseverance, and creating additional pathways for college recruitment and scholarship opportunities. These investments in high school athletics programming align with KIPP's commitment to providing comprehensive educational experiences that prepare students for success in college, career, and life while building stronger school communities through shared athletic achievements and school spirit.

Arts and Music Programming: KIPP recognizes the critical importance of comprehensive arts and music programming in supporting student development across multiple domains. Research demonstrates that exposure to arts education during key developmental stages significantly enhances academic achievement, fine and gross motor skill development, creative thinking, and self-expression capabilities. These programs provide essential opportunities for cognitive growth, social-emotional learning, and self-esteem building through creative exploration and artistic expression. Through diverse offerings including music, dance, visual arts, and performance opportunities, students gain access to safe, supportive environments where they can explore their individual talents, express their perspectives, and develop confidence in their creative abilities. The continued expansion of arts programming reflects KIPP's commitment to providing well-rounded educational experiences that nurture the whole child while creating additional pathways for student engagement, cultural appreciation, and personal growth that complement and enhance traditional academic learning.

Staffing Constraints: The main challenge faced was being under-hired in various positions. The nationwide labor shortage and the competitive job market in the region made it difficult for KIPP to fill all vacant positions, despite ongoing recruitment efforts. This understaffing put additional strain on existing staff members, who had to take on additional responsibilities and workload to compensate for the gaps.

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.

Arts and Music:
Material differences for this goal are accounted for by the receipt of California Proposition 28 Arts and Music Education funding, which was not anticipated or included in the original LCAP budget projections. These additional state funds have enabled KIPP to substantially expand arts and music programming capacity beyond what was initially planned, including enhanced staffing, instructional materials, equipment purchases, and program development initiatives. The Proposition 28 funding allows for material investments in qualified arts and music educators, musical instruments, art supplies, performance spaces, and professional development that significantly strengthen the scope and quality of creative programming available to students. This funding represents a substantial augmentation of resources dedicated to arts education that enhances the school's ability to provide comprehensive, high-quality creative learning opportunities while maintaining fiscal responsibility within the overall budget framework. The material difference reflects strategic leveraging of state funding to advance student access to arts and music education in alignment with the school's commitment to well-rounded educational programming.

Material Differences - Staffing:
KIPP had allocated funds in the budget to cover the salaries and benefits of the planned staffing levels across various departments and programs. However, due to the persistent staffing and hiring constraints, the school was unable to fill all the vacant positions as intended. To

address this challenge, KIPP deployed leadership positions, such as principals, assistant principals, and instructional coaches, to fill the gaps in teaching and support roles. Additionally, KIPP relied more heavily on substitute teachers to ensure continuity of instruction.

The staffing issues posed challenges to providing the Planned Percentages of Improved Services to students. However, KIPP's strategy of deploying leadership positions and substitutes to fill the staffing gaps helped to mitigate the impact on the quality and consistency of services. By having experienced educators, such as principals and instructional coaches, step into teaching and support roles, the school was able to maintain a higher level of instructional quality and student engagement than would have been possible with a more severe staffing shortage. These leaders brought their expertise and knowledge of best practices to the classroom, ensuring that students continued to receive high-quality instruction and support.
Similarly, the increased use of substitutes, particularly those with long-term assignments, helped to provide continuity and stability in the learning environment. While the use of substitutes may not have fully matched the level of services provided by permanent staff, it allowed KIPP to maintain essential functions and support for students.

OneKIPP Resources:
KIPP has received one-time OneKIPP funding to make increased investments in instructional supplies, educational materials, and curriculum resources to support improved learning environments and updated instructional programming to align with OneKIPP national standards. This additional funding enables strategic enhancements to classroom resources, technology integration, and educational materials that support consistent, high-quality instruction across all grade levels and subject areas. The OneKIPP funding supports the acquisition of research-based curriculum materials and instructional technology that create engaging learning environments aligned with national best practices and organizational standards. These investments strengthen the school's capacity to deliver rigorous, standards-based instruction while ensuring that all students have access to high-quality educational resources that support academic achievement. The one-time nature of this funding represents a material difference from the original LCAP budget projections, allowing for significant upgrades to instructional infrastructure and resources that enhance teaching effectiveness and student learning outcomes in alignment with KIPP's commitment to educational excellence and equity.

