El español comienza en la página 92. Se publicará una traducción profesional al español en el sitio web de la escuela (www.kippsocal.org/Opportunity/compliance) al comienzo del año escolar 21-22.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	KIPP Academy of Opportunity
CDS Code:	19-64733-0101444
LEA Contact Information:	Name: John Coleman Position: School Leader Email: jcoleman@kippsocal.org Phone: (323) 778-0125
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$5110481
LCFF Supplemental & Concentration Grants	$1274360
All Other State Funds	$1,385,121
All Local Funds	$16,500
All federal funds	$1044038
Total Projected Revenue	$7,556,140

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$7,509,234
Total Budgeted Expenditures in the LCAP	$7,509,234
Total Budgeted Expenditures for High Needs Students in the LCAP	$1847888
Expenditures not in the LCAP	$0

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1259214
Actual Expenditures for High Needs Students in Learning Continuity Plan	$1187078

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$573,528
2020-21 Difference in Budgeted and Actual Expenditures	$-72,136

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All General Fund Budget Expenditures for the school year are included in the LCAP.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	Some of the budgeted expenditures didn't realize due to a longer than planned period in remote learning vs in-person learning.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Academy of Opportunity

CDS Code: 19-64733-0101444

School Year: 2021-22

LEA contact information:
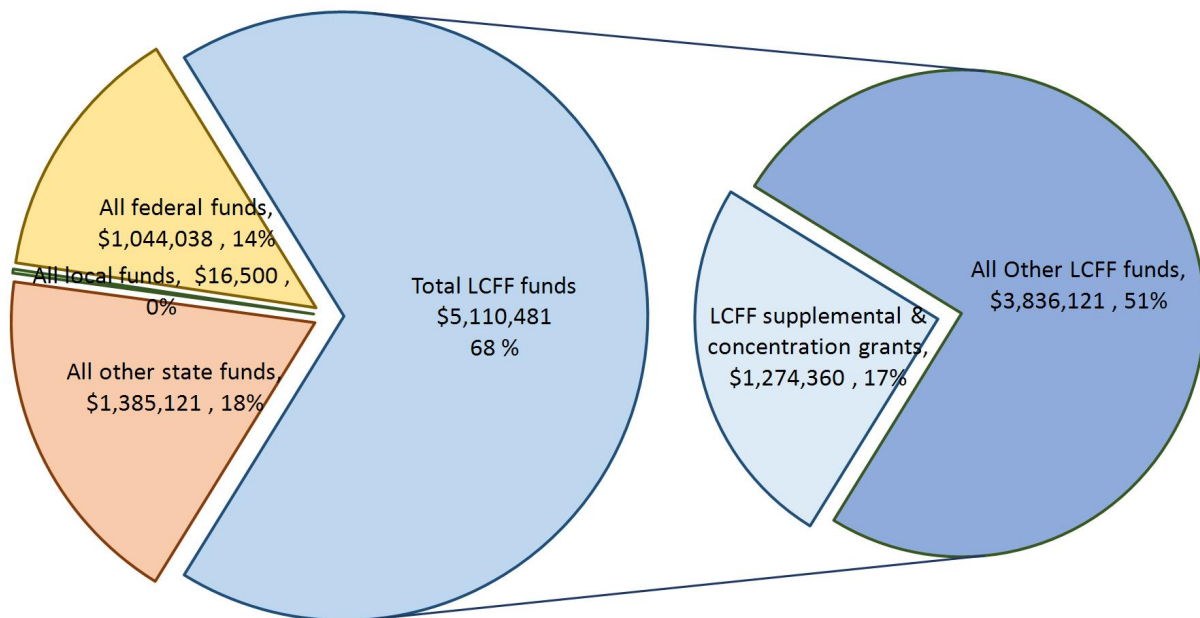
John Coleman

School Leader

jcoleman@kippsocal.org

(323) 778-0125

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $1,044,038 , 14%

All local funds, $16,500 , 0%

All other state funds, $1,385,121 , 18%

Total LCFF funds $5,110,481 68 %

LCFF supplemental & concentration grants, $1,274,360 , 17%

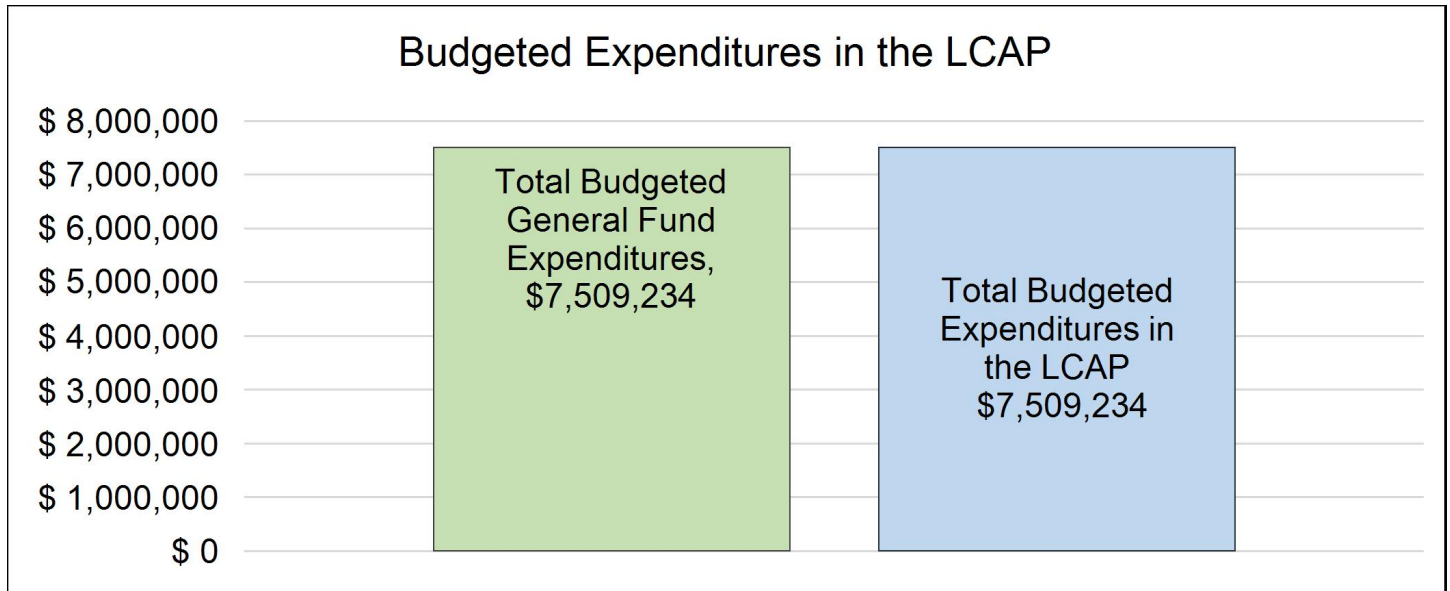All Other LCFF funds, $3,836,121 , 51%

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

The total revenue projected for KIPP Academy of Opportunity is $7,556,140, of which $5110481 is Local Control Funding Formula (LCFF), $1,385,121 is other state funds, $16,500 is local funds, and $1044038

is federal funds. Of the $5110481 in LCFF Funds, $1274360 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $7,509,234	Total Budgeted Expenditures in the LCAP $7,509,234

