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
Kinetic Academy	Bre Lionetti, Executive Director	brelionetti@knieticacademy.org (710) 465-4565

Plan Summary 2021-22

General Information

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

Kinetic Academy is a direct-funded, independent charter school reauthorized by Huntington Beach City Elementary in Fall of 2021.

Kinetic provides a rigorous, standards-aligned STEAM educational program through project-based learning to TK-6 families in Huntington Beach, Orange County, CA. The school serves approximately 300 students, and the demographic breakdown is as follows: 21.7% socioeconomically disadvantaged (SED), 1.7% English Learners (EL), 20.37% students with disabilities (SWD), and 0.3% Foster Youth. The ethnic distribution is 60.5% White, 20% Latino, and 7% Asian. Of note is the rich language diversity of our English learners where Spanish, Japanese, Arabic, Vietnamese and Mandarin native speakers further enrich our community. The unduplicated pupil enrollment for 2019-20 was 22.38% (Source: Ed-Data)

The mission of Kinetic Academy: Through an interdisciplinary educational experience, Kinetic Academy seeks to prepare students for 21st century careers as members of a democratic society through an interdisciplinary educational experience that provides them with a foundation for their lifetime.

The vision of Kinetic Academy: To support our mission of preparing students for 21st century careers, Kinetic Academy will integrate technical and academic education to prepare students for post-secondary education in both high tech and liberal arts fields via an emphasis

on science, technology, engineering, art, and math (STEAM). As STEAM focuses on integration of content, pairing STEAM with project-based learning (PBL) can hit not only STEAM content, but also content outside of the core STEAM subjects.

Kinetic Academy's educational program emphasizes multicultural understanding, foreign language acquisition and academic achievement for college readiness. For native Spanish speakers, this vision includes opportunities to develop proficient reading, writing, speaking, and listening skills in Spanish, to enhance this natural asset for their personal and professional benefit. Kinetic Academy also deepens students' commitment to public participation through community service learning and student government. To accomplish these goals and to help students meet the California State Standards, Kinetic Academy focuses on an integrated curriculum, global and multicultural themes, real world learning applications, community service and leadership opportunities, a strong foreign learning program and an academic advisory program. Kinetic Academy's small school model provides a nurturing and supportive learning environment for each child to ensure academic success.

Reflections: Successes

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

The most recent CA Dashboard (2019) illustrates strengths in English/language arts, mathematics, suspensions, and all four local indicators.

ELA

Over three years of available data, Kinetic has annually decreased the percentage of students in the "nearly met" and "not met" performance levels. The CAASPP English/Language Arts data for 2018-19 was 75.2% "met"/"exceeded" standards.

Schoolwide "Blue" – increased 27 points to 56 points above standard

White "Blue" – increased 26.6 points to 59.6 points above standard

No color but above standard – Asian (66 points above), Hispanic (37.6 points above), SED (38.3 points above), SWD (33.9 points above)

Mathematics

Over three years of available data, Kinetic has annually decreased the percentage of students in the "nearly met" and "not met" performance levels. The CAASPP Mathematics data for 2018-19 was 71.07% "met"/"exceeded" standards.

Schoolwide "Blue" – increased 25.9 points to 40.1 points above standard

White "Blue" – increased 36.1 points to 49.7 points above standard

No color but above standard – Asian (68.1 points above), Hispanic (4.4 points above), SED (20.5 points above), SWD (11.4 points above)

Suspensions

Schoolwide performance on this indicator is positive, but specific student groups require additional strategies to decrease instances.

Schoolwide "Green" – Maintained 0% with 0.7% suspended at least once

"Blue" - White student group (0%), Socioeconomically Disadvantaged (0%)

No color but 0% – Asian, Two or More Races

Reflections: Identified Need

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

Area of improvement in suspensions, chronic absenteeism, and English Learner Progress.

Suspensions

"Yellow" – Hispanic (1.9%), Students with Disabilities (2.4%)

Kinetic implemented Caring School Community during the 2019-20 academic year which focused on positive social interactions, problem-solving, equipping students with the social/emotional tools to resolve conflicts.

For the last two years, not currently showing on the dashboard, Kinetic's suspension rate has been 0%

Chronic Absenteeism

Schoolwide "Yellow" increased 0.7% for a final rate of 3.4% in 2018-19.