Transportation Resources:
Transportation resource costs are inherently variable and difficult to predict during initial budget planning due to multiple fluctuating factors including enrollment changes that affect ridership numbers and route requirements, fuel price volatility that impacts per-mile operational costs, and unexpected vehicle maintenance or repair expenses beyond projected amounts. Additional cost variations arise from service expansion needs such as new routes to serve students in different neighborhoods, extended transportation for after-school programming, or specialized transportation for students with disabilities. External factors including traffic pattern changes, construction detours, weather-related disruptions, and evolving safety regulations requiring equipment upgrades or additional driver training also contribute to cost fluctuations. Furthermore, mid-year adjustments to transportation vendor contracts, emergency service needs due to capacity issues, and rate increases from service providers create additional budget pressures that were not anticipated in the original LCAP projections, resulting in material differences that require responsive resource allocation to ensure consistent student transportation services.

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 majority of the metrics for success have been met and are continuing to trend positive with YoY improvement. These results and 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.

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.

After analyzing the data from the Dashboard and other local sources, as well as reflecting on our prior practices, we have identified areas where changes or improvements will be made to the goal actions for the coming year.

The One KIPP initiative emphasizes rigorous college-preparatory coursework, aligned instructional practices, and postsecondary readiness. The initiative includes expanded access to AP and dual enrollment opportunities, structured college and career counseling, and unified graduation benchmarks. High schools are supported in driving student achievement and preparing every student for success in college, career, and life beyond KIPP.

**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. | $27,261.28 | 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 | $98,218.72 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | coaching is customized, supporting both the students and the teachers' growth and development. | | |
| **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. | $91,681.42 | No |
| **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.<br><br>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. | $383,930.20 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **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. | $161,718.91 | 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. | $127,806.08 | No |
| **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. | $1,087,543.32 | 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.<br><br>Teachers have the most direct, sustained contact with students. Research suggests that, among school-related factors, teachers matter most. When | $1,547,952.01 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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. | | |
| **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. | $60,785.07 | 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.<br><br>All students deserve healthy spaces where they can learn and thrive. | $5,750.00 | No |
| **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. | $38,692.54 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **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. | $107,232.67 | 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. | $91,897.90 | Yes |
| **3.14** | Continuity of Learning: | KIPP employs multiple direct financial strategies to support increased teacher retention, including intent to return bonuses, as well as increased stipends for teaching staff that provide in-house teaching substitution. These strategies aim to ensure continuity of learning for students by fostering a stable teaching environment and addressing the challenges of teacher absences. | $80,016.36 | Yes |
| **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 | $3,306.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | leaders across the region; and the formation of a region-wide Mental Health Workgroup. | | |
| **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 |
| **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. | $34,698.23 | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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 and Measure U 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. | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$939,058 | $$119,312 |

**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 |
|---|---|---|---|
| 40.790% | 0.000% | $0.00 | 40.790% |

**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:**<br>Support for multilingual learners:<br><br>**Need:**<br>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.<br><br>**Scope:**<br>LEA-wide | | |
| **1.4** | **Action:**<br>Professional development:<br><br>**Need:**<br>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.<br><br>**Scope:** | 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.<br><br>KIPP is dedicated to seeing growth and will allocate dedicated time to professional development to improve results, as research indicates that sustained, intensive professional | 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 |
|---|---|---|---|
| | LEA-wide | development focusing on specific instructional practices and content knowledge is associated 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:**<br>Title III:<br><br>**Need:**<br>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). | 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). |

| 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:**<br>LEA-wide | | 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 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 |