Y-axis values: $ 8,000,000 / $ 7,000,000 / $ 6,000,000 / $ 5,000,000 / $ 4,000,000 / $ 3,000,000 / $ 2,000,000 / $ 1,000,000 / $ 0

This chart provides a quick summary of how much KIPP Academy of Opportunity plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

KIPP Academy of Opportunity plans to spend $7,509,234 for the 2021-22 school year. Of that amount, $7,509,234 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
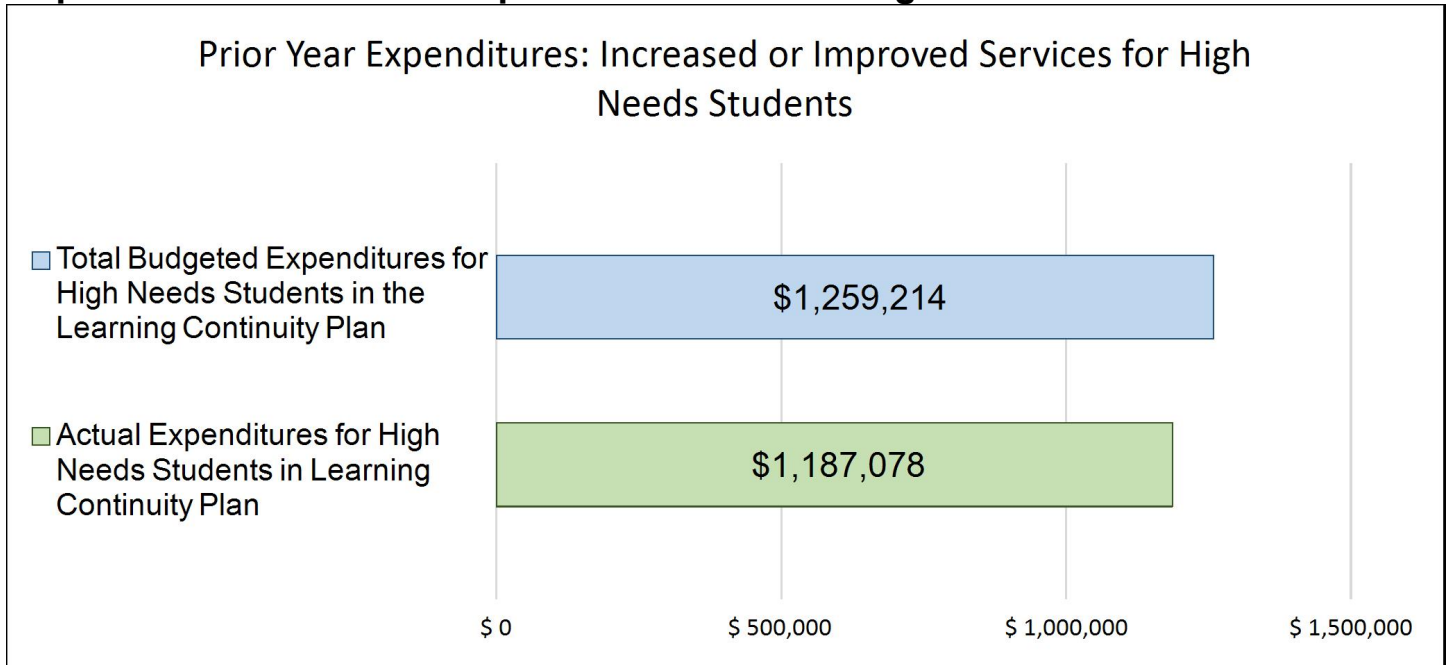
All General Fund Budget Expenditures for the school year are included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, KIPP Academy of Opportunity is projecting it will receive $1274360 based on the enrollment of foster youth, English learner, and low-income students. KIPP Academy of Opportunity must describe how it intends to increase or improve services for high needs students in the LCAP. KIPP Academy of Opportunity plans to spend $1847888 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — **$1,259,214**

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — **$1,187,078**

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000

This chart compares what KIPP Academy of Opportunity budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what KIPP Academy of Opportunity estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, KIPP Academy of Opportunity's Learning Continuity Plan budgeted $1259214 for planned actions to increase or improve services for high needs students. KIPP Academy of Opportunity actually spent $1187078 for actions to increase or improve services for high needs students in 2020-21.

Some of the budgeted expenditures didn't realize due to a longer than planned period in remote learning vs in-person learning.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
KIPP Academy of Opportunity	John Coleman School Leader	jcoleman@kippsocal.org (323) 778-0125

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will achieve.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of students meeting state-established proficiency levels for English Language Arts **19-20** All students: 52% Low-income: 52% Eng. Lners: not enough students Afr. – Amer.: 49% Latino: 66% Stud w/Disab.: 15% Foster Youth: not enough data **Baseline** 2015-16 - 38%	2018-19 ELA SBAC - All students: 31% Low-income: 31% Eng. Lners: 6% Afr. – Amer.: 27% Latino: 36% Stud w/Disab.: 7% Foster Youth: Fewer than 30 students 2019-20 SBAC data not available. Students did not take SBAC in spring of 2020 due to the COVID-19 pandemic.
Metric/Indicator Rate of students meeting state-established proficiency levels for Math **19-20** All students: 30% Low-income: 30% Eng. Lners: not enough students Afr. – Amer.: 26%	2018-19 Math SBAC - All students: 20% Low-income: 19% Eng. Lners: 9% Afr. – Amer.: 14% Latino: 28% Stud w/Disab.: 0% Foster Youth: Fewer than 30 students