"Orange" – Students with Disabilities increased (9.8%), Socioeconomically Disadvantaged increased 2.7% (7%)

"Yellow" – Hispanic 3.8% (increased 2.1%)

No color for Two or More Races 11.1% chronically absent

Since the school closures in March 2020, we have closely monitored student attendance and engagement using the tracking forms provided by the CDE. We are proud to state that while the information for 2020 and 2021 will not be collected/posted to the Dashboard, we have significantly decreased the number of students who have periods of disengagement and absenteeism.

Reclassification of English Learners

Prior to the pandemic, Kinetic had made progress regarding reclassification of English Learners. The 2019-20 health pandemic resulted in 0% reclassification rate.

For 2020-21, there were five students designated as English Learners. We did not reclassify any students for the 2019-20 academic year based on the ELPAC scores. We continue to progress monitor the acquisition of English language for these students, and provide support to improve their language skills toward reclassification.

LCAP Highlights

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

As the LCAP is a three-year plan that is meant to provide transparency at the local level and encourage input from key stakeholders in the community, Kinetic engaged stakeholders (see "Stakeholder Engagement" section for more detail) to develop a streamlined, three-year plan aligned the California Eight State Priorities and the start of our new charter renewal term in Fall of 2021.

The LCAP goals for 2021-24 are as follows:

(1) Maintain high standards for our community focused on providing a safe, nurturing learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments, targeted interventions, and ensuring supports/materials for staff for increased effectiveness/impact (certificated and classified).

(2) Provide all students with a high-quality, rigorous curriculum aligned to Common Core (ELA, Math, NGSS, ELD) which supports our STEAM-PBL focus, increases engagement and student achievement.

(3) Provide opportunities to maximize engagement in the school's mission/vision, and support from parents/community members to be active participants in the school.

We also took care to include actions in response to our learnings during the COVID school closures and the lingering impacts from on-going pandemic challenges such as learning loss and full school reopenings.

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.

Kinetic Academy has not been identified by the State of California for 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.

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Stakeholder Engagement

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

Board Meeting 2/17: Update on DRAFT of Goals & Actions

Local Site Council Feedback on Goals & Actions: Survey sent to parents and teachers on February 18, 2021.

Local Site Council Meeting 2/22: Discussion of Goals & Actions

Board Meeting 3/17: Update on DRAFT of Goals & Actions

February - May: Monthly Surveys to Teaching Staff to gain input on current programs, curriculum and professional development and also to obtain feedback for the upcoming school year.

Board Meeting 4/21: Update on Actions & Services

Local Site Meeting 4/28: Discussion of Actions & Services

May 2021: Survey to Students in 3rd and above to gain input on curriculum and programs and feedback for the upcoming school year.

Public Hearing: 5/19 Presentation of LCAP goals and actions for 2021-24

Board Approval: 6/16

A summary of the feedback provided by specific stakeholder groups.

Parents who viewed the LCAP expressed that the goals are very comprehensive and that the PBL directive is what makes Kinetic Academy a forward thinking school and stands out in the community. They expressed that the school's action items concerning family engagement encourage a positive attitude toward parent involvement and shows that the school offers opportunities for parent involvement and welcomes it.

Teachers who viewed the LCAP commented that it looks great overall. They commented on the unique events we have that make our school special, like student-led conferences and an annual art show. Teachers mentioned the possibility of another administrator or assistant principal.

A draft of the LCAP was shared with the community to provide additional input, ask questions, and provide feedback.

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

Based on the feedback from stakeholder groups, we recognize the need to increase staffing for student supports in both academics and social/emotional well-being. Additionally, staff and teachers indicated a need to add Professional Development in the Social and Emotional area.

Kinetic will add new positions in order to have more staff who are charged with providing assistance to students and families, and expand the opportunities/services for the community we serve.

Goals and Actions

Goal 1

Goal #	Description
1	Maintain high standards for our community focused on providing a safe, nurturing learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments, targeted interventions, and ensuring supports/materials for staff for increased effectiveness/impact (certificated and classified). State Priorities Addressed: 1. Basic Services (Facilities, Curriculum, Teachers/Staff)

An explanation of why the LEA has developed this goal.