| 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 |
|---|---|---|---|
| | | | specifically to improve outcomes for ML students further demonstrates KIPP's commitment to providing high-quality, evidence-based resources for student learning. |
| **1.6** | **Action:**<br>Data analysis and visualization:<br><br>**Need:**<br>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.<br><br>**Scope:**<br>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.<br><br>Attendance and chronic absence results With a focus on socioeconomically disadvantaged students on both data results. |
| **2.1** | **Action:**<br>Family involvement and support:<br><br>**Need:**<br>Increasing family involvement can have a significant positive impact on the academic achievement and social-emotional | 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 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 | 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 |
|---|---|---|---|
| | 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.<br><br>**Scope:**<br>LEA-wide | 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:**<br>Improve attendance:<br><br>**Need:**<br>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.<br><br>By providing personalized support and building strong relationships with families, the school is implementing evidence-based practices that have 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 | 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:**<br>LEA-wide | 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:**<br>Communication resources:<br><br>**Need:**<br>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.<br><br>Expanded learning time initiatives have demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. Building positive relationships between teachers and students is crucial for creating a supportive and safe | 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.<br>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 Learning (2015) highlighted the effectiveness of expanded learning time programs in improving academic outcomes for disadvantaged students, | 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 |
|---|---|---|---|
| | 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.<br><br>**Scope:**<br>LEA-wide | noting that these programs can help close achievement gaps and promote educational equity.<br>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:**<br>Improving school climate:<br><br>**Need:**<br>Suspension rates remain higher for KIPP students who qualify as socioeconomically disadvantaged compared to the state, as reported on the CA Dashboard.<br><br>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 | 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 performance compared to students who did not participate in such programs. | 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 |
|---|---|---|---|
| | trust, empathy, and strong relationships that lead to better outcomes for students.<br><br>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.<br><br>**Scope:**<br>LEA-wide | 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:**<br>Mental health clinician:<br><br>**Need:**<br>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).<br>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:**<br>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.<br>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:**<br>College counselors:<br><br>**Need:** | 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 career indicator and graduation rate results.<br><br>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 |
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| | KIPP currently exceeds the state's overall and socioeconomically disadvantaged graduation rate but continues to support a high rate of first generation college students.<br><br>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).<br><br>**Scope:**<br>LEA-wide | 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.<br><br>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.<br><br>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 | |
| **2.7** | **Action:** | KIPP is committed to ensuring that all students lead choice-filled lives and have met or exceeded the requirements to succeed in college and | College career indicator and graduation rate results. |

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| | **Need:**<br>Esperanza: KIPP's graduation rate and college career indicator information is not available from the 2022-23 school year. KIPP's first graduating cohort will be in 2023-24.<br><br>**Scope:**<br>LEA-wide | beyond. Research has consistently shown that comprehensive college counseling services can significantly improve college access and success for students from backgrounds that qualify as socioeconomically disadvantaged (Belasco, 2013; Bryan, Moore-Thomas, Day-Vines, & Holcomb-McCoy, 2011; Hurwitz & Howell, 2014). A study by Avery, Howell, and Page (2014) found that providing individualized college counseling to students who qualify as low-income increased their likelihood of applying to and enrolling in selective colleges.<br><br>The school employs 2 counselors, which is above the state's current average per pupil. This increased counselor support allows for more individualized attention and targeted interventions for students who may need additional assistance in navigating the college application process. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those who qualify as socioeconomically disadvantaged, have access to the resources and support they need to pursue their college aspirations. | Focus on SED. |
| **2.8** | **Action:**<br><br>**Need:**<br>Esperanza: KIPP's graduation rate and college career indicator information is not available from the 2022-23 school year. KIPP's first graduating cohort will be in 2023-24. | By providing A-G credit recovery options, KIPP is contributing to increasing services to unduplicated pupils, particularly those who qualify as socioeconomically disadvantaged. Research has shown that credit recovery programs can be effective in helping students who have fallen behind in their coursework to get back on track and graduate from high school (Allensworth & Michelman, 2020; Rickles et al., 2018). | College career indicator and graduation rate results.<br><br>Focus on SED and SWD. |

| 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 |
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| | **Scope:**<br>LEA-wide | By funding a Special Education Continuous Improvement Lead, KIPP is working to increase access to postsecondary experiences for students with disabilities. Research has highlighted the importance of providing targeted support and resources to help students with disabilities transition successfully to postsecondary education and employment (Mazzotti et al., 2016; Test et al., 2009). A meta-analysis by Test et al. (2009) found that students with disabilities who received transition planning and support were more likely to enroll in postsecondary education and secure employment after high school.<br>By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those who qualify as socioeconomically disadvantaged and those with disabilities, have access to the resources and support they need to meet A-G eligibility requirements and successfully transition to postsecondary education and careers. This approach aligns with research emphasizing the importance of providing comprehensive, targeted support to help disadvantaged students and students with disabilities overcome barriers to academic success and postsecondary attainment (Conley, 2010; Lombardi, Doren, Gau, & Lindstrom, 2013). | |
| **2.9** | **Action:**<br>Community Schools: Collaborative Community School Managers: | 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 | Suspension rates. |