Expected	Actual
Latino: 48% Stud w/Disab.: 9% Foster Youth: - not enough data **Baseline** 2015-16 - 24%	2019-20 SBAC data not available. Students did not take SBAC in spring of 2020 due to the COVID-19 pandemic.
Metric/Indicator Reclassification Rate (Updated for 2018-19 from EL Progress Indicator due to change in Test from CELDT to ELPAC) **19-20** Eng. Lners: >20% **Baseline** 2015-16 - * (per CA Dashboard)	Oct 2018 - Oct 2019 Reclassification Rate 8% 2019-20 Reclassification rate not available. EL students did not take summative ELPAC in spring 2020 due to the COVID-19 pandemic.
Metric/Indicator Rate of students making progress on ELPAC **19-20** Baseline + State defined growth **Baseline** N/A	2018 to 2019 ELPAC Summative Assessment 25.8% made progress towards English language proficiency 2019-20 ELPAC data not available. EL students did not take summative ELPAC in spring 2020 due to the COVID-19 pandemic.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Number of students who are proficient for English Language Arts and Math We provide daily intervention and acceleration through small group instruction in the classroom and through additional Guided Reading instruction for identified students. Programs may include: KIPP Wheatley, Bridges, Open Up, Amplify, and NextGen Math.	1101 Certificated Teachers - Intervention 1901 Dean -Intervention 1101 Certificated Teachers - longer school day 1201 Social Worker/Counselor 1903 Instructional Support Coordinator	1101 -Certificated Teachers - Intervention 1101 -Certificated Teachers - longer school 1201 -Social Worker/Counselor 1903- Instructional Support Coordinator 1175,1199,1399, 2199 -Bonuses,

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We also provide additional academic support through our first few weeks of school, as our students, especially those new to our school are adjusting to our school.

Teachers provide small group instruction based on student need and will use data such as interim assessments to tailor and guide instruction.

In addition, we will conduct extensive data analysis by pulling reports on Illuminate, Tableau, and Kastle (KIPPs internal data analysis platform). For example, teachers will use previous SBAC & MAP scores to create targeted instruction for each student.

CSI - Actions/Services

KAO will build foundational and sustaining literacy practices by building out ELA classroom libraries for grades 5-8 with leveled, diverse, high-interest books; purchasing digital readers and/or access to a digital reading library for students reading far below grade level; developing a digital library of popular, high-interest audiobooks for students to read alongside for support; and supporting key teachers and administrators in building literacy-rich instructional practices.

CSI - Resource Inequities

As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocations. Our needs assessment did not reveal any resource inequities among student groups. | 1175,1199,1399, 2199 Bonuses, Stipends 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 512,438

Classroom Technology 4401 4000-4999: Books And Supplies Supplemental & Concentration 48,000

Classroom Software 4402 4000-4999: Books And Supplies Supplemental & Concentration 8,750

Staff/Office Computer & Printers 4404 4000-4999: Books And Supplies Supplemental & Concentration 10,000

Staff/Office Software 4405 Assessment Materials 4304 4000-4999: Books And Supplies Base 20,000

Various Accounts - Literacy Intervention 4000-4999: Books And Supplies CSI (Comprehensive Support & Improvement: Other Federal) $47,611

Various Accounts - Literacy Intervention 5000-5999: Services And Other Operating Expenditures CSI (Comprehensive Support & | Stipends 5806, 5807 -Substitute Teaching Consulting and SST Academics Support 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 604172.11

4401 Classroom Technology 4000-4999: Books And Supplies Supplemental & Concentration 63442.08

4402 Classroom Software 4000-4999: Books And Supplies Supplemental & Concentration 9463.82

4404 Staff/Office Computer & Printers 4405 Staff/Office Software 4000-4999: Books And Supplies Supplemental & Concentration 24181.76

Assessment Materials 4304 4000-4999: Books And Supplies Base 4291.65

4000-4999: Books And Supplies

5000-5999: Services And Other Operating Expenditures |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　Low Income **Scope of Services** 　Schoolwide **Locations**	Improvement: Other Federal) $71,416.2	
Annual Progress in English language Proficiency All CELDT/ELPAC data is shared with parents and teachers. This helps teachers create intervention and differentiation plans. ELs will receive small group instructional support to support their language development. Plans may include additional needs for manipulative, visuals, realia, or excursions. As well as technology needs such a projectors, iPads, and a document camera. Teachers will use data such as interim assessments to tailor and guide instruction. English Language students can receive small group instructional support to support their language development. Percentage of EL students who reclassify as RFEP Teachers will use data such as interim assessments to tailor and guide instruction. This helps teachers create intervention and differentiation plans. EL students will receive small group instructional support to support their language development.	1901　　　Dean -Intervention 　1000-1999: Certificated Personnel Salaries Supplemental & Concentration 31,230 1101　Certificated Teachers - Intervention 1000-1999: Certificated Personnel Salaries Title III 8,169	1901-Dean -Intervention 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 61057.13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Each year we reclassify EL students and accept new EL students. For this current year, our priority is getting to know individual student academic performance and then supporting individual needs. Targeted Practices: Guided Reading Our EL students receive targeted reading instruction via guided reading with other peers who are reading at their level. This allows teachers to deliver targeted instruction at the student's' reading level. Students are then assessed in their reading every 4-6 weeks to ensure that they are making progress. When not participating directly in a guided reading group, students are using adaptive learning computers programs. Intervention Teacher Our Intervention teacher works with students in small groups in various subjects to meet students' needs. Students are identified for intervention year round through internal assessments, class work and teacher recommendations. Professional Development and Data Monitoring All teachers participate in intensive professional development focusing on intentional instructional design for Academic Language Development (ALD), specifically, Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). We intentionally focus on BICS and CALP because they are shown to be effective, especially for ELs. As KIPP LA believes all students are language learners, our teachers incorporate these strategies in their lesson plans and have seen success in its implementation. KAO EL Coordinator and teachers, have been given and receive ongoing professional development from the regional support office to adapt progress monitoring strategies to use data on EL students. This data will be used to monitor their path to reclassification and administer additional intervention as needed. KAO EL Coordinator intensely monitors student level data, engages in more intentional ways with parents of EL students, and drives student		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

achievement outcomes for EL students through supporting teachers with best practices for language development.
 	