This goal was developed as a "maintenance" goal to ensure all available resources remain focused on quality implementation of the mission and vision of the school. It is of tremendous importance to maintain the focus of all adults in our community, on the varied needs of our students while also remaining committed to professional growth to meet these needs. As a small charter school, there is considerable data suppression on the CA School Dashboard (i.e. several student groups do not have color gauges and/or student groups are too small for the data to be revealed on a public platform). Our professional learning community has successfully shifted its data inquiry cycle and protocols to monitor and analyze data for all student groups regardless of the "statistical significance"/impact on reporting. Through the use of multiple data points for progress monitoring, we are able to prescribe impactful interventions as students need.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Facilities in Good Repair (Facility Inspection Tool – FIT)	100% Facilities in "Good Repair" as measured by the FIT				100% rating in "good repair"
Fully Credentialed Teachers and Appropriately Assigned	100% teacher fully credentialed and appropriately assigned				100% of teachers fully credentialed and appropriately assigned
Access to standards-aligned curricular and instructional materials	100% of students with access to standards-aligned curricula				100% of students with access to standards-aligned curricula
Implementation of academic content standards will improve to "Full Implementation – Level 4" or "Full	2019 California Dashboard Local Indicator for Implementation of Standards				2023 California Dashboard Local Indicator for Implemtation of Standards

Implementation and Sustainability – Level 5" for all students, including access for English Learners, as measured by the Local Indicator Rubric on the California Accountability Dashboard	ELA 5 ELD 4 MATH 5 NGSS 5 HISTORY 4				ELA 5 ELD 5 MATH 5 NGSS 5 HISTORY 5
Student Access to Broad Course of Study (i.e. Spanish, Art, Physical Education)	100% of students have access to a broad course of study				100% of students access to a broad course of study

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Facilities: Building Leases & Safety/Maintenance (LCFF Base)	The following actions are essential in order to provide all students, and staff with a safe, clean and well-maintained school site: ● Facility Site (leasing costs) *$278K [5600]* ● PENDING APPROVAL – Prop 39 Facility costs for grades 6 and 7 *$82K [5600]* ● Technology upgrade to wifi/IT (estimate $8k for all 8 rooms) *[4400, 5877]* ● Provide maintenance and repairs to ensure a clean and safe facility *[5601]* ● Utilities $26,469 [5501]	$408,400	N
1.02	Custodial Supplies & Safety Equipment (LCFF Base)	Plant maintenance. [4381] PPE and COVID mitigation supplies	$11,145	N
1.03	Staffing: Certificated Teachers (LCFF Base, ELO, IPI - Personnel)	Kinetic Academy will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP. ● 16 Core Classroom Teachers who are appropriately credentialed and assigned ● 3.25 Non-Core Enrichment Teachers for Spanish, Art and Physical Education. ● 1 Part Time Instructional Coach ● 2 Part Time Intervention Teachers ($78,452 IPI, $74,362 ELO, $1,293,185 LCFF, $69,800 S&C)	$1,515,799	Y