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| | **Need:**<br>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.<br><br>**Scope:**<br>LEA-wide | health interventions and SEL programs can have a significant positive impact on student outcomes (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.<br>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.<br><br>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. | |

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| **2.10** | **Action:**<br><br>**Need:**<br>Research has shown that full-service community schools are an effective place-based strategy to meet the educational needs of high-need students. Students from disadvantaged backgrounds often face a range of challenges that can impact their academic success, such as poverty, trauma, and limited access to resources and support services (Oakes, Maier, & Daniel, 2017).<br><br>**Scope:**<br>LEA-wide | By implementing the Four Pillars of Community Schools, KIPP is working to create a comprehensive support system that addresses the diverse needs of its students and families.<br>The Regional Collaborative Care and Support Managers (CCSMs) will play a crucial role in this initiative by serving as the main drivers behind needs assessment work, project managers overseeing the implementation of community schools initiatives, resource managers, participants and leaders in the coordination of services, and managers of Coordination of Service referrals. This collaborative and integrated approach aligns with research highlighting the importance of providing comprehensive, wraparound services to support the success of students from disadvantaged backgrounds (Dryfoos, 2000; Valli, Stefanski, & Jacobson, 2014). | |
| **3.1** | **Action:**<br>Hiring process:<br><br>**Need:**<br>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 | 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.<br>This approach aligns with research emphasizing the importance of providing students that qualify as socioeconomically disadvantaged with access | Teacher credential data results. |

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| | positive effects on their academic achievement and attitudes towards school.<br><br>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.<br><br>**Scope:**<br>LEA-wide | 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. | |
| **3.2** | **Action:**<br>Title I and II, improving academic outcomes:<br><br>**Need:**<br>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.<br><br>**Scope:** | 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 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.<br><br>Research has highlighted the importance of teacher retention and continuity in promoting | Teacher professional development survey results. |

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| | LEA-wide | 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.<br><br>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:**<br>More teacher time:<br><br>**Need:**<br>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).<br><br>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 | 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 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 | Teacher academic curriculum survey results.<br><br>State testing results - ELA and Mathematics. |

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| | be critical as KIPP embarks on the implementation of a new regional academic curriculum.<br><br>**Scope:**<br>LEA-wide | additional instructional time and support they need to succeed academically and stay engaged in school. | |
| **3.9** | **Action:**<br>Personal learning technology devices:<br><br>**Need:**<br>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.<br><br>**Scope:**<br>LEA-wide | 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 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. | Teacher academic curriculum survey results. |
| **3.11** | **Action:**<br>Support for new teachers: | By investing in a new teacher development program, KIPP equips educators with the necessary knowledge, tools, and support to more | 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 |
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| | **Need:**<br>New teacher development plays a crucial role in achieving success with students who may have higher learning needs.<br><br>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.<br><br>**Scope:**<br>LEA-wide | 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. | |
| **3.12** | **Action:**<br>Expanded enrichment opportunities:<br><br>**Need:**<br>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 | Research conducted by the Afterschool Alliance (2016) showed that participation in after-school programs was associated with improved academic performance, particularly in reading and math. The study also found that students who participate in after-school programs are more likely to graduate high school and pursue post-secondary education. After-school programs 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 | Family school culture index and emotional safety and support of students survey results. |

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| | also benefit from additional learning opportunities and support to help close the achievement gap (Afterschool Alliance, 2016; Lauer et al., 2006).<br><br>**Scope:**<br>LEA-wide | 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. | |
| **3.13** | **Action:**<br>KIPP Contributions<br><br>**Need:**<br>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 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). | 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 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 | Teacher retention data results. |

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| | **Scope:**<br>LEA-wide | 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:**<br>Continuity of Learning:<br><br>**Need:**<br>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).<br><br>**Scope:**<br>LEA-wide | 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.<br>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 highlighted the importance of maintaining instructional continuity and minimizing disruptions to student learning (Miller, Murnane, & Willett, 2008; Sawchuk, 2021).<br>These additional financial incentives are intended to retain quality teachers at higher rates year over year. Increasing retention at KIPP schools, where | Teacher retention data results. |