CSI - Resource Inequities
As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocations. Our needs assessment did not reveal any resource inequities among student groups.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
    Schoolwide
 	
Locations		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented all planned actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The 2019-2020 school year was an unprecedented year for KIPP Academy of Opportunity, filled with successes and challenges. Before our school's physical closure, we made tremendous progress in cultivating a strong culture and school climate. This was our school leader's first full school year, and establishing this culture set a strong foundation for strengthening relationships with our

stakeholders. We also improved our attendance from the previous school year due to the culture and our attendance intervention system. We provided students with tiered supports to reduce obstacles to attend class.

The biggest challenge during this school year was our school's physical closure in response to the COVID-19 pandemic. The transition from in-person to distance learning occurred suddenly and required us to adapt many of our programs, procedures, and schedules to address our students' and stakeholders' needs. The distance learning medium and traumatic nature of the pandemic delayed learning and slowed our attendance progress initially. In response, our professional development training was modified to prioritize distance learning; our team had 30-45 minute meetings weekly in which updates on COVID-19 and best practices for instruction and engagement were shared. We expanded our existing iReady program as this had an intuitive online interface for distance learning. We also adopted NearPod to increase interaction and give students immediate feedback and ScreenCastify for teachers to innovate their asynchronous presentations to increase engagement. Our data analysis meetings refocused on engagement since academic data was limited. Our school culture became a valuable asset as we could continue building strong relationships with families and students during distance learning. It was necessary to reach out to families and students to provide academic support and ensure their well-being for both their physical and mental health. To ensure students have these needs met and received differentiated supports, each of our students received 1:1 check-ins with their teacher every week, in which students' mental health and academic needs were addressed. We created family meetings in a town hall format, in which families would receive and share information related to COVID-19, school updates, and community resources. We also continued to hold our virtual culture-building events, such as our movie night, to build positive experiences during a time of great stress and instability. During this traumatic period, we made sure to celebrate our students' perseverance and expand our award ceremonies to celebrate our students' growth.

Despite these challenges of distance learning, KIPP Academy of Opportunity has made great strides in adapting to this medium and found further success during the 2020-21 school year.

Goal 2

Support student, family and school engagement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2a: KAO will provide 8 opportunities for parent engagement/leadership **19-20** All students: 8 opportunities Low-income: 8 opportunities Eng. Lners: 8 opportunities Afr. – Amer.: 8 opportunities Latino: 8 opportunities Stud w/Disab.: 8 opportunities Foster Youth: - not enough data **Baseline** 2016-17: 1 back to school night, 2 week long parent-teacher conference opportunities, at least 3 family engagement opportunities, parent leadership opportunities	Family Engagement and Leadership Opportunities - All Students: at least 8 opportunities EL: at least 8 opportunities SWD: at least 8 opportunities Latino: at least 8 opportunities Black: at least 8 opportunities Low Income: at least 8 opportunities Foster: at least 8 opportunities
Metric/Indicator 2b: Suspension rate **19-20** All students: <15% Low-income: <15%	2019-20 Suspension (August - February) - All students: 0.2% EL: 0% SWD: 1.3% Latino: 0%

Expected	Actual
Eng. Lners: <5% Afr. – Amer.: <15% Latino: <5% Stud w/Disab.: <15% Foster Youth: not enough data **Baseline** 2016-17 2.4%.	Black: 0.4% Low Income: data not available Foster Youth: fewer than 30 students
Metric/Indicator 2c: Expulsion Rate **19-20** All students: <1% Low-income: <1% Eng. Lners: <1% Afr. – Amer.: <1% Latino: <1% Stud w/Disab.: <1% Foster Youth: not enough data **Baseline** 2016-17 YTD: <2%	2019-20 Expulsion (August - February) - All Students: 0% EL: 0% SWD: 0% Latino: 0% Black: 0% Low Income: 0% Foster Youth: 0%
Metric/Indicator 2d: Student satisfaction as measured by internally provided surveys **19-20** All students: 70% Low-income: 70% Eng. Lners: 70% Afr. – Amer.: 70% Latino: 70% Stud w/Disab.: 70% Foster Youth: - not enough data	Student Survey ("I feel safe at my school") (Fall) - All Students: 68.1%

Expected	Actual
Baseline 2016-17: 100%	
Metric/Indicator 2e: Average Daily Attendance **19-20** All students: 95% Low-income: 95% Eng. Lners: 95% Afr. – Amer.: 95% Latino: 95% Stud w/Disab.: 95% Foster Youth: - not enough data **Baseline** 2016-17: 94.2%	2019-20 ADA (August - February) - All students: 95.8%
Metric/Indicator Chronic Absenteeism **19-20** All students: <10% Low-income: <10% Eng. Lners: <10% Afr. – Amer.: <10% Latino: <10% Stud w/Disab.: <15% Foster Youth: -not enough data **Baseline** 2016-17: 17.4%	2019-20 Chronic Absenteeism (August - February) - All students: 11% EL: 4.2% SWD: 17.3% Latino: 5.2% Black: 16.2% Low Income: data not available Foster Youth: fewer than 30 students

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2a: Parent Engagement Families will be given our calendar of events at the beginning of the school year so that they may plan accordingly. Additionally, parents will be notified/reminded of meeting date and time at least a week in advance at a time convenient for parents. A variety of communication tools (calls, newsletters and posters) will be used to inform parents of upcoming events. Our most used method would be our printed family bulletin that is shared, and our all call using school messenger. Families will have several opportunities to be involved on campus, opportunities include volunteering, serving on school based committees, leadership roles and we will have at least 2 parents participate in KIPP LA's regional Family Ambassadors Programs which provides leadership training and development so that they can be advocates for their children and communities. KIPP LA has hired staff to focus and commit to school family engagement goals to increase engagement with parents as well as the community. This includes advocacy efforts. We also work with and train our school office staff to make sure that we are normed on how we interact with our community and families. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop nights. Schools will also have consistent meetings to keep parents abreast of the students' progress. 2b/c: Suspension rate (unduplicated pupils) Expulsion rate (unduplicated pupils)	2205 -Operations Aide 2403 -Ops Support/Receptionist 1000-1999: Certificated Personnel Salaries Other 137,766 4352 Postage for letters sent 2000-2999: Classified Personnel Salaries Supplemental & Concentration 19,415 4314 Special Event 4000-4999: Books And Supplies Base 3,500 5831, 5839, 5840, 5841 Field Trips, Student Incentives, Student Transportation - Non-Field Trips, End of Year Field Trips 4000-4999: Books And Supplies Supplemental & Concentration 5,000 5504, 5450 -General Liability Insurance, Fire/Security 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 13,963 5803 -KIPP LA Fees - ACE 5000-5999: Services And Other Operating Expenditures Base 80,000	2205-Operations Aide 2401-Office Manager 2403-Ops Support /Receptionist 2000-2999: Classified Personnel Salaries Supplemental & Concentration 35352.82 4352 -Postage for letters sent 4405 -School Messenger 4000-4999: Books And Supplies Base 3369.51 4314 - Special Event 4000-4999: Books And Supplies Supplemental & Concentration 3723.26 5831- Field Trips 5839- Student Incentives 5840-Transportation 5841-End of the Year Field Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 21190.81 5450 -Liability Insurance 5504 -Fire/Security 5000-5999: Services And Other Operating Expenditures Base 81676.71 5803 -KIPP LA Fees - ACE 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 19255.54

