



## BOARD OF DIRECTORS MEETING

### June 13, 2024

### MINUTES

#### 1. Called to Order - 6:00 pm

1.1 Members Present: Jeff Ball/Michele Asay/Bre Lionetti/Clare Anderson/Bill Brooks

#### 1.2 Procedural Overview

*Kinetic Academy is a public entity subject to the Brown Act and meetings are conducted according to Robert's Rules of Order.*

#### 2. Preliminary Actions

2.1 Agenda Adoption: *An action to approve the agenda for this Regular Meeting*

Motion: Michele Asay

Second: Clare Anderson

F/O/A: 5/0/0

2.2 Prior Meeting Minutes: *An action to approve the meeting minutes from the prior meeting held May 23, 2024*

Motion: Bill Brooks

Second: Michele Asay

F/O/A: 5/0/0

#### 3. Organizational Reports

3.1 Financial Report- CSMC/Nick Miller: Presented financials.

3.2 KPO Report- KPO President: Katie Sorecilli discussed staff appreciation week; Leadership changes next year- Danielle Wallace will be KPO President and Michele Matthews will be KPO Vice President. KPO is looking into having another parent take on the Green Team. Mrs. Sorecilli shared that two fundraisers were recently held: the Tile Fundraiser and CandidKids Photos. KPO has approximately \$83K balance. A campus clean up was held last weekend to prepare the campuses for promotions. KPO will be hosting the annual last day of school bonfire on the beach.

3.3 Local Site Council Report- Nothing to report at this time

### 3.4 Administrative Reports- Gallagher/Kay/Vento/Lionetti

Ms. Gallagher shared the move up day, volunteer appreciation breakfast “tea” and assembly, Read-A-Thon was introduced to families for summer launch fundraiser with the funds raised it will allow the health office an equipment upgrade for next 2024-2025 school year. Field day took place Tuesday, June 11, 2024. Physical Fitness test fitness was administered for 5th and 7th grade students. Kinetic utilizes these for the goals for the students. Coach Milano shared that students participated in the Physical Fitness testing. Ms. Gallagher shared the remaining end of year will have additional events, field trips and the new playground games will be rolled out for next school year.

Mrs. Lionetti shared the East Campus report for Ms. Kay, East Campus participated in wellness week, CAASPP / MAP testing was completed, there were 2 performances of the Middle School play production and the parent volunteer thank you brunch was held on June 12, 2024. Kinetic East 8th grade promotion will be held on Monday, June 17 and the 8th grade students will be going to Knott’s Berry Farm on Tuesday, June 18th.

Mrs. Vento discussed May perfect attendance and overall school attendance is holding at a 96% attendance rate. The trimester awards for attendance will be given on Friday, June 14, 2024. Mrs. Vento shared that 100% of students made progress in Intervention services in reading and math. She also gave an overview of Special Education for the year.

Mrs. Lionett shared that enrollment projections currently stand at right around 375. Meet and Greets have been held for elementary candidates and interviews are being held at the end of the week. The Summer program is fully staffed and we have reached out to current staff about interest in working the After School programs for next year.

Kinetic is participating in the 4th of July parade this year. We are waiting on a number of quotes for summer work; kitchen improvements to include electrical, plumbing and flooring as well as additional projects. Summer work will consist of deep cleaning all classrooms, bathrooms, office space, community space, concrete, campus updates, freshening up paint and carpet shampooing. Kinetic East campus is closed the entire month of July.

#### 4. Oral Communication All Agenda Items

*The public is invited to address the Board. Please indicate your desire to speak by going to the Participants tab and click on “Raise Hand”. Your name will be called and your microphone will be unmuted when it is your turn. Be advised that per public policy individual board members are not allowed to respond directly to your comments and each speaker is limited to 3 minutes.*

No oral communications at this time.

#### 5. Presentations

5.1 Local Control Accountability Plan Annual Update

5.2 Local Indicators

6. Discussion Items

7. Action Items:

7.1 Proposition 28: Arts & Music in Schools Funding- Annual Report - Funds came in February, Kinetic has three years to spend these funds.

Motion: Michele Asay

Second: Clare Anderson

F/O/A: 5/0/0

7.2 Education Protection Act: Budget Projections 2024-2025

Motion: Clare Anderson

Second: Michele Asay

F/O/A: 5/0/0

7.3 2024-2025 Local Control Accountability Plan

Motion: Bill Brooks

Second: Michele Asay

F/O/A: 5/0/0

7.4 FY 2024-2024 Budget

Motion: Clare Anderson

Second: Michele Asay

F/O/A: 5/0/0

7.5 Budget Certification- Alternative Form

Motion: Michele Asay

Second: Clare Anderson

F/O/A: 5/0/0

8. Annual Meeting Action Items:

8.1 Appointment of Officers

An action to appoint the following officers effective through the Annual Meeting of 2025:

Board Chair- Jeff Ball

Vice Chair- Clare Anderson

Secretary Treasurer- Michele Asay

8.2 2024-2025 Board Meeting Schedule

8.2 2024-2025 Board Meeting Schedule

Monthly meetings will remain the 3rd Thursday of the month and starting at 6:00 pm unless there is a school holiday/break/or otherwise noted.

9. Closed Session

*Conducted in accordance with applicable sections of California law, Closed Sessions are not open to the public. If additional time is required, the Board of Directors will reconvene the Closed Session at the end of the regular meeting.*

9.1 Conference with Labor Negotiators (Gov. Code section 54957.6.)

Unrepresented Employee: All Staff

9.2 Conference with Real Property Negotiations (§ 54956.8) Kinetic East: 19231 Harding Lane, Huntington Beach, CA, 92648

10. Return To Open Session at 8:18 pm

10.1 Report of Closed Session

No items to report from closed session

9. New Business

10. Adjournment at 8:23 pm

Motion: Bill Brooks

Second: Clare Anderson

F/O/A: 5/0/0

# Proposition 28: Arts and Music in Schools Funding

## Annual Report

Fiscal Year 2023-24

Name: Kinetic Academy Charter School

CDS Code: 30665300134221

Charter School Number: 1812

Allocation Year: 2023-24

<b>Narrative description of the Prop 28 arts education program(s) funded.</b>	
These funds will be spent in FY 24-25.	
<b>Number of full-time equivalent teachers (certificated).</b>	0
<b>Number of full-time equivalent personnel (classified).</b>	0
<b>Number of full-time equivalent teaching aides.</b>	0
<b>Number of students served.</b>	0
<b>Number of school sites providing arts education.</b>	0
<b>Date of Approval by Governing Board/Body:</b>	06/13/2024
<b>Completed By:</b>	Nick Miller
<b>Title:</b>	CSMC – Consultant
<b>Email:</b>	nmiller@csmci.com
<b>Telephone:</b>	951-395-4618