1.04	Professional Services: Special Education (AB602 State SpEd; Federal IDEA)	SPED Contracted Services: El Dorado County SELPA is Kinetic Academy's SELPA provider to provide instructional and social-emotional supports as outlined in each student's IEP [5810]: • 1 Psychologist (contracted) • 1.5 Speech Pathologist (contracted) • Occupational Therapist (contracted) ($42,707 Federal SPED; $61,666 State SpEd)	$104,374	N
1.05	Staffing: Administration (LCFF, S&C, AB602)	Administrative Team: in charge of meeting monthly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure school-wide policies and procedures are adhered to: ● 1 Executive Director [1300] LCFF ● 1 Student Services/Special Education Coordinator [1900] AB602 ● 1 Teaching Principal for Middle School [1300] LCFF ($251381 LCFF; $62,000 S&C; $95,318 AB602 State SpEd)	$408,699	Y
1.06	Staffing: Classified Support Staff (LCFF, AB602, ELO)	Classified staff: ● 1 Executive Assistant: input/track student attendance, enrollment and chronic absenteeism rates (72,537 - 2400 - LCFF) ● 1 Office Assistant for Middle School (57,061 - 2400 - LCFF) ● 1 Part-time Health Assistant (Classified): provides first aid, verifies immunizations, coordinates screenings and manages COVID protocols ($30,317.59 - 2200 - LCFF) ● 3 Part-time Yard Supervisors (Classified): provides supervision during school hours (39,894 - 2900 - LCFF) ● 1 Full-time Custodian (Classified): ensures a safe, and clean school site; and provides maintenance. (62,021 - 2900 - LCFF) ● 3 Part Time Special Education Instructional Assistants and 3 Part Time Classroom Aides (105,107 - 2100 - 56,828.19 with STATE SPED and 48,278.81 for ELO) ($48,278.81 ELO,$ 56,828.19 State SPED AB602, $261,830.59 LCFF base)	$366,937.59	Y
1.07	Contracted Support Services (LCFF Base)	Contracted Personnel ● 1 IT Specialist (Contracted): provide support for use/maintenance of technology devices [$34,828 - 5877] ● 1 School Nurse Support [5800 - $20,897] (Contracted)	$55,725	N
1.08	Social Emotional/Behavioral Support/Interventions (LCFF)	Kinetic Academy will continue the use of the schoolwide Social Emotional Learning (SEL) program coordinated by the Student Services Coordinator. Kinetic Academy will use Student Services Admin to manage the SST and 504 process to ensure that a student is not denied access to additional interventions.	$2,500	Y

		Kinetic Academy will work with 1 Counseling Intern to provide one-on-one and small group counseling on issues like divorce, grief, trauma and social issues. (LCFF, non-personnel)		
1.09	Training & Development: Safety Trainings (LCFF)	State Mandated Trainings (Safe Schools online contract): ● CPR/EpiPen ● Sexual Harassment ● Mandated Reporter ● School Safety (LCFF, non-personnel)	$2,000	N
1.10	Training & Development: Certificated Professional Development - External (LCFF, ELO)	Kinetic Academy will provide and require all teachers to attend 9 days of Professional Development. Professional Development throughout the year will be held regularly on early release days as well as 2 dedicated student free days. Kinetic Academy provides all teachers with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. The schoolwide professional development areas that will be of focus include: ● Project-based Learning (PBL): PBL Works: Focus on deeper learning, real-world connections, student choice, sustained inquiry, consistent and meaningful reflection, critique and revision ● Tier 1, 2, 3 Intervention Training in the classroom and during Intervention ● Schoolwide Social Emotional Learning Curriculum and/or Program and Implementation with Fidelity STEAM Strategies The following is a list of workshops and/or conferences that Administration, teachers and/or staff will attend: ● CCSA Conference ● STEAM Symposium Conference ● Coaching Seminar ● Coaching for Middle School Principal ● ACSA Academy ● OCDE Workshops ● SEL Trainings ● Math Trainings ● El Dorado SELPA Workshops ● Reading/Writing Workshops ($10,000 ELO; $10,897 LCFF)	$30,897	N

1.11	Technology: Student Devices (LCFF Base)	With the additional 2 classes (grade 6 and grade 7), additional resources will be needed, as well as replacement tech as described below: ● Chromebooks: 50 new for grade 6/7 ● Chromebooks: 150 replacements for grades K-5 ● 3 Laptop charging carts	$65,000	N
1.12	Technology: Classroom/Teacher Technology (LCFF Base)	With the additional 2 classes (grade 6 and grade 7), additional resources will be needed, as well as replacement tech as described below: ● 3 Teacher computers ● 3 document cameras ● 3 LCD Projectors ● LCD Projector Bulb 10 replacements for existing devices ● 2 admin computers ● Lease for 2 Copy Machines	$19,000	N

Goal Analysis 2021-22 (To be completed in Spring 2022 as part of the Annual Update process)

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

Goal 2

Goal #	Description
2	Provide all students with a high-quality, rigorous curriculum aligned to Common Core (ELA, Math, NGSS, ELD) which supports our STEAM-PBL focus, increases engagement and student achievement. State Priorities Addressed: 2. Implementation of State Standards, 4. Pupil Achievement, 5. Pupil Engagement

An explanation of why the LEA has developed this goal.