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We work to cultivate a positive school culture through a school-wide behavior support plan and ensure that all school personnel are trained on our plan. We also use a tiered behavior system to ensure school safety and run SST meetings for students at risk as a preventative measure. We will add personnel to support the increase of students as needed. We have hired general education counselors in order to ensure to meet all students social and emotional needs. Another way to ensure students needs are met are through the hiring of Intervention Teachers. 2d: Student satisfaction as a 4 or better as measured by internal surveys To ensure students safety throughout the day, KIPP LA has hired lunch duty Operation Aides, noon aides, and Yard/Cafe to aid in the proper supervision of students at lunch We are also working to increase our community partnerships to support our efforts. KIPP LA has contracted an outside Emergency Preparedness specialist to train and support KIPP LA schools with Emergency planning, training as well as completing drills. KIPP LA has also ensured that all schools have emergency kits that include food, water, safety kits, paperwork, procedures for checking students in and out and several other items. We also contract with a website software provider to ensure all KIPP LA staff has up to date training on SafeSchools which include training on a variety of school safety measures.	Other Supplies, Materials and Operationg Services 5000-5999: Services And Other Operating Expenditures Base 15,615 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 6,000 5000-5999: Services And Other Operating Expenditures CSI (Comprehensive Support & Improvement: Other Federal) $39,676	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We also insure our facilities for fire and contact with professional security services as needed.		
2e School attendance		
Both parents and students will be held accountable for attendance goals. Our operations managers will pull daily attendance reports and report attendance to the administration team. In addition, the operations managers will make daily phone calls to families who are absent. On rainy days we use our School Messenger system to call our parents to encourage them plan ahead and attend school.		
Parents will join in to celebrate students who have perfect attendance.Students also receive incentives if their classes have the highest attendance for the month.		
School Community and Culture		
KAO has weekly "KAO Way" assemblies that are designed to build community and promote positive interactions within the grade level. Topics have included:		
Appropriate vs. Inappropriate interactions in a professional setting		
How to approach conflict and resolve issues appropriately and safely		
Scenarios in which students are encouraged to ask an adult for assistance when trying to solve a problem.		
Team building games and activities that celebrate differences and encourage teamwork		
Quiet Time and Transcendental meditation: The Quiet Time program is a practical, evidence based approach to reduce daily stress and dramatically improve academic performance, student wellness and the school environment. KAO implemented Quiet Time in 2015. KAO's Quiet Time provides students with two 15-minute periods of quiet or transcendental meditation each day to help balance lives and improve their readiness to learn. Transcendental Meditation (TM), is the core		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
intervention of the Quiet Time Program. TM is a simple, easily learned technique, practiced by students and teachers while sitting comfortably with the eyes closed. It does not involve religion, philosophy or change in lifestyle. Over 340 published scientific studies document its effectiveness for improving health and learning. This approach has been adopted by hundreds of public, private and charter schools worldwide - with strong support from students, parents, and educators. CSI - Actions/Services KAO will contract with a behavior specialist to support its teachers and strengthen school-wide systems for behavior management and/or purchase classes and professional development in behavior specialization for a selected teacher or administrator. CSI - Resource Inequities As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocations. Our needs assessment did not reveal any resource inequities among student groups. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)**		
		All Other Supplies, Materials and Operating Expenses

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented all planned actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Refer to the "Goal Analysis" section of Goal #1

Goal 3

Create spaces and opportunities for student achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 2: State Standards (Conditions of Learning)
                       Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of teachers who are compliant for the subject they are teaching **19-20** All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Stud w/Disab.: 100% Foster Youth: 100% **Baseline** 2016-17: 100%	Teacher Compliance - All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster: 100%
Metric/Indicator Rate of students will have access to educational supplies and materials that are common core aligned **19-20** All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100%	Student Access to CCSS-aligned Materials - All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster: 100%

Expected	Actual
Stud w/Disab.: 100% Foster Youth: 100% **Baseline** 2016-17: 100%	
Metric/Indicator Rate of teachers who attend training on common core and ELD strategies to support EL students **19-20** All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Stud w/Disab.: 100% Foster Youth: 100% **Baseline** 2016-17: 100%	Teacher Training on CCSS and ELD - All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster: 100%
Metric/Indicator Rate of students who have access to electives such as: Performing Arts, Engineering and Coding, Science, and PE **19-20** All students: 100% Low-income: 100% Eng. Lners: 100% Afr. – Amer.: 100% Stud w/Disab.: 100% Foster Youth: 100% **Baseline** 2016-17: 100%	Student Access to Electives - All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster: 100%
Metric/Indicator	Facility in Good Repair - All Students: 100%