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| | | 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:**<br>Mental Health for All:<br><br>**Need:**<br>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, where the demands on educators may be greater (Herman, Hickmon-Rosa, & Reinke, 2018). | 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.<br><br>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. Studies have found that teacher turnover can have a negative impact on student achievement, particularly in schools serving disadvantaged populations (Hanushek, | Teacher retention data results. |

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| | **Scope:**<br>LEA-wide | Rivkin, & Schiman, 2016; Ronfeldt, Loeb, & Wyckoff, 2013).<br><br>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 |
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| **1.1** | **Action:**<br>Support for multilingual learners:<br><br>**Need:**<br>KIPP has a higher population of multilingual learners than the state of California and is | 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. Providing these additional, targeted supports for multilingual learner students in order to attain higher academic achievement has contributed to improving services for the | 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 |
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| | exceeding the state's results for English Learner Progress (ELPI).<br><br>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.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | school's unduplicated student population (multilingual learners). | |
| **1.5** | **Action:**<br>Title III:<br><br>**Need:**<br>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).<br><br>**Scope:**<br>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 support student learning (Hamilton et al., 2009). Furthermore, the ML instructional coach's targeted coaching and feedback through classroom | ELPI and reclassification results. |

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| | | 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:**<br>Transportation Resources<br><br>**Need:**<br>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 arrangements involving multiple family members, public transit systems with limited | 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 | 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 that can escalate into chronic absence issues. Transportation support |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 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.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | 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. | 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 |

# 2025-26 Total 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 | $939,058 | 40.790% | 0.000% | 40.790% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $4,558,772.87 | $705,356.03 | $0.00 | $262,267.59 | $5,526,396.49 | $3,339,913.79 | $2,186,482.70 |

| 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 | | $255,486.61 | $0.00 | $101,159.30 | | $0.00 | $154,327.31 | $255,486.61 | |
| 1 | 1.2 | Special education services: | Students with Disabilities | No | | | All Schools | | $379,107.21 | $0.00 | $379,107.21 | | $0.00 | $0.00 | $379,107.21 | |
| 1 | 1.3 | Personalized learning and EdTech: | All | No | | | All Schools | | $18,981.80 | $76,729.31 | $95,711.11 | | $0.00 | $0.00 | $95,711.11 | |
| 1 | 1.4 | Professional development: | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $107,676.07 | $62,644.30 | $127,131.87 | $43,188.50 | $0.00 | $0.00 | $170,320.37 | |
| 1 | 1.5 | Title III: | English Learners | Yes | LEA-wide Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $8,040.62 | $1,680.94 | | | $0.00 | $9,721.56 | $9,721.56 | |
| 1 | 1.6 | Data analysis and visualization: | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $8,817.63 | $0.00 | $8,817.63 | | $0.00 | $0.00 | $8,817.63 | |

| 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 | 2.1 | Family involvement and support: | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $53,499.95 | $0.00 | $53,499.95 | | $0.00 | $0.00 | $53,499.95 | |
| 2 | 2.2 | Improve attendance: | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | | $15,086.00 | $0.00 | $15,086.00 | | $0.00 | $0.00 | $15,086.00 | |
| 2 | 2.3 | Communication resources: | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $15,548.56 | $15,548.56 | | $0.00 | $0.00 | $15,548.56 | |
| 2 | 2.4 | Improving school climate: | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | | $153,369.57 | $0.00 | $19,328.73 | $134,040.84 | $0.00 | $0.00 | $153,369.57 | |
| 2 | 2.5 | Mental health clinician: | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | | $141,639.37 | $6,000.00 | $141,639.37 | $6,000.00 | $0.00 | $0.00 | $147,639.37 | |
| 2 | 2.6 | College counselors: | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $57,500.14 | $0.00 | $57,500.14 | $0.00 | $0.00 | $57,500.14 | |
| 2 | 2.7 | | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $0.00 | | | $0.00 | $0.00 | $0.00 | |
| 2 | 2.8 | | Low Income | Yes | LEA-wide | Low Income | All Schools | | $0.00 | $0.00 | | | $0.00 | $0.00 | $0.00 | |
| 2 | 2.9 | 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 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 2 | 2.10 | | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $0.00 | $56,097.70 | | $56,097.70 | | | $56,097.70 | |
| 3 | 3.1 | Hiring process: | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $27,261.28 | $0.00 | $27,261.28 | | $0.00 | $0.00 | $27,261.28 | |
| 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 | | $98,218.72 | $0.00 | | | $0.00 | $98,218.72 | $98,218.72 | |