**Budgeted Expenditures through: June 30, 2025**  
**For Kinetic Academy Charter School, Object 8012 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Revenue Limit Sources - EPA Payment	8012	72,770.00
TOTAL AVAILABLE		72,770.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>	<b>SACS Object</b>	
Instruction	1100	57,000.00
<b>Instruction-Related Services</b>		
Instructional Library, Media, and Technology	1200, 2200,	
	2900	0.00
Other Instructional Resources (Including Parent Participation)	2900	0.00
Pupil Services		
Guidance and Counseling Services	1200	0.00
Psychological Services	1200	0.00
Attendance and Social Work Services	2900	0.00
Health Services	1200, 2200	0.00
Speech Pathology and Audiology Services	1100	0.00
	1100, 1900,	
Pupil Testing Services	2100	0.00
Pupil Transportation	2200	0.00
Food Services	2200, 2900	0.00
Other Pupil Services		0.00
Ancillary Services		0.00
Community Services		0.00
Plant Services	2200	0.00
Benefits	3000-3999	15,770.00
Other Outgo		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		72,770.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

# KINETIC

academy



## 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@kneticacademy.org (714) 465-4565

## Plan Summary [2024-25]

# General Information

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

Kinetic Academy is a direct-funded, independent, public charter school reauthorized by Huntington Beach City Elementary in Fall of 2021 to serve grades TK-8.

The school serves approximately 345 students in grades TK-8 that includes 60% White, 22% Hispanic, 6.7% Asian, 1.2% African American, 8.3% 2+ Races, 21% Socioeconomically Disadvantaged, 2% English Learners, and 12% Students with Disabilities. The Unduplicated percentage for 2023-24 is approximately 29%.

**Mission:** Kinetic Academy educates and inspires lifetime learners by promoting academic success, community involvement, collaboration, and providing as many varied experiences as possible.

**Vision:** STEAM Project Based Learning (PBL): Kinetic Academy has integrated 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 PBL can hit not only STEAM content, but also content outside of the core STEAM subjects.

**Financial Education:** Working with Junior Achievement of Orange County, Kinetic Academy has included economic and personal finance education at all grade levels.

**Service Learning:** It is our goal that Kinetic Academy's students will become model global citizens by using a service-learning strategy that integrates community service with classroom instruction and reflection. We have built a program that encourages individual service that is meaningful to each student. Students of Kinetic Academy will be known for their commitment to positively impacting their community.

**Life-long Learners:** Through a supportive and stimulating school environment with an emphasis on project-based learning, Kinetic Academy students have become increasingly independent learners; encouraged to become deeply and personally involved in their work, and to feel not only accountable, but engaged and driven.

**Interdisciplinary curriculum:** An interdisciplinary curriculum aligned with the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, and English Language Development ("ELD") Standards will enable Kinetic Academy graduates to enter postsecondary education with a breadth of knowledge across disciplines.

**Enrichment:** Kinetic Academy seeks to provide as many experiences as possible and expose students to a variety of enrichment opportunities. Over the course of a single academic year, our enrichment offerings can change depending on the special skills and talents of our staff as well as the desires of our community. Offerings include foreign language, art, theater, Smart Skills, Robotics, financial education, health and nutrition and creative writing. We survey our community to learn their specific interests and endeavor to rotate our offerings accordingly.



## Reflections: Annual Performance

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

In the Spring of 2023 Kinetic Academy administered the 2nd administration of the California Assessment of Student Performance and Progress since the pandemic. Scores increased in both English Language Arts (ELA) and Mathematics from the baseline year of 2022.

We are proud to report the student achievement levels from the spring 2023 CAASPP assessments:

65.72% of students met or exceeded standards in ELA

61.63% of students met or exceeded standards in Math

These scores are both significantly higher than the state averages.

### ACADEMIC PERFORMANCE- 2023 CA DASHBOARD

- ENGLISH/LANGUAGE ARTS INDICATOR: School “Green” (+29.5 DFS); White “Green” (+30.9 DFS), Hispanic “Blue” (+26.3 DFS), SED “Blue” (+15.5 DFS)

The school and student group performances all increased from the prior year.

- MATHEMATICS INDICATOR: School “Blue” (+13.5 DFS); SED “Green” (+19.4 DFS), Hispanic “Blue” (+11.1 DFS), White “Blue” (+14.5 DFS)

The school and student group performances all increased from the prior year.

- ENGLISH LEARNER PROGRESS INDICATOR: Data suppressed for privacy

- Chronic Absenteeism Indicators: 14.6% Schoolwide

SED- 20.8% (Red), White- 14.5% (Red), SWD- 12.5% (Orange)

This is an area that we have struggled with and are putting a lot of effort into improving. Rates increased in part due to parents keeping their student(s) home when they have minor cold symptoms. We hired a Director of Student Services in 2023 who is coordinating parent outreach for attendance in addition to conferencing with parents of students who are in the range of being classified as “chronically absent” to assess their challenges with getting to school, etc. In addition, we have outlined a plan to keep attendance at the forefront of students, parents and even teachers so there is constant recognition of excellent attendance.

- Suspension Rate Indicator: 1.5%

Kinetic Academy is committed to providing social and emotional supports to address the behavioral and mental health need of our students and has started to implement the Social Emotional program: Random Acts of Kindness in all grades; TK - 8th. As we look at our 2023 data, we are pleased to have decreased overall suspensions and attribute that to positive behavior supports.

### Local Data

Additional supports are needed for students who are not meeting standards in ELA and mathematics. We continue to reflect on data on an on-going basis to provide timely responses such as interventions and tutoring to address student academic needs.

## Reflections: Technical Assistance

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

Kinetic Academy was not identified for California's System of Support.

## 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 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.

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

# 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
Teachers	The school staff was surveyed throughout the year to gauge needs and also obtain input on current programs. Teachers regularly participated in these surveys. Feedback was also collected from the teachers during staff meetings as well as principal meetings held throughout the school year.
Students	4th - 8th grade students participated in the California Healthy Kids Survey, if they had parental consent. Student climate surveys were sent out bimonthly to 2nd - 8th grade to gauge student connectedness. Middle school students participated in various surveys to find out what interests they had regarding activities and also electives. In addition,
Administrators	The administrative team met weekly to discuss needs and effectiveness of current programs.
Parents	Multiple surveys were conducted over the year to engage parents and receive input to consider for the LCAP, in addition to the school administering the California Healthy Kids Survey to parents. All surveys were sent electronically via Parent Square with 2 - 4 week windows for completion along with many reminders during the survey window. At the Coffee Chats and KPO meetings that were held throughout the year, parents were also reminded to participate in surveys and given the links to access.
Community	Kinetic's Local Site Council met regularly throughout the school year to discuss school goals and progress. The LCAP was specifically

Educational Partner(s)	Process for Engagement
	discussed at the February, April, May and June meetings to obtain feedback from all educational partners. The LCAP draft along with a survey to provide feedback was sent to the Kinetic Community via Parent Square.
Board	Progress on various LCAP goals was shared regularly at board meetings. The public hearing was held on May 23rd and the board meeting to approve the LCAP was held on June13, 2024.

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

Throughout the year, educational partners were able to provide regular feedback on the school programs. The LCAP Draft was presented at the May board meeting and the draft was shared with all families via Parent Square. A survey accompanied the draft requesting any additional feedback on goals and actions.