Expected	Actual
Ensure that our facility is at "good repair" or better as measured by SARC **19-20** Good Repair **Baseline** 2016-17: "Good Repair"	EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster: 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3a: Number of teachers who are compliant In order to ensure the appropriate assignment and hiring of credentialed qualified teachers we focus on the following: Recruitment We focus on hiring experienced, credentialed teachers and ensure proper placement. We have an annual teacher recruitment season and comprehensive interview process. The school leader is heavily involved in every step of the way. We also conduct a comprehensive search to ensure that we hire to meet the needs of our school and students. At times, this means, that we have candidates and new hires that come to our school from out of state. Additionally, KIPP LA has hired specialists to help support teachers in gaining, transferring and renewing credentials throughout their tenure with KIPP LA. We have partnered with LA County of Riverside and the University in order to supplement our own efforts in ensuring teachers are taking the proper exams as well as tracking and helping with fees. Teacher Retention and Support Once our teachers are hired we work with them to maintain and obtain proper documentation. This can look like support them with applying for	1105 - Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 186,900 4101 -Curriculum Materials and Supplies 4201 -Class sets/library books 4000-4999: Books And Supplies Supplemental & Concentration 25,250 4319, 4320, 4321 Electives (Music, PE, Art etc.) 4000-4999: Books And Supplies Base 10,000 5503, 5601, 5602 -Rent, R&M, Janitorial Services-S/C 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 89,000	1105 -Elective Teacher 1000-1999: Certificated Personnel Salaries Supplemental & Concentration 128866.21 4101 Curriculum Materials and Supplies 4201 Class sets/library books 4000-4999: Books And Supplies Supplemental & Concentration 62317.72 4319, 4320, 4321-Music, Art, Athletics 4000-4999: Books And Supplies Supplemental & Concentration 25026.98 5503, 5601, 5602 -Rent, R&M, Janitorial Services-SC 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 75113.45

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
reciprocity of out of state credentials, or help clearing preliminary CA credentials. We know that teacher retention is an important factor in student achievement.	5601 Rent -Not S/C 5000-5999: Services And Other Operating Expenditures Other 540,514	5601 Rent -Non SC 5000-5999: Services And Other Operating Expenditures Base 567188.67
	5824, 5825, 5204 -KSLP, Start Strong, Other PD 5000-5999: Services And Other Operating Expenditures Base 8,000	1000-3999: Salaries and Benefits 1000-3999: Salaries and Benefits LCFF Base & Other 2391905.08
3b: Curriculum Materials and Supplies		
All students, including English language learners will have lesson plans and assessments that are common core aligned.	4322- After School Materials & Supplies	5824 KSLP 5825 Other Professional Development 5204 Start Stron
Purchase educational supplies and materials purchased that are common core aligned.	5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 54,250	5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 65530.62
3c: Amount of training teachers receive on the Common Core State Standards.	5822, 5827 - Staff Recruitment, Credentialing	4322 After School Materials & Supplies
Teacher Professional Development	5000-5999: Services And Other Operating Expenditures Title II 10,000	4000-4999: Books And Supplies Other 21148.13
Teachers will participate in professional development throughout the year. Teachers have the opportunity to attend trainings that are available to the whole KIPP LA region and at the school level. Trainings will strengthen our teachers understanding of our instruction and in the Common Core. Trainings will include and cover topics on how to best support and strategies for English language learners.	5803- KIPP SoCal Fees -RE, Talent & Ops 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 91,319.67	5822 , 5827 Staff Recruitment, Credentialing 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration 10624.45
We will track attendance records for all scheduled professional development provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.	1000-3999: Salaries and Benefits 1000-3999: Salaries and Benefits LCFF Base & Other 2,681,679	KIPP SoCal Fees -RE, Talent & Ops
All teachers at KIPP LA participate in 26 days of professional development to ensure they are well trained and versed in a number of		5800: Professional/Consulting Services And Operating Expenditures Supplemental & Concentration 125935.13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
different areas. Although these are offered specifically for the school sites, KIPP LA provides supplies, spaces, curriculum for these trainings. Administration and coaching Professional Development KIPP LA provides monetary support in the form of fees and travel for teacher leaders and principals to attend KSLP for professional development training. 3d: Number of students who have had access to identified courses. Electives and Enrichments Our school budget supports the hiring of needed teachers to offer elective and a broad course of study to all students. We also engage in programmatic planning and scheduling. We will insure our schedule allows enough time for all students to engage in listed courses. All students have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics, computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. 3e: Ensure that our facility is at "good repair" or better as measured by SARC We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. These visits rely on using operational and custodial staff. KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
landscaping, janitorial companies, regular pest control as well as day to day maintenance. Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites. CSI - Resource Inequities As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocations. Our needs assessment did not reveal any resource inequities among student groups. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented all planned actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Refer to the "Goal Analysis" section of Goal #1

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Health Supplies: COVID-19 symptom screening of students, team members, Touch-free hand sanitizer stations,Touch-free paper towel dispensers, sanitizers, wipes, face masks, face shields	$ 6,319.72	33087.38	Yes
Student/Classroom Furniture/Furnishings/Equipment: Protective barriers between sinks in restrooms, portable handwashing stations, Plexiglass partition, Ultraviolet germicidal irradiation (UVGI), Upgrade to MERV13 air filters	$ 136,314.99	51042.04	Yes
Janitorial Services and Supplies: Deep cleaning and disinfecting in each classroom after meal service and projections for cleaning for hybrid model	$ 34,839.00	15299.58	Yes
Exec, Ops and others-COVID: Operations and Executive Team Planning. Task Force Operations for COVID 19 response planning and execution	$ 112,965.00	102733.86	Yes
PD-Operations Emergency Prep: Professional Development for Operations Team focused on pandemic planning	$ 14,050.00	14051	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Some of the budgeted expenditures were not realized due to a longer than planned period in remote learning vs in-person learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

KIPP SoCal Public Schools has adapted rapidly to the evolving COVID-19 pandemic. KIPP Academy of Opportunity has successfully purchased necessary health supplies and made facility upgrades to ensure occupant safety upon the return to in-person instruction. These upgrades include touch-free hand sanitizers, touch-free paper towel dispensers, protective barriers between sinks in restrooms, portable handwashing stations, and MERV-13 air filters. We have also successfully planned our hybrid learning model, providing professional development for our operations and executive teams on pandemic planning and COVID-19 response and execution.