Kinetic Academy uses Project-Based Learning (PBL) throughout all content areas. As such, the school continues to use rigorous, high-quality curriculum aligned to national and state standards to increase the levels of student achievement for all student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Reclassification Rate for English Learners	0% for 2019-20				20% Reclassification Rate
English Learners Demonstration of Annual Progress on ELPAC	Data suppressed due to privacy				60% demonstrate progress on ELPAC
Internal Assessments ELA NWEA MAP	Data is unavailable due to administration issues during the COVID closures				90% demonstrate growth from BOY to EOY assessment administration
Internal Assessments Mathematics NWEA MAP	Data is unavailable due to administration issues during the COVID closures				90% demonstrate growth from BOY to EOY assessment administration
CAASPP English Language Arts	Schoolwide 2019 ELA 75% Met/Exceeded 2019 Dashboard "Blue" ● Students with Disabilities 62% ● Socioeconomically Disadvantaged 71%				Schoolwide ELA 77% Meets/Exceeds 2023 Dashboard "Blue" ● Students with Disabilities 70% ● Socioeconomically Disadvantaged 75%

CAASPP Mathematics	Schoolwide 2019 Math 71% Met/Exceeded 2019 Dashboard "Blue" ● Students with Disabilities 48% ● Socioeconomically Disadvantaged 47%			Schoolwide Math 73% Meets/Exceeds 2023 Dashboard "Blue" ● Students with Disabilities 55% ● Socioeconomically Disadvantaged 55%
CAST	2019 Grade 5 CAST 62% Met/Exceeded			Schoolwide Grade 5 CAST 70% Meets/Exceeds

Actions

Action #	Title	Description	Total Funds	Contributing

2.01	Curriculum: Consumables (LCFF Base)	Kinetic Academy will purchase curricula for grade 7, and replace the following curriculum and/or supplemental instructional materials for classroom use:
		
		 ● Bridges Math (replacement consumables) ($3,500)
		 ● National Geographic ELA (consumables) ($2,740)
		 ● Foss Kits (consumables) ($1,000)
		 ● Literacy Footprints (consumables) ($1,640)
		 ● TCI (consumables) ($1,500)
		 ● *Grade 6 & 7 Curriculum*
		    ○ *English/Language Arts ($1,000)*
		    ○ *Mathematics ($3,000)*
		    ○ *Social Studies ($13,000)*
		    ○ *Science ($15,000)*
		    ○ *Spanish ($2,500)*
		    ○ *Art ($2,500)*
		    ○ *PE Equipment ($1,500)*
		 (LCFF Base, Non-personnel)
			$49,880	N

2.02	Curriculum: Technology Subscriptions (LCFF Base, ELO)	Reflex Math (subscription) ($3,295) Flocabulary (subscription) ($2,250) Lexia (subscription) ($12,000) Nearpod (subscription) ($4,600) See Saw (subscription) ($825) Mystery Science (subscription) ($500) Quizlet (subscription) ($300) Screencastify (subscription) ($200) Dreambox (subscription) ($6,000) IXL (subscription) ($1,500)	$31,470	N

		($13,470 in LCFF Base, Non-personnel and $18,000 in ELO, Non-personnel)		
2.03	EL Assessment, Integrated & Designated ELD (LCFF Base)	The credentialed Spanish Teacher will administer the ELPAC assessment, monitor the progress of the EL and the progress of the reclassified EL for 4 years. (*Pulls out for designated ELD)* The school will provide integrated ELD to the students using an ELA/ELD approved curriculum. All EL will receive targeted instruction utilizing Specially Designed Academic Instruction in English (SDAIE). Academic supports will be provided as needed. [NOTE: Kinetic's EL population has not exceeded 5 students in the last three years.]	0	Y
2.04	Academic Interventions (LCFF S&C, ELO)	Kinetic Academy utilizes intensive and strategic academic interventions in reading and math for all students, focusing on the significant subgroups (Latino, SPED, SWD, EL), in order to close the achievement gap. This will involve the following: ● Intervention in reading (K-7) using the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Reading Intervention Program during the instructional day. ● Academic intervention in math (grades K-5) using Bridges Intervention curriculum to increase numeracy and automaticity during the instructional day. ● Intervention for elementary & middle school: iXL, MobyMax ($5000) and Lexia for Math and Reading. ● After School Tutoring at both campuses (estimated at $10k) COsts reflected here are for intervention and MobyMax only. All other costs were captured above in Goal 1. (ELO, personnel - $10k and LCFF non-personnel for $5k for MobyMax)	$15,000	Y
2.05	Assessments: Local Assessments & Data Warehouse (LCFF Base)	Kinetic Academy staff will continue to administer multiple types of internal assessments, in order to progress monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. ● NWEA MAP**:** ELA/Math: 3 times/year for grades K-7 [$3,180] ● Project-based Learning (PBL) multidisciplinary presentation (Science or Social Studies focus with ELA, Math and writing): K-7 (3 times/year) ● TK/Kinder students are assessed in the summer prior to the start of the school year in the following areas: Phonics, Number Recognition, ELA & Math, and again on a trimester basis.	$6,536	N