| 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 | 3.3 | Teacher Pathways: | All | No | | | All Schools | | $65,002.68 | $26,678.74 | $51,870.42 | $39,811.00 | $0.00 | $0.00 | $91,681.42 | |
| 3 | 3.4 | Resources: | All | No | | | All Schools | | $0.00 | $383,930.20 | $383,930.20 | | $0.00 | $0.00 | $383,930.20 | |
| 3 | 3.5 | More teacher time: | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $161,718.91 | $0.00 | $161,718.91 | | $0.00 | $0.00 | $161,718.91 | |
| 3 | 3.6 | Custodial and facility staff: | All | No | | | All Schools | | $0.00 | $127,806.08 | $127,806.08 | | $0.00 | $0.00 | $127,806.08 | |
| 3 | 3.7 | Facilities and emergency procedures: | All | No | | | All Schools | | $9,274.05 | $1,078,269.27 | $864,062.37 | $223,480.95 | $0.00 | $0.00 | $1,087,543.32 | |
| 3 | 3.8 | KIPP teachers: | All | No | | | All Schools | | $1,547,952.01 | $0.00 | $1,547,952.01 | | $0.00 | $0.00 | $1,547,952.01 | |
| 3 | 3.9 | Personal learning technology devices: | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | | $7,380.61 | $53,404.46 | $60,785.07 | | $0.00 | $0.00 | $60,785.07 | |
| 3 | 3.10 | Health and safety: | All | No | | | All Schools | | $0.00 | $5,750.00 | $5,750.00 | | $0.00 | $0.00 | $5,750.00 | |
| 3 | 3.11 | Support for new teachers: | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $38,692.54 | $0.00 | $38,692.54 | | $0.00 | $0.00 | $38,692.54 | |
| 3 | 3.12 | Expanded enrichment opportunities: | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $107,232.67 | $0.00 | | $107,232.67 | $0.00 | $0.00 | $107,232.67 | |
| 3 | 3.13 | KIPP Contributions | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $91,897.90 | $0.00 | $91,897.90 | | $0.00 | $0.00 | $91,897.90 | |
| 3 | 3.14 | Continuity of Learning: | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $8,879.36 | $71,137.00 | $80,016.36 | | $0.00 | $0.00 | $80,016.36 | |
| 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 | $3,306.00 | | $3,306.00 | $0.00 | $0.00 | $3,306.00 | |
| 3 | 3.16 | Transportation Resources | Low Income | Yes | Limited to | Low Income | | | $0.00 | $160,000.00 | $160,000.00 | | | | $160,000.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Unduplicated Student Group(s) | | | | | | | | | | | |
| **3** | **3.17** | Arts and Music | | | | | | | $34,698.23 | $0.00 | | $34,698.23 | | | $34,698.23 | |

# 2025-26 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 | $939,058 | 40.790% | 0.000% | 40.790% | $1,102,583.47 | 0.000% | 47.892 % | **Total:** | $1,102,583.47 |
| | | | | | | | | **LEA-wide Total:** | $942,583.47 |
| | | | | | | | | **Limited Total:** | $261,159.30 |
| | | | | | | | | **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 | $101,159.30 | |
| **1** | **1.4** | Professional development: | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $127,131.87 | |
| **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 | $8,817.63 | |
| **2** | **2.1** | Family involvement and support: | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $53,499.95 | |
| **2** | **2.2** | Improve attendance: | Yes | LEA-wide | Foster Youth Low Income | All Schools | $15,086.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.3 | Communication resources: | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $15,548.56 | |
| 2 | 2.4 | Improving school climate: | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $19,328.73 | |
| 2 | 2.5 | Mental health clinician: | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $141,639.37 | |
| 2 | 2.6 | College counselors: | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |
| 2 | 2.7 | | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| 2 | 2.8 | | Yes | LEA-wide | Low Income | All Schools | | |
| 2 | 2.9 | Community Schools: Collaborative Community School Managers: | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |
| 2 | 2.10 | | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | | |
| 3 | 3.1 | Hiring process: | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $27,261.28 | |
| 3 | 3.2 | Title I and II, improving academic outcomes: | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| 3 | 3.5 | More teacher time: | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $161,718.91 | |
| 3 | 3.9 | Personal learning technology devices: | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $60,785.07 | |
| 3 | 3.11 | Support for new teachers: | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $38,692.54 | |
| 3 | 3.12 | Expanded enrichment | Yes | LEA-wide | English Learners<br>Foster Youth | 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | opportunities: | | | Low Income | | | |
| **3** | **3.13** | KIPP Contributions | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $91,897.90 | |
| **3** | **3.14** | Continuity of Learning: | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $80,016.36 | |
| **3** | **3.15** | Mental Health for All: | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | |
| **3** | **3.16** | Transportation Resources | Yes | Limited to Unduplicated Student Group(s) | Low Income | | $160,000.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $5,729,098.83 | $5,337,631.67 |