The staff expressed the need for a consistent school wide program to address the behavior needs of students. As such, Kinetic is moving towards Restorative Practices to be utilized across elementary and middle school. In addition, the staff shared the desire to update professional learning in the area of Project Based Learning. Updating and aligning our math program across elementary and middle school has been another common topic that teachers and staff have brought up. Middle school has wanted specific time dedicated to math and ELA intervention. Space continues to be an issue at the elementary school. Maximizing classroom space to increase efficiency has been a priority.

Students report that they have an overall safe and connected feeling to their school and teachers. Middle school students expressed interest in more electives as well as social activities. Elementary students wanted more activities at recess/lunch.

Parent surveys continue to have high reporting with satisfaction. Safety remains a high priority for parents. Areas that parents felt could be addressed more was the Social Emotional learning as well as after school programs and offerings. Parents also indicated that information provided between reporting periods would be helpful to keep an eye on student progress and performance. As such, progress reports were implemented and sent home twice during the year. A new lunch vendor was contracted with in early 2023. Some parents reported dissatisfaction with the food provided and wanted more options. An increase in school lunch participation has become a goal. From the prior LCAP, we have sought to increase our meal participation and going to RFP with new school vendors.

Administration is concerned about chronic absenteeism and has focused many strategies to improve this. In addition, the retention of teachers and staff is a high priority for administration. This is a priority because it helps maintain cohesion and effectiveness of programs over the years. A summer program, which will be offered to students that are in need and considered at risk to help close learning gaps and prevent summer slide, has been coordinated.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Kinetic Academy will support academic success of students by ensuring they participate in a rigorous academic program, at one of our 2 campus locations, with an emphasis on collaboration, communication, critical thinking, and problem-solving. We will provide Professional Development for both certificated and classified staff to support each staff member with the skills they need to be successful. To support the academic success of students, school facilities will be clean, safe, and work to support a 21st Century education.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)          Priority 2: State Standards (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>This goal was developed to ensure our resources are focused on quality implementation of the mission and vision of the school. Hiring teachers, administrators and support staff that we are able to retrain along with providing them with professional development is important for the delivery of instruction.</p> <p>Feedback from educational partners maintained that school safety is a top priority. Acquiring additional leased additional space for the middle school facility will help to ensure this safety as well as accommodate the growth that is anticipated over the next few years.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fitness Inspection Tool (FIT)	100% Facilities in "Good Repair" as measured by the FIT  (Source; Facilities Inspection Tool- December 2023)			100% Facilities in "Good Repair" as measured by the FIT	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Fully Credentialed Teachers and Appropriately Assigned	83.9% of teachers fully credentialed and appropriately assigned  (Source; 2023 Dashboard, TAMO 21/22)			95% of teachers fully credentialed and appropriately assigned	
1.3	Professional Development Participation	92% of Teachers attended annual Professional Development  (Source; Locally Traded Data 2023)			100% of Teachers will attend annual Professional Development	
1.4	Implementation of State Standards	100% as of state standards are implemented  (Source; Local Indicators 2023/2024)			100% as of state standards will continue to be implemented	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facilities: Building Leases & Safety/Maintenance	The following actions are essential in order to provide all students and staff with a safe, clean and well-maintained school site: Facility Costs: TK - 5th Facility Costs: 6th - 8th Maintenance and repairs to ensure a clean and safe facility Custodial Supplies Custodial Contract/Building Maintenance Office/Classroom Furniture Utilities	\$629,603.68	No
1.2	Staffing: Certificated Teachers/Administration/Classified Support	Kinetic Academy will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP. Credentialed Classroom Teachers (TK - 8th Grade), Credentialed Administrators, Classified and Support Staff.	\$3,292,137.24	No
1.3	Professional Services: Special Education	Kinetic Academy contracts with outside providers to implement service time to adhere to IEPs. 1 Part-Time Psychologist 1 Part-Time Speech Pathologist 1 Occupational Therapist	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Training & Development: Certificated Professional Development	<p>Kinetic Academy will provide and require all teachers to attend 9 days of Professional Development prior to the school year. Professional Development throughout the year will be held regularly on early release days as well as 2 dedicated student free days.</p> <p>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): Teachers will focus on deeper learning, real-world connections, student choice, sustained inquiry, consistent and meaningful reflection, critique and revision  Restorative Justice Practices  English Language Learners</p> <p>The following is a list of workshops and/or conferences that Administration, teachers and/or staff will attend:  CCSA Conference  El Dorado SELPA Workshops  Legal Workshops/Seminars- YMC  OCDE Workshops  SEL Training(s)  PBL- Applied Coaching  School Safety Conference</p>	\$20,000.00	No
1.5	Technology: Student/Staff/Administration & Contracted Support	<p>Kinetic Academy contracts with IT support. We also provide devices for all students. Additional resources will be needed, as well as replacement tech as described below:</p> <p>Replacement Parts for Student Computers  3 Staff computers</p>	\$55,600.00	No



Action #	Title	Description	Total Funds	Contributing
		2 Document cameras 2 LCD Projectors LCD Projector Bulb 10 replacements for existing devices Apple TV Device Lease for 2 Copy Machines Phone System WiFi (for both campuses) Microsoft Office Subscription for Staff Firewall Charter Tech Services		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Kinetic Academy will provide all students with a high-quality, rigorous curriculum aligned to Common Core (ELA, Math, NGSS, ELD) which supports our Project Based Learning focus, increases engagement and student achievement. In addition, Kinetic Academy's goal is to support the academic success of all subgroups in the core program, and to provide additional supports needed to ensure student engagement, high levels of achievement as well as equal access.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
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An explanation of why the LEA has developed this goal.