For most of the 2020-21 school year, Los Angeles County and San Diego County have remained in the purple tier. Under California law, schools were ineligible for in-person instruction while in the purple tier. Los Angeles County and San Diego County transitioned to the red tier in mid-March 2021, allowing schools to reopen after five days of being in the red tier. After this transition, our schools surveyed families to determine cohort assignments. At the school site, staff practiced the procedures on how to keep students physically safe, such as classroom management and forming lines, prior to reopening. We will offer in-person instruction starting April 20th.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Software and Subscriptions - instructional and non-instructional such as iReady, Lexia, ActivelyLearn, Docusign, Zoom, ParentSquare etc. Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to need tech	$ 57,000.00	5518.22	Yes
Student and Staff Technology such as chromebooks, cameras and other nessecary devicdes Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to need tech	$ 10,000.00	81977.49	Yes
Internet Connection, Cell Phone, Hot Spots Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to need tech	$ 11,350.00	118491.53	Yes
Preparation for Virtual Learning and operaitons and delivery of Internal PD for teachers - Academics and Data Team Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils per KIPP SoCal uniqu PD model designed to meet the needs of our Unduplicated Student Population	$ 28,241.25	30674.31	Yes
Preparation/delivery of External PD for teachers, operations staff and parent - Data Team, Teaching & Learning Team	$ 5,000.00	30820.16	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils per KIPP SoCal uniqu PD model designed to meet the needs of our Unduplicated Student Population			
Furniture and Operation Staff Support: Social distancing implementaion, facilties prep for hybrid teaching model, communication with parents, supplies distribution for remot learning. Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils need regourus investment in risk prevention as the population is at higher risk based on Department of Health Data.	$ 44,388.80	11084.97	Yes
Teachers time and effort: Pre-recording of other asynchronous lessons Contributing rationale: Allows flexibility for students - reducing barriers around scheduling, tech - giving students more opportunities to be present and participate	$ 57,127.70	16000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Services increased as we shifted some of the costs of in-person learning to distance learning due to delayed opening.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Our Academics team has succeeded in selecting curriculum and instructional software that provides quality instruction in a distance-learning format. As mentioned in our Learning Continuity and Attendance Plan, the programs can be adapted

to in-person learning or a hybrid learning model once implemented. We have modified our instructional schedule during the 2020-21 school year to address our students' needs. For example, we transitioned from a mostly asynchronous schedule to one similar to our in-person Monday schedule. Students attended all classes in 45-minute blocks to increase engagement. We added more synchronous instruction and reduced asynchronous work to generate higher engagement. We also emulated the typical Monday schedule so families could better monitor their students and know when they should be in class. We continue to listen to our students and stakeholders and work with them in providing high-quality distance learning instruction.

Access to Devices and Connectivity: KIPP Academy of Opportunity is tremendously proud of our Information Technology team's ability to provide Chromebooks and WiFi hotspots to all students in a 1:1 ratio before the start of the 2020-2021 school year. We have provided a total of 685 devices to ensure all have access to devices and connectivity. This success did not come without overcoming challenges brought on by the pandemic. The pandemic heightened demand for both portable hotspots and Chromebooks. This prevented our Information Technology Team from procuring portable MIFI hotspots for the start of the 2020-21 school year; instead, our team purchased iPhone hotspots. iPhone hotspots are more expensive than MIFI hotspots, but this purchase was necessary to ensure all of our students had access to connectivity. In addition, our team purchased more Chromebooks for schools in August of 2020, and due to the high demand, the order was not delivered until early February of 2021.

Since KIPP SoCal Public School's approximately 9,000 students are now using technology regularly, our region's Information Technology team faced the challenge of providing all families and students with tech support. In January, our Information Technology Team successfully launched a bilingual technical call center from 8 am-5 pm Monday through Friday, solving problems related to Chromebooks, Hotspots, Zoom, and more. To promptly address all technology issues, the Technology Team has also provided families with resources in English and Spanish for troubleshooting. Our repair volume has increased by nearly 300% since we transitioned to distance learning, and our IT Team is rapidly resolving any technology concerns. Across KIPP SoCal Public Schools, we have distributed 8,000 Chromebooks and 3,000 hotspots, and we continually work to ensure families maintain access to this technology.

Pupil Participation and Progress: We continue to provide ample opportunities for students to be marked present during the instructional day. The COVID-19 pandemic and nature of distance learning have reshaped work, child care, and home structures. These new structures sometimes prevent students from attending portions of the instructional day. To provide the most equitable accountability, we offer multiple opportunities for students to participate.

Currently, there is no guidance from the Department of Education on grading during Distance Learning. Our schools at a regional level are working collaboratively to ensure grading during Distance Learning is equitable, demonstrates student mastery of State standards, and reflects student engagement. Parents/Guardians receive at least 2 Distance Learning Progress Reports during each quarter. The Progress Report will contain the following information:
Measures of student engagement in both Live and Independent learning activities
Measures of academic progress in classes and content areas

These measurements allow our staff to ensure pupil engagement and to track and mitigate learning loss.

Distance Learning Professional Development: Our school successfully implemented Distance Learning Professional Development, including ""Technology Time"" and ""Data Systems Training."" There were several reasons for this success:
Our staff was now more familiar with distance learning from the 2019-2020 school year and knew which areas needed more focus on building knowledge.
Our administration team gained familiarity with teaching virtually since our dean and assistance school leader led a summer instructional program for students.
Our team had more time to build technical expertise by utilizing the summer for professional development.
All families now had access to these technology resources from the beginning of the school year, enabling effective professional development implementation.

We continue to develop our systems to ensure consistency in progress monitoring and applying real-time feedback from students.

Staff Roles and Responsibilities: KIPP Academy of Opportunity has maintained the changes in roles and responsibilities outlined in the Learning Continuity and Attendance Plan. We made these changes due to implementing distance-learning. As stated by the California Department of Education, the changes in these roles are not substantial enough to warrant description.

Support for Pupils with Unique Needs: We found both successes and challenges supporting pupils with unique needs. Our Resource Specialist Program teachers continued providing virtual IEP meetings, accommodating schedules, and supports during live instruction. Our Homeless and Foster Youth Liaison had regular meetings with our school counselor, and the HFY Liaison supported families with technology access. Our biggest challenge was mitigating learning loss for our EL students. There was no clear vision for regional ELD instruction at the time, making it more challenging to implement effective teaching. We continued to provide our EL students with 1:1 check-ins and differentiated support. Our team continues to explore strategies to ensure that our pupils with unique needs thrive in the classroom.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers time and effort: Individual student check-ins (150-225 mins/week/teacher); Teacher office hours: every two weeks 10 to 15 minutes, Intervention Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils at increased risk of learning loss. Increased/improved student-teacher communication from spring 2019-20 distance learning program, Increased/improved student-teacher communication from spring 2019-20 distance learning program.	$286,201.40	$220,421.59	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We implemented all planned actions and services. There are no substantive differences between budgeted and actual expenditures for addressing pupil learning loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Mitigating pupil learning loss has been both a success and a challenge. As a region, we have built a solid foundation for addressing academic needs through an anti-racist framework and strengthened relationships with students through regular check-ins and class time. The daily use of technology has allowed teachers to deliver content in ways that reach more and more learners. By creating a clear vision for our distance learning program and leveraging these technology assets, we converted our assessment systems to a virtual setting. The challenge we faced, however, was achieving consistently high completion rates for assessments. Also, the shortened school day model made it difficult to provide extended time for completing assessments. This limited data made it challenging to make informed academic decisions. Therefore, in addition to the assessment data available, we utilized attendance and engagement data to analyze students' academic needs. This process enabled our team to tailor instruction and provide students with

more differentiated support as needed. We continue to develop strategies to engage students and increase assessment completion rates.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The distance learning environment has provided fewer opportunities to observe students and use social cues and indicators (for example, withdrawing behaviors during lunch or recess, facial expressions) to determine if they need additional mental health support. Though students participate in synchronous instruction, many students prefer to have their cameras off during class. In response, our teachers provide regular 1:1 check-ins with students to assess a student's needs in the virtual setting.