| 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 | $259,037.72 | $253,037.72 |
| **1** | **1.2** | Special education services: | No | $460,991.24 | $414,500.23 |
| **1** | **1.3** | Personalized learning and EdTech: | No | $88,342.40 | $53,267.16 |
| **1** | **1.4** | Professional development: | Yes | $170,260.98 | $142,252.47 |
| **1** | **1.5** | Title III: | Yes | $11,660.98 | $11,462.00 |
| **1** | **1.6** | Data analysis and visualization: | Yes | $11,966.21 | $9,581.31 |
| **2** | **2.1** | Family involvement and support: | Yes | $50,935.78 | $48,877.16 |
| **2** | **2.2** | Improve attendance: | Yes | $15,307.80 | $14,790.20 |
| **2** | **2.3** | Communication resources: | Yes | $19,336.04 | $18,777.58 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | Improving school climate: | Yes | $148,454.36 | $153,369.26 |
| 2 | 2.5 | Mental health clinician: | Yes | $132,839.72 | $144,862.13 |
| 2 | 2.6 | College focus: | Yes | $0.00 | |
| 2 | 2.7 | College counselors: | Yes | $196,028.33 | $203,575.90 |
| 2 | 2.8 | A-G Improvement | Yes | $13,558.96 | $56,097.70 |
| 2 | 2.9 | CSI: KIPP Esperanza CSI Plan - Mental Health Counselor, Stipends and Resources for School Culture: | Yes | $163,444.00 | $174,382.00 |
| 2 | 2.10 | Community Schools: Collaborative Community School Managers: | Yes | $58,144.11 | |
| 3 | 3.1 | Hiring process: | Yes | $38,896.58 | $32,534.39 |
| 3 | 3.2 | Title I and II, improving academic outcomes: | Yes | $115,240.18 | $119,764.00 |
| 3 | 3.3 | Credentialing Specialist: | No | $50,696.90 | $48,701.00 |
| 3 | 3.4 | Resources: | No | $396,152.98 | $317,703.69 |
| 3 | 3.5 | More teacher time: | Yes | $171,261.19 | $144,199.67 |
| 3 | 3.6 | Custodial and facility staff: | No | $124,828.41 | $98,338.85 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **3** | **3.7** | Facilities and emergency procedures: | No | $1,080,927.38 | $1,108,881.04 |
| **3** | **3.8** | KIPP teachers: | No | $1,667,350.73 | $1,334,301.49 |
| **3** | **3.9** | Personal learning technology devices: | Yes | $73,164.52 | $68,659.41 |
| **3** | **3.10** | Health and safety: | No | $12,175.00 | $5,000.00 |
| **3** | **3.11** | Support for new teachers: | Yes | $40,898.03 | $34,592.92 |
| **3** | **3.12** | Expanded enrichment opportunities: | Yes | $0.00 | $105,130.07 |
| **3** | **3.13** | KIPP Contributions | Yes | $92,461.80 | $84,451.63 |
| **3** | **3.14** | Continuity of Learning: | Yes | $61,479.50 | $133,283.69 |
| **3** | **3.15** | Mental Health for All: | Yes | $3,257.00 | $3,257.00 |