Kinetic Academy uses Project-Based Learning (PBL) within 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.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP English Language Arts	SBAC ELA 2023 Meets/Exceeds & Ca Dashboard  All Students: 65% (Green) +29.5 DFS  White: 69% (Green) +30.9 Hispanic: 60% (Blue) +26.3 SED: 60% (Blue) +15.5			Schoolwide  Maintain Dashboard indicator of Green or Better	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 75% (No Color) +57.6 SWD: 36%. (No Color) -2.4 2 or More Races: 53% (No Color) +20.1  No student groups in Red/Orange/Yellow				
2.2	CAASPP Mathematics	SBAC Math 2023 Meets/Exceeds & Ca Dashboard  All Students: 60% (Blue) +13.5 White: 60% (Blue) +14.5 Hispanic: 65% (Blue) +11.1 SED: 60% (Green) +19.4 Asian: 83% (No Color) +49 SWD: 45% (No Color). -28.7 2 or More Races: 46%. (No Color) -6.5  No student groups in Red/Orange/Yellow			Schoolwide  Maintain Dashboard indicator of Green or Better	
2.3	CA Science Test	Grades 5 & 8: 2023  43% Total Meet/Exceed 5th Grade- 45% Meet/Exceed			Grades 5 & 8  55% - Met/Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th Grade- 41% Meet/Exceed  (Ca CDE CAASPP Website)				
2.4	Reclassification Rate for English Learners	10% : 2022-2023  (Local Report to Calpads for 2022-2023)			15%	
2.5	English Learner Progress Indicator	Data suppressed due to privacy  (Ca Dashboard 2022-2023)			50%	
2.6	Access to standards-aligned curricular and instructional materials	100% of students have access to standards-aligned curriculum  (Ca Dashboard Local Indicators- 2022-2023)			100% of students have access will maintain access to standards-aligned curriculum	
2.7	Local Benchmark Assessments	NWEA MAP Scores are based on nationally-normed percentiles.  Kindergarten - 8th Grade Math Median Percentile: 72nd			NWEA MAP Kindergarten - 8th Grade Math Median Percentile: 75th  Kindergarten - 8th Grade Reading Median Percentile: 75th	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kindergarten - 8th Grade Reading Median Percentile: 67th  2nd - 8th Grade Language Median Percentile: 71st  DIBELS Kindergarten-8th Grade % Benchmark/Above Benchmark: 76%  (Local Assessment Data 2023-2024)			2nd - 8th Grade Language Median Percentile: 75th  DIBELS Kindergarten-8th Grade % Benchmark/Above Benchmark: 80%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum(including Technology Subscriptions), materials & consumables for Core/Specials & Electives	<p>Kinetic Academy will purchase curriculum for all grade levels and replace the following curriculum and/or supplemental instructional materials for classroom use. In addition, classroom materials will be purchased for Elementary Specials and Middle School Electives. Classroom supplies to support PBL will be purchased as well as our financial education program, Junior Achievement</p> <p>Instructional Materials:</p> <p>ELA Amplify Program (TK - 8)            ELD Program            Bridges Math Replacement Consumables (TK- 5)            McGraw Hill Math Replacement Consumables (6-8)            McGraw Hill Math Program (Grade 7)            Science Amplify Program (Grade 7)            Science Amplify Replacements (TK-8)            TCI Replacement Consumables (K - 8)            TCI Program (Grade 7)</p> <p>Specials &amp; Electives Classes:</p> <p>Art/Spanish/Physical Education/Theater/Jr. Achievement</p> <p>Technology Subscriptions</p>	\$63,275.00	Yes
2.2	EL Assessment, Integrated & Designated ELD	<p>Kinetic's ELPAC Coordinator will monitor progress of all EL students along with the progress of reclassified students. Staff will administer the ELPAC initial and summative assessments.</p> <p>EL Curriculum and programs are included in Action 2.1</p>	\$31,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		[NOTE: Kinetic's EL population has not exceeded 10 students in the last four years.]		
<b>2.3</b>	Academic Interventions- Outside the School Day	Kinetic Academy utilizes intensive and strategic academic interventions in reading and math for all students, focusing on the significant subgroups (Hispanic, SPED, SWD, SED, EL), in order to close the achievement gap. This will involve the following: After School Homework Club Summer Program for students which will target improving ELA and math skills	\$50,000.00	No
<b>2.4</b>	Academic Interventions- During the School Day	Kinetic Academy utilizes intensive and strategic academic interventions in reading and math for all students, focusing on the significant subgroups (Hispanic, SPED, SWD, SED, EL), in order to close the achievement gap. This will involve the following: Academic Interventions and extra support will be provided in both ELA and Math for identified students during the instructional day.	\$136,701.05	Yes
<b>2.5</b>	Assessments: Local Assessments	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. ELA & Math benchmark assessments: 3 times/year for grades K-8 Dibels: Reading Fluency: 3 times a year Project-based Learning (PBL) multidisciplinary presentation (Science or Social Studies focus with ELA, Math and writing): K-8 (3 times/year)	\$4,725.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Kinetic Academy will engage parents in the school's mission by allowing many opportunities for them to be active participants, share their feedback, and make collaborative decisions.	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.

Regular student 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.

Chronic absenteeism has increased since the pandemic, and we have seen it at an all time high the last 2 years. Implementing positive attendance incentives as well as supports for students with absences is important to increase overall attendance and decrease the number of chronically absent students has been a priority.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Create and sustain Opportunities for Parent Input in Decision-Making	8 Local Site Council meetings per year			8 Local Site Council meetings per year	
3.2	Parent Participation in annual California Healthy Kids Survey	Parents Participation Rate: 36%			60% of Survey completion by parents	
		Input in Decision Making Welcoming Environment: 96%			% positive in each area =/> 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Safety: 98%  Ca Healthy Kids Survey- April 2024				
3.3	Student Participation in annual California Healthy Kids Survey	Elementary Participation (4th - 5th): 60% Connectedness: 83% Safety: 95%  Middle School Participation ( 6th - 8th): 73% Connectedness: 80% Safety: 82%  Ca Healthy Kids Survey- April 2024			Elementary Participation (4th - 5th): 70%  Middle School Participation ( 6th - 8th): 80%	
3.4	Attendance Rate	96%  Local Data (May 2024)			Maintain 95% or above	
3.5	Chronic Absenteeism	CA Dashboard 2023  14.6 % of Students Chronically Absent (Red)  SED: 20.8% (Red) White: 14.5% (Red) SwD: 12.5% (Orange) Asian: 9.1% (No Color) 2 or More Races: 25.7% (No Color)			Decrease overall Chronic Absenteeism to 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Actions to specifically address SED and White absenteeism Tracking system  (Source; Ca Dashboard 2023)				
3.6	Suspension Rate	CA Dashboard 2023  1.5% of Students suspended (Green)  White: 2% (Yellow) Hispanic: 1.4% (Green) SED: 1% (Green) SWD: 0% (Blue) Asian: 0% (No Color)			Maintain suspension rate of 1.5%	
3.7	Expulsion Rate	0% Expulsion Rate			0% Expulsion Rate	
3.8	Middle School Dropout Rate	0% Dropout Rate			0% Dropout Rate	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Engagement: Positive School Culture	<p>Kinetic Academy will provide the following opportunities to engage students and help create/maintain a positive student culture:                      After School Clubs/Programs: Yearbook Club, Kids Run the OC, Academic Enrichment</p> <p>Student Leadership Opportunities:                      Student Council (Elementary School)                      Student Government (Middle School)                      Green Team at both campuses                      Community Service : Hour of Kindness</p> <p>Events:                      Space Night                      Book Fair                      Hour of Code                      Jump Rope for Heart                      Assemblies                      Art Show                      Field Day at both campuses                      5th Grade Girls Tea                      5th Grade Guy Talk                      Kinder/5th/8th Grade Promotions                      Lunch with a Loved One                      Move Up Day                      Talent Show                      Pi-Bee Event                      Middle School Dance</p>	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	Attendance & Chronic Absenteeism Improvement	Director of Student Services will lead efforts in recognition and attendance supports that consists of: Awards for student attendance: Individual Monthly, Trimester & Annual awards, Classroom Weekly Awards, Attendance Tracking and Letters, Chronic Absenteeism Information for Parents, Partnership with Boys & Girls Club of Huntington Beach, Student Attendance Review Team Meetings with parents for students that are chronically absent.	\$35,000.00	Yes
<b>3.3</b>	Student Engagement: Field Trips	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: AstroCamp (overnight for 5th grade) Catalina (overnight for 4th 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 Theater College Visits for Middle School	\$90,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Parent Engagement and Participation: Building Community & Decision-making	<p>Kinetic Academy will provide all parents with numerous opportunities to engage as partners in their child's education.</p> <p>Annual Parent Survey (CHKS)</p> <p>Coffee Chats: informal meeting with parents to discuss school wide events, issues and concerns.</p> <p>Monthly Dine-Outs at local restaurants to engage parents/families</p> <p>School wide events: Assemblies, Back-to-School, Hour of Kindness, Lunch with a Loved One, Open House, PBL Presentations</p> <p>Annual Parent Volunteer appreciation event: recognize parents who volunteer.</p> <p>Kinetic Academy Annual Gala</p> <p>Parent Education Nights</p> <p>Kinetic Parent Organization</p> <p>Kinetic Board Of Directors</p> <p>Local Site Council</p>	\$15,000.00	No
3.5	Parent Engagement and Participation: Communications	<p>Kinetic Academy will provide all parents with information to engage as partners in their child's education.</p> <p>Use of ParentSquare to communicate with parents about their child and upcoming school events</p> <p>Kinetic Academy will utilize ZOOM to allow parents access to attend school meetings and conferences.</p> <p>School's website will be updated regularly that will include the school's calendar</p> <p>Kinetic Academy will use social media to inform parents/public about school wide events</p> <p>Kinetic Academy will provide parents of students in grades 1-8 with access to PowerSchool Parent Portal to access their child's academic grades, progress, and attendance</p> <p>Hall Pass monitoring system to screen all visitors and volunteers</p> <p>Kinetic Academy will use SchoolMint for enrollment paperwork and registration along with messaging incoming families</p> <p>Translation Services: Provide Oral and Written Translation to parents who speak a language other than English</p>	\$14,700.00	No