		● Literably: Fluency and comprehension assessed at the beginning of the academic year in Grades K-7, and at the end of each trimester. [$3356] ● OTUS: Online portal to house all data and assessments ($4,400) ● Curriculum/Publisher (Bridges/FOSS/TCI) Unit Assessments are administered to students throughout the academic year. Costs reflected in Action 2.01. (LCFF, non-personnel)		

Goal Analysis 2021-22 (To be completed in Spring 2022 as part of the Annual Update process)

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

Goal 3

Goal #	Description
3	Provide opportunities to maximize engagement in the school's mission/vision, and support from parents/community members to be active participants in the school. State Priorities Addressed: 3. Parent Involvement, 5. Pupil Engagement, 6. School Climate

An explanation of why the LEA has developed this goal.

Regular pupil attendance coupled with family engagement, has a direct impact on students' ability to learn and be successful. As a small community charter school, Kinetic seeks to increase the engagement of both students and parents to achieve our mission, and ensure all families avail themselves of the opportunities to provide input and engage in the decision-making process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Create and sustain Opportunities for Parent Input in Decision-Making	9 Local Site Council meetings per year				9 Local Site Council meetings per year
Parent Participation Rate in Annual Healthy Kids Survey	Survey data unavailable due to repurposing of surveys for COVID engagement/family support				75% survey completion by parents
Student Participation Rate in Annual Healthy Kids Survey	Survey data unavailable due to repurposing of surveys for COVID engagement/family support				80% survey completion by students grades 4 through 6
Maintain Attendance Rate exceeding 90%	93% Attendance Rate (Local Data)				95% Attendance Rate
Decrease Chronic Absenteeism	Schoolwide 3.4% Chronic Absenteeism Indicator (Yellow) ● 9.8 % Students with Disabilities				Schoolwide 2% Chronic Absenteeism Indicator (Green) ● 5% Students with Disabilities

	7% Socioeconomically Disadvantaged 3.8% Hispanic				3% Socioeconomically Disadvantaged 1% Hispanic
Maintain Suspension Rate below the State average	Schoolwide 0.7% Suspension Rate (Green) 1.9% Hispanic 2.4% Students with Disabilities				Schoolwide 0.5% Suspension Rate (Blue) 1% Hispanic 1% Students with Disabilities
Maintain Expulsion Rate below the State average	0% Expulsion Rate				0% Expulsion Rate
Dropout Rate (2020-21 first year of middle grades program)	0%				0% Middle School Dropout Rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Student Engagement: Positive School Culture (LCFF Base)	In addition, Kinetic Academy will continue to provide the following: - After-school Clubs: Yearbook Grade 4-5 students (no cost to students) - After-School Enrichment: Chess, Science, Legos (sliding scale to encourage SED students to participate), Kids Run the OC - Pi-Bee Event - Kinetic Academy Ambassadors meet monthly with the Executive Director and serve as leaders at the school and exemplify WAVES Characteristics. - Jr. Achievement component: provides students in grades K-7 with financial literacy Activities - STEAM Night - Book Fairs - Hour of Code - Jump Rope for Heart - Assemblies: Kinetic Birthday, Mr. Peace, STEAM - Student-led conferences in the Spring with parents/teachers - Art Show in the Spring - Field Day 5th Grade Tea	$13,000	N