# 2024-25 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) |
|---|---|---|---|---|---|---|
| $897,491 | $1,128,021.65 | $1,050,193.58 | $77,828.07 | 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 | $99,175.79 | $99,175.79 | | |
| 1 | 1.4 | Professional development: | Yes | $127,635.10 | $99,626.59 | | |
| 1 | 1.5 | Title III: | Yes | | | | |
| 1 | 1.6 | Data analysis and visualization: | Yes | $11,966.21 | $9,581.31 | | |
| 2 | 2.1 | Family involvement and support: | Yes | $50,935.78 | $48,877.16 | | |
| 2 | 2.2 | Improve attendance: | Yes | $15,307.80 | $14,790.20 | | |
| 2 | 2.3 | Communication resources: | Yes | $19,336.04 | $18,777.58 | | |
| 2 | 2.4 | Improving school climate: | Yes | $27,329.36 | $21,956.67 | | |
| 2 | 2.5 | Mental health clinician: | Yes | $132,839.72 | $138,862.13 | | |
| 2 | 2.6 | College focus: | Yes | $0.00 | | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.7** | College counselors: | Yes | $165,334.23 | $162,247.95 | | |
| **2** | **2.8** | A-G Improvement | Yes | | | | |
| **2** | **2.9** | CSI: KIPP Esperanza CSI Plan - Mental Health Counselor, Stipends and Resources for School Culture: | Yes | $0.00 | | | |
| **2** | **2.10** | Community Schools: Collaborative Community School Managers: | Yes | | | | |
| **3** | **3.1** | Hiring process: | Yes | $38,896.58 | $32,534.39 | | |
| **3** | **3.2** | Title I and II, improving academic outcomes: | Yes | | | | |
| **3** | **3.5** | More teacher time: | Yes | $171,261.19 | $144,199.67 | | |
| **3** | **3.9** | Personal learning technology devices: | Yes | $73,164.52 | $7,235.90 | | |
| **3** | **3.11** | Support for new teachers: | Yes | $40,898.03 | $34,592.92 | | |
| **3** | **3.12** | Expanded enrichment opportunities: | Yes | | | | |
| **3** | **3.13** | KIPP Contributions | Yes | $92,461.80 | $84,451.63 | | |
| **3** | **3.14** | Continuity of Learning: | Yes | $61,479.50 | 133,283.69 | | |
| **3** | **3.15** | Mental Health for All: | Yes | | | | |

# 2024-25 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) |
|---|---|---|---|---|---|---|---|---|
| | $897,491 | | 0.000% | $1,050,193.58 | 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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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
November 2024

# 2025-26 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 |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

## Implementation of State Academic Standards (LCFF Priority 2)

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

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

In line with our mission to prepare all students for success in college and beyond, KIPP supports 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.

## 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 |
| 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. | 4 |

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

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

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

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

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

KIPP educates teachers, principals, and other staff on the value of contributions of parents/guardians and how to communicate and work together as equal partners in some of the following ways: front office and operational staff

members receive professional development on creating a warm and welcoming environment for all school visitors, including parents/guardians and families, all school staff must have evidence of strong connections with students and their families.

The school hosted ovwe 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 continue to use surveys, conferences, regular phone communication and other forms of contact to engage all parents/guardians.

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

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

-Assume good intentions, and approach all families as partners who want the best for their children.

-Invite parents or guardians to share knowledge about their students' lives, interests, hopes and struggles.

-Invite parents or guardians to share information about family cultures and traditions.

-Recognize and respect differences in family structures.

-Recognize the role that identity and background may play in shaping relationships between teachers and families.

-Bring a sense of self-reflectiveness and cultural humility to all conversations and interactions.

-View linguistic, cultural and family diversity as strengths.

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

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

The school hosted over 20 virtual and in-person events (when health and safety allowed) where all families were invited. In an annual family survey, 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. | 4 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 2 |
| 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 School Site Council and English Language Advisory Committee.

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

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

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

The vision of KIPP's Advocacy and Community Engagement team is to disrupt racial and socioeconomic inequalities in educational access and outcomes by fostering an inclusive culture of family engagement, building a support

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

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

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

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

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

**Section 3: Seeking Input for Decision-Making**

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

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, school site council meetings, parent surveys, asking for feedback and input during monthly family nights or workshops. The parent and family engagement policy is sent home with each student in case parents are unable to attend meetings at the school, as well as distributed and discussed at an early School Site Council meeting.

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

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

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

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

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

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

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

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

## School Climate (LCFF Priority 6)

### 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.

68% of KIPP families have a positive experience with the school.

82% 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. 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.