Action #	Title	Description	Total Funds	Contributing
		Community Open House: Participation of Teachers and Administrators to open both school campuses to the current parent and prospective community Student-led conferences in the Spring		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$228,313	\$0

## 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
5.872%	0.000%	\$0.00	5.872%

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
2.1	<p><b>Action:</b> Curriculum(including Technology Subscriptions), materials &amp; consumables for Core/Specials &amp; Electives</p> <p><b>Need:</b> Low-income students have lower rates of proficiency in math and English-language arts than other student groups. To address these needs, Kinetic will provide curriculum to support student groups. All students need to</p>	<p>Providing students high-quality, research-based curriculum will improve outcomes for students who are foster youth, English learners and low-income. Teachers have access to intervention and designated ELD lessons in all curricular areas of adopted materials to address the unique needs of our student groups.</p> <p>As it is likely that other under-performing students may benefit from these actions, they will be provided on a schoolwide basis.</p>	CAASPP and Local Benchmarks



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
	<p>have access to standards aligned curriculum in order to be successful on state assessments and increase academic achievement.</p> <p><b>Scope:</b> Schoolwide</p>		
<p><b>2.2</b></p>	<p><b>Action:</b> EL Assessment, Integrated &amp; Designated ELD</p> <p><b>Need:</b> Students have specific needs in the areas of Speaking, Reading and Writing. Dedicated ELD time will help increase their English language proficiency.</p> <p>While Kinetic has fewer than 10 English learners, they have a need to develop strong language and vocabulary skills in order to receive redesignation to fluent English proficient.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Students will receive core instruction using an integrated ELD program. Additionally, students will receive designated instruction dedicated to increasing English language skills, leading to mastery for reclassification.</p>	<p>EL Reclassification and EL Progress</p>
<p><b>2.4</b></p>	<p><b>Action:</b> Academic Interventions- During the School Day</p> <p><b>Need:</b> Students are identified for academic interventions based on assessment scores and teacher recommendations.</p>	<p>To address these needs, Kinetic utilizes reading and math specialists to provide targeted intervention within the school day. Unduplicated students who score below grade level on our local assessments work in small groups facilitated by the educational specialists to address their unique needs and build skill proficiency.</p>	<p>CAASPP/Dashboard and Local Assessments</p>

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
	<p>Some students who are foster youth, English learners, and low-income are performing below other student groups in ELA and math. These students are identified as having the need for academic interventions based on assessment scores and teacher recommendations.</p> <p><b>Scope:</b> LEA-wide</p>	<p>As it is likely that other under-performing students may benefit from these actions, they will be provided on an LEA-wide basis.</p>	
<p><b>3.2</b></p>	<p><b>Action:</b> Attendance &amp; Chronic Absenteeism Improvement</p> <p><b>Need:</b> Dashboard data supports that low income students are at risk of chronic absenteeism. Adding positive incentives for students as well as informing and supporting parents will help to increase student attendance.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action will continue to benefit all students as this is a high area of need for Kinetic.</p>	

**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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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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 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	\$3,888,158	\$228,313	5.872%	0.000%	5.872%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,993,834.08	\$526,815.36	\$15,000.00	\$58,492.53	\$4,594,141.97	\$3,493,838.29	\$1,100,303.68

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	Facilities: Building Leases & Safety/Maintenance	All	No					\$0.00	\$629,603.68	\$629,603.68				\$629,603.68	
1	1.2	Staffing: Certificated Teachers/Administration/Classified Support	All	No					\$3,292,137.24	\$0.00	\$2,906,829.35	\$385,307.89			\$3,292,137.24	
1	1.3	Professional Services: Special Education	Students with Disabilities	No					\$0.00	\$150,000.00		\$91,507.47		\$58,492.53	\$150,000.00	
1	1.4	Training & Development: Certificated Professional Development	All	No					\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.5	Technology: Student/Staff/Administration & Contracted Support	All	No					\$0.00	\$55,600.00	\$55,600.00				\$55,600.00	
2	2.1	Curriculum(including Technology Subscriptions), materials & consumables for Core/Specials & Electives	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$63,275.00	\$63,275.00				\$63,275.00	
2	2.2	EL Assessment, Integrated & Designated ELD	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Kinetic		\$30,000.00	\$1,400.00	\$31,400.00				\$31,400.00	
2	2.3	Academic Interventions-Outside the School Day	All	No					\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
2	2.4	Academic Interventions-During the School Day	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$136,701.05	\$0.00	\$136,701.05				\$136,701.05	
2	2.5	Assessments: Local Assessments	All	No					\$0.00	\$4,725.00	\$4,725.00				\$4,725.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Student Engagement: Positive School Culture	All	No					\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
3	3.2	Attendance & Chronic Absenteeism Improvement	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$35,000.00	\$0.00	\$35,000.00				\$35,000.00	
3	3.3	Student Engagement: Field Trips	All	No					\$0.00	\$90,000.00	\$90,000.00				\$90,000.00	
3	3.4	Parent Engagement and Participation: Building Community & Decision-making	All	No					\$0.00	\$15,000.00			\$15,000.00		\$15,000.00	
3	3.5	Parent Engagement and Participation: Communications	All	No					\$0.00	\$14,700.00	\$14,700.00				\$14,700.00	