		Recognition ● Host Award Assemblies: approximately 6 times/year ● Awards for attendance during trimester assemblies and end of the year assembly ● Attendance Incentives: Schoolwide Dance Party: an award for students who exemplify 99% attendance, 15-minute Recess for best attendance by class each month (LCFF, non-personnel)		
3.02	Student Engagement: Community Service (LCFF Base)	Kinetic Academy students will continue to participate in the Hour of Kindness Community Service event for all students during the school day. Allows students to earn an hour of community service credit and participated in multiple service activities Community Service opportunities after school and on weekends throughout the summer and the school year- Izzy's Corner, Surf Rider Foundation Beach Clean Ups, Campus Beatification, Cards for Seniors, Lego Sorting at the Library, Build A Bear Foundation, and Wetlands.	$500 LCFF	N
3.03	Student Engagement: Field Trips (LCFF Base, S&C)	In order to provide students with relevant learning experiences outside of the classroom that align with our school's Project-based Learning educational model, our school will host and/or provide multiple field trips throughout the year. The goal is to maintain 3 field trips per grade level annually. Some planned field trips are: ● Astro Camp (overnight for 5th grade) ● Bolsa Chica Wetlands ● Santa Ana Zoo ● Orange County Zoo ● Pretend City ● Ocean Quest ● Riley's Farm ● Discovery Cube ● CA Science Centered Field trips ● San Juan Capistrano Mission	$65,000	Y
3.04	Parent Engagement and Participation: Building Community & Decision-making (LCFF Base)	Kinetic Academy will provide all parents with numerous opportunities to engage as partners in their child's education. ● Annual Parent survey ● Coffee Chats: bi-monthly informal meeting with parents to discuss schoolwide events, issues and concerns. ● Monthly Dine-Outs at local restaurants to engage parents/families	$2,500	N

		- Host schoolwide events: Assemblies, Back-to-School, Hour of Kindness, Lunch with a Loved One, Open House, PBL Presentations - Annual Parent Volunteer appreciation event: recognize parents who volunteer. - Kinetic Academy Annual Gala - Parent Education Nights - Kinetic Parent Organization - Kinetic Board Of Directors - Local site council (advisory committee to the board) - comprised of parents and teachers		
3.05	Parent Engagement and Participation: Communications (LCFF Base)	Kinetic Academy will provide all parents with information to engage as partners in their child's education. - Translation Services: Provide Oral and Written Translation to parents who speak a language other than English - Email notification - Use of *ParentSquare* daily/weekly to communicate with parents about their child and upcoming school events - The school's website will be updated regularly that will include the school's calendar - Kinetic Academy will use social media to inform parents/public about schoolwide events - Kinetic Academy will provide parents of students in grades 1-7 with access to *PowerSchool Parent Portal* to access their child's academic grades, progress, and attendance - Kinetic Academy will continue to utilize ZOOM to allow parents access to attend school meetings and conferences.	$4,000	N

Goal Analysis 2021-22 (To be completed in Spring 2022 as part of the Annual Update process)

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.16%	$125,794

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

Required Descriptions

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

Kinetic Academy will apply its supplemental/concentration funding for actions targeted to the three student groups under the Local Control Funding Formula. Additionally, where actions identified as "schoolwide" monitoring of expenditures will be in place to ensure compliance.

Action 1.3 Staffing: Certificated Teachers has been identified as a schoolwide action as the funds are used to provide highly qualified and effective teachers for our students. All teachers are responsible for monitoring multiple data points to determine which students are in need of additional intervention to meet grade-level standards. Additionally, the Spanish teacher serves as the English Language Development teacher as part of her teaching assignment, and coordinates all services for English learners including assessment.

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

Kinetic's unduplicated pupil count percentage for 2020-21 is 20.1%. The needs of our vulnerable student groups have increased due to the impact of COVID. We continue to increase the offerings of interventions and supports for English learners and low-income students to address their academic and social /emotional needs in actions 1.08 and 2.04.

The enrollment of English learners has not exceeded more than 5 students for the past few years, and we will continue to meet the unique language needs of these students through our integrated and designated English Language Development (ELD) program.

At this time, Kinetic does not have any students identified as foster or homeless youth. However, we have a designated foster/homeless liaison, and will promptly deliver specialized support to any student who is in need of such services in order to maintain consistent enrollment and meet academic standards.

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

● Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

- o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.