# 2024-25 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
\$3,888,158	\$228,313	5.872%	0.000%	5.872%	\$266,376.05	0.000%	6.851 %	<b>Total:</b>	\$266,376.05
								<b>LEA-wide Total:</b>	\$203,101.05
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$63,275.00

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	2.1	Curriculum(including Technology Subscriptions), materials & consumables for Core/Specials & Electives	Yes	Schoolwide	English Learners Foster Youth Low Income		\$63,275.00	
2	2.2	EL Assessment, Integrated & Designated ELD	Yes	LEA-wide	English Learners	Specific Schools: Kinetic	\$31,400.00	
2	2.4	Academic Interventions-During the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income		\$136,701.05	
3	3.2	Attendance & Chronic Absenteeism Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$35,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,807,627.00	\$4,520,079.76

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	Facilities: Building Leases & Safety/Maintenance	No	\$614,759.00	\$598,233.94
1	1.2	Staffing: Certificated Teachers	Yes	\$2,031,180.00	\$1,835,229.87
1	1.3	Professional Services: Special Education	Yes	\$135,000.00	\$194,498.94
1	1.4	Staffing: Administration	Yes	\$916,643.00	\$938,131.40
1	1.5	Staffing: Classified Support Staff	Yes	\$308,930.00	\$265,877
1	1.6	Contracted Support Services	No	\$201,864.00	\$147,708.89
1	1.7	Social Emotional/Behavioral Support/Interventions	Yes	\$25,000.00	\$1 8,171.29
1	1.8	Training & Development: Certificated Professional Development	Yes	\$30,000.00	\$13,812.40
1	1.9	Technology: Student Devices	No	\$25,000.00	\$22,490.48
1	1.10	Technology: Classroom/Teacher/Staff Technology		\$4,000.00	\$29,944.21
1	1.11	Food Service		\$154,875.00	\$103,087.88

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	2.1	Curriculum & Consumables for Core Classes	No	\$175,000.00	\$180,487.02
2	2.2	Curriculum & Consumables for Specials & Elective Classes	No	\$12,000.00	\$15,295.30
2	2.3	Supplies and Consumables Classrooms and for Project Based Learning Units	No	\$17,000.00	\$9,763.52
2	2.4	Curriculum: Technology Subscriptions	No	\$15,000.00	\$8,998.00
2	2.5	EL Assessment, Integrated & Designated ELD	Yes	\$1,295.00	\$1,295.00
2	2.6	Academic Interventions	Yes	\$30,000.00	\$25,561.55
2	2.7	Assessments: Local Assessments	No	\$4,500.00	\$4,725.00
3	3.1	Student Engagement: Positive School Culture	No	\$9,080.00	\$13,973.81
3	3.2	Student Engagement: Field Trips		\$90,001.00	\$88,153.40
3	3.3	Parent Engagement and Participation: Building Community & Decision-making	No	\$2,500.00	\$5,309.22
3	3.4	Parent Engagement and Participation: Communications		\$4,000.00	\$17,501.93



# 2023-24 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)
200130	\$2,889,334.00	\$3,098,148.51	(\$208,814.51)	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	1.2	Staffing: Certificated Teachers	Yes	\$1,652,099.00	1835299.87		
1	1.3	Professional Services: Special Education	Yes				
1	1.4	Staffing: Administration	Yes	\$916,643.00	938131.4		
1	1.5	Staffing: Classified Support Staff	Yes	\$234,297.00	265877		
1	1.7	Social Emotional/Behavioral Support/Interventions	Yes	\$25,000.00	18171.29		
1	1.8	Training & Development: Certificated Professional Development	Yes	\$30,000.00	13812.4		
2	2.5	EL Assessment, Integrated & Designated ELD	Yes	\$1,295.00	1295		
2	2.6	Academic Interventions	Yes	\$30,000.00	25561.55		

# 2023-24 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)
3479306	200130	0	5.752%	\$3,098,148.51	0.000%	89.045%	\$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](mailto: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.

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.

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.
- 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.

### 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**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.

- 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.

## 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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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 2023

# KINETIC

academy



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kinetic Academy

CDS Code: 30665300134221

School Year: 2024-25

LEA contact information:

Bre Lionetti

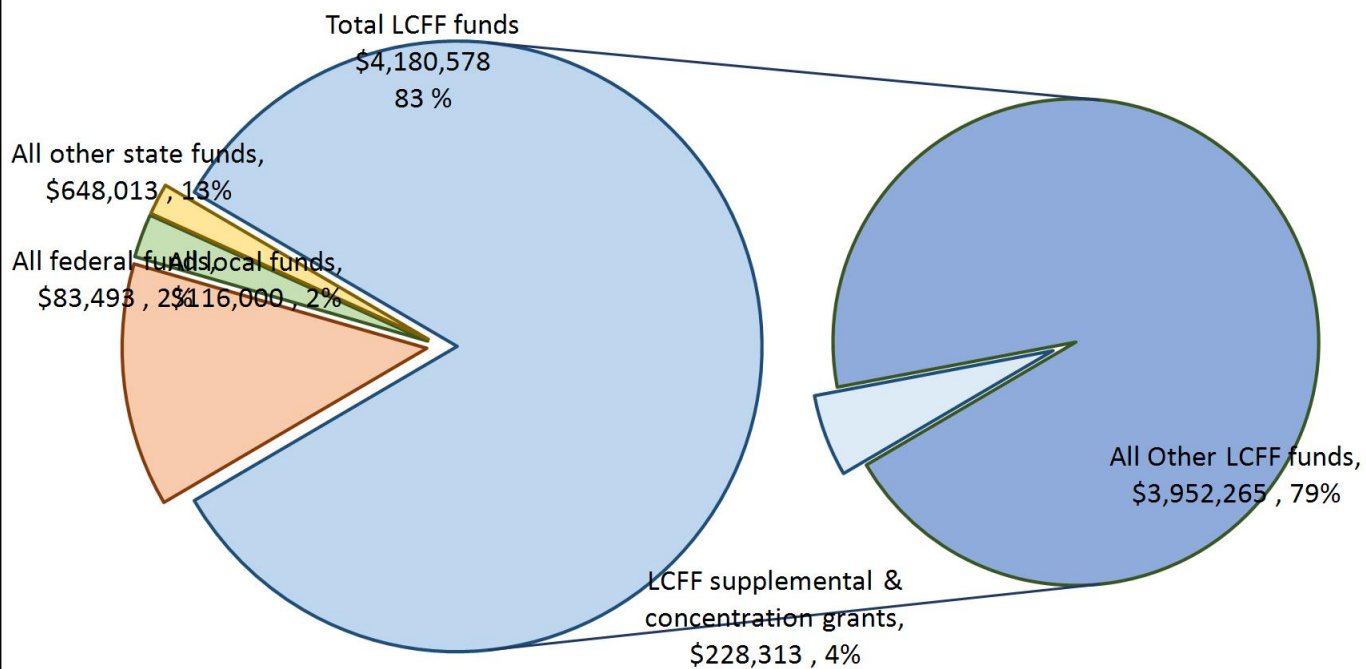
Executive Director

(714) 465-4565

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 2024-25 School Year

## Projected Revenue by Fund Source



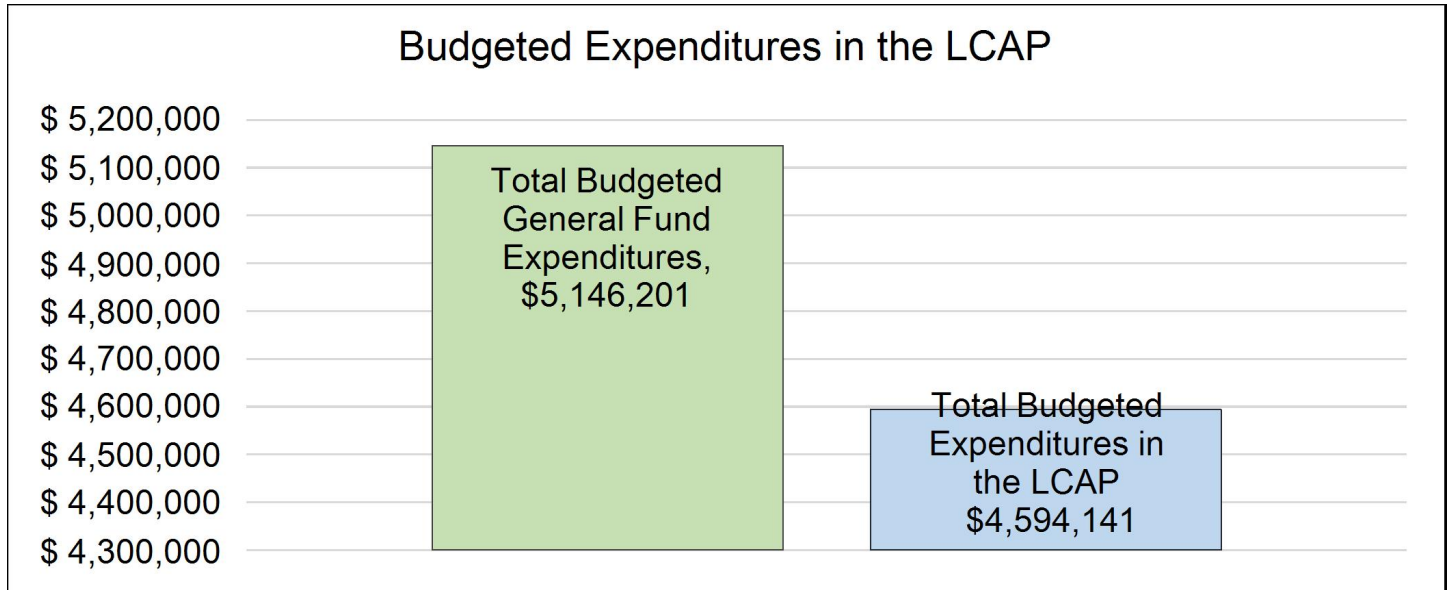
This chart shows the total general purpose revenue Kinetic Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kinetic Academy is \$5,028,084, of which \$4180578 is Local Control Funding Formula (LCFF), \$648013 is other state funds, \$116000 is local funds, and \$83493 is federal funds. Of the \$4180578 in LCFF Funds, \$228313 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 Kinetic Academy plans to spend for 2024-25. 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: Kinetic Academy plans to spend \$5,146,201 for the 2024-25 school year. Of that amount, \$4,594,141 is tied to actions/services in the LCAP and \$552,060 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

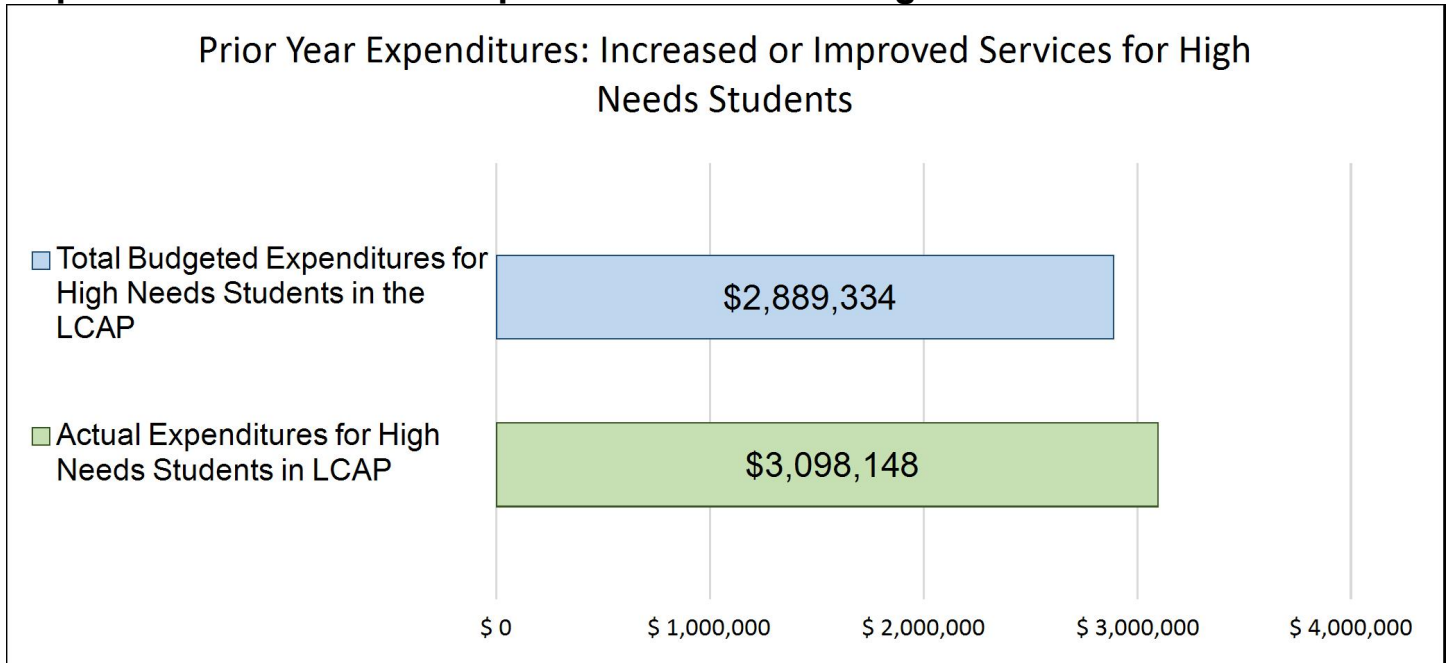
The following expenses for the school year are in the general fund budget expenditures but are not in the LCAP food and food supplies, insurance, financial services and back-office fees, district oversight fees, legal services, audit services, banking and payroll service fees, and other operating expenditures.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Kinetic Academy is projecting it will receive \$228,313 based on the enrollment of foster youth, English learner, and low-income students. Kinetic Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Kinetic Academy plans to spend \$266,376 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 2023-24



This chart compares what Kinetic Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kinetic Academy 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 2023-24, Kinetic Academy's LCAP budgeted \$2889334 for planned actions to increase or improve services for high needs students. Kinetic Academy actually spent \$3098148 for actions to increase or improve services for high needs students in 2023-24.

# KINETIC academy



## 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Kinetic Academy	Bre Lionetti Executive Director	brelionetti@kneticacademy.org (714) 465-4565

### 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
2021-2022*	18.5	83.9%	4.9%	0%	6.5%	4.7%	0%	0%

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

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

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

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

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

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

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

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

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

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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



## Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

### Optional Narrative (Limited to 1,500 characters)

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

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- 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.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
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.	5

#### 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.

Kinetic prides itself on the strength of building relationships between the school and families. Our Parent Square platform is the main tool that is used to communicate with all parents/families to help keep them informed. We host many events that include parents to celebrate their students' successes as well as spend time with their students and help build the school community.

We have worked on putting a system in place for transitioning new families into the school culture and building relationships even prior to student enrollment through parent information sessions, community preview nights and school tours.

Based on discussions throughout this academic year, many staff members have remarked on the challenges with maintaining a cohesive program while we operate on two sites. As families have students at both locations, we seek to find a way to either consolidate our operations on a single site or find ways to continue to build relationships with families across the two sites.

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.

Kinetic is focused on continual improvement with building relationships between the school and our families. We seek to keep lines of communication open and encourage families to increase participation in monthly Principal Coffee Chats and Local Site Council meetings. We believe greater participation will lead to an increase in shared-decision making. We have put a lot of effort into increased communication around the importance of attendance as well as chronic absenteeism. Kinetic Academy is a community school. Our goal is to build relationships with our parents through many events, our KPO, our administration and teachers to keep the focus of the community as a high priority.

- 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.

Kinetic is committed to improving strategies and structures that will result in increased engagement of underrepresented families. Kinetic holds numerous community forums to garner input from families related to school improvement, as well as extended intentional invitations to underrepresented families to be members of various site committees related. Kinetic will continue to engage with and build relationships with individual families and provide necessary, personalized supports that will foster strong relationships between school staff and underrepresented families.

## 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.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

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

- 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.

All teachers and office staff frequently conduct direct outreach to encourage families to attend various events and/or discuss their child's academic progress. Students may participate in the After School Homework Club for assistance with homework completion and tutoring led by a teacher. Additionally, teachers provide families with resources to prevent learning slide over the summer months, and ensure that students' core skills are maintained.

- 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.

Balancing student privacy when examining school data: Since Kinetic's underrepresented student populations are often small, it is an ongoing challenge to conduct in depth public analysis on the achievement of these students as we value their privacy. However, Kinetic regularly reviews local data and assessments to determine which students are in need of academic interventions and which students are in need of academic enrichment.

- 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.

Kinetic conducts a minimum of two parent conferences each year with all families, and a third conference is optional. Parents are encouraged to request a conference if they have any questions or concerns regarding their child's behavioral and/or academic needs. For our underrepresented student populations, teachers and/or parents may request additional progress conferences throughout the academic year, and request guidance on how to best assist the child in growth of their academic skills.

**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.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
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.	4
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.	4

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

- 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.

Kinetic regularly surveys families throughout the school year. The California Healthy Kids Survey was administered to parents and students in April of 2024 to obtain feedback on a range of areas including satisfaction with input for decision-making. Based on the surveys administered in 2024, 97% of parents surveyed either "agreed" or "strongly agreed" with questions around communications, 94% with questions around promotion of parental involvement, and 85% with questions regarding opportunities for input.

- 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.

Parents and staff have expressed the need for more social-emotional supports in various forums/formats for feedback. We continue to seek community-wide input throughout the year, and strive to increase participation rates for students.

- 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.

Kinetic’s unduplicated pupil percentage has always hovered around 20%, yet this does not preclude our responsibility to fully engage with our underrepresented families in seeking input for decision-making. A calendar of all events (e.g., councils, board meetings, surveys) for the year is provided to all families and maintained on the school website which connects to Parent Square, as well as frequent electronic “reminders” of upcoming events via ParentSquare. Additionally, we send hard copy calendars home each month to families.

## 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.

The California Healthy Kids Survey (CHKS) was used because it is widely used across the state of California. The following are the key findings from spring 2024 CHKS administrations. The data includes the percentage of students who AGREE/STRONGLY AGREE to questions related to feeling connected to school, feeling safe at school, and feeling connected to caring adults at school.

Participation Rate:	School Connectedness:	Caring Adult Relationships:	Feel Safe at School:
Grades 4-5: 59%	83%	78%	95%
Grades 6-8: 80%	80%	81%	82%

**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 responses indicate that students feel safe, connected to staff, and motivated. Kinetic strives to create an inclusive environment where students feel connected and safe, and parents and families feel welcome. Processes in place to build this environment will continue through training for staff in social-emotional learning and restorative practices. LCAP goals include support for meeting the social and emotional needs of students.

One challenge Kinetic encountered was lower survey participation of elementary students. This was due to parents not consenting to their student's participation. It is believed that misinformation regarding the content of the survey was communicated through parent circles, making parents wary of providing consent. To address this, Kinetic will provide clear guidance to all parents on the survey's contents, including links to the California Healthy Kids Survey website as well as sample surveys for parent review. Kinetic feels it is important for all kids to participate and have a voice in reflecting on the school climate.

**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.

Kinetic will implement a school-wide social-emotional learning (SEL) curriculum to build confident and efficacy in students. SEL lessons will incorporate class community discussion circles to further build school connectedness.

## **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)

All students have access to all materials in every grade level including special populations as part of the general education classroom setting. In addition to curriculum content, all students have access to online programs that promote success in Common Core ELA and Math content standards. This is determined by classroom observations.

All students (including unduplicated students and students with disabilities) have access to a broad course of study. This includes core curriculum in ELA, mathematics, history, and science. Students in TK-5th grades participate in art and foreign language instruction. Students in 6th-8th grades participate in an elective of their choosing. Some example electives are drama, foreign language, creative writing, financial literacy, and athletics. All students at Kinetic participate in at least 3 Project-Based Learning collaborative projects each school year. This is measured by the master schedules and formalized report cards.

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)

Kinetic's expansion into the middle grades has aligned well with the use of two sites – main site TK- grade 5, and a district-provided space for grades 6-8. All student groups have equal access to the course of study and additional online resources to support their mastery of state standards.

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)

Kinetic prides itself on providing the full range of academic content and standards-based instruction to ALL students. In effect, there are no barriers to equity in access. All student groups have equal access to the elementary and middle school courses of study.

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)

Kinetic Academy will continue to ensure that 100% of students have access to a broad course of study. We will continue to give all students in all grade levels access to not only our core curriculum, but to additional supplemental curricular programs.

### Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for					



<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					