Our Mental Health team has successfully adapted many of our in-person trauma-informed resilience-focused practices to the virtual realm. For instance, we've created online spaces, such as our Calm Corner initiative, for students to access mindfulness videos, drawing and other relaxing activities, and positive visualizations. Our social workers continue to provide school-wide prevention initiatives virtually to address issues such as suicide prevention, cyberbullying, and homelessness. Additionally, we have begun a monthly virtual parent/caregiver series called Wellness Wednesday, in which the Director of Mental Health provides information on various topics or brings in a guest speaker. This series continues to be an essential resource for helping families navigate mental health topics, including managing back to virtual school blues, internet safety and cyberbullying prevention, and self-care for caregivers.

Demand for mental health services is skyrocketing as a result of the pandemic. We have increased the number of community partnerships to meet our students' and families' mental health and basic needs. For instance, we have partnered with agencies with expertise in grief and loss, programs that provide families experiencing homelessness with hygiene kits and other items, and food delivery companies for families unable to get transportation for our meal pickups at our schools. It has been a challenge reaching our chronically absent students during distance learning since in-person instruction enabled more options to meet the needs of students who were absent. For example, we usually provide home visits for students but have not been able to due to COVID-19 restrictions (though we have conducted virtual home visits). Our team continues to explore strategies to reach all of our students and ensure they can access the impactful services and resources we have implemented.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

With distance learning, student attendance and engagement began as a challenge and turned into a success. After the physical closure, many students and families experienced illness and losses from COVID-19 and significant financial hardship exacerbated by the pandemic. This resulted in greater stress, housing instability, caregiving challenges, and other barriers. Our goal is to reduce these barriers to attendance and provide families support and sustain contact by whatever means possible. Our office team and school leader regularly called families of students who struggled with attendance to provide support. Our team also called students to give

praise for improving their attendance. We prioritized our attendance and support systems for 8th graders as their grades and attendance have the most significant implications for transitioning to high school. Our engagement procedures allowed us to increase our synchronous student attendance by nearly 30% from the previous year. We continue to collaborate with our staff and families and pursue ways to best engage our students in the online classroom.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

KIPP Academy of Opportunity has successfully and consistently provided nutritionally adequate meals to all students during the 2020-2021 school year through the Seamless Summer Program. As of February 2021, we have served nearly 500,000 meals across our KIPP SoCal Public Schools sites, providing meals to both KIPP SoCal students and any person under 18. Families may visit any of our school sites to receive his or her meal.

This tremendous success results from our Regional Operations Team's ability to adapt quickly to evolving federal and state requirements and family feedback. For example, operations began for the 2020-21 school year under the National School Lunch Program (NSLP). One month into the school year, the US Department of Agriculture extended the waiver allowing schools to operate under the Seamless Summer Option (SSO). These two programs have very different requirements, so our team had to make many changes in a short amount of time to transition from the NSLP back to the SSO. In addition to the changes made as a response to federal and state requirements, we also adapted our meal distribution system to accommodate our families' needs. Initially, our meal distribution occurred from 11 am - 1 pm across all school sites; however, with changing work and home schedules caused by the pandemic, families could not go to the school site to pick up the meals. In response, our Regional Operations Team modified the schedule at half our school sites. We offered an afternoon window from 3:30 pm - 5:30 pm to provide families with more opportunities to access these meals. Despite additional windows for meal pick-up, we were challenged with reduced family engagement in our nutrition program. We believe that this results from families having more expansive access to meals from other school sites and community organizations and the limited types of food served at KIPP SoCal due to our grab-and-go model. We continue to listen to our stakeholders and update our program to ensure equal access and opportunity for all families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Meal distribution during distance learning and hybrid learning Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to have need for additional services such as nutrition and mental health.	$ 261,980.00	291350	Yes
Mental Health and Social and Emotional Well-Being	Counselor: Mental Health Counseling Services, Social-Emotional Lessons, etc Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to have need for additional services such as nutrition and mental health.	$ 193,436.00	164526	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

All planned actions as described in the Learning Continuity and Attendance Plan were implemented.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We continue to maintain a concise yet thorough list of goals for our 2021-2024 LCAP. From the start of the school year through April 2021, we have adapted many of our programs to the distance learning medium. In doing so, we have expanded the capacity of these

programs, making them more comprehensive. We have tailored our actions and services of the 2021 LCAP to include these expanded elements. For example, we now have a diversity of meeting formats to engage stakeholders, and we have built our mental health program to address students' social and emotional well-being both in person and virtually, among others. Our school has seen the efficacy of these programs and adaptations, and we plan to incorporate components of them during our hybrid model and in-person instruction phases. Though we will not return to in-person instruction until April 2021, our 2021-2024 LCAP does include elements from our in-person instruction planning process. For example, in ensuring our facilities are physically safe for students, we have now incorporated preventive measures related to COVID-19. We continue to optimize our school's programs and develop our LCAP so that it may continue to be utilized regardless of whether we operate in a distance learning, in-person, or hybrid format.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As we transition to in-person instruction in April 2021, we can better gauge the amount of pupil learning loss resulting from the COVID-19 pandemic. With a multi-faceted approach, we will use our data analytics to assess our students' academic standing and continuous stakeholder engagement to determine areas that students need further support. We have reflected these considerations in our LCAP Goal #1 desired outcomes. To achieve these academic goals, we will add additional personnel, such as instructional aides, to support staff during in-person instruction and provide more students with individualized attention. Our school has also developed tech hubs, in which students who are having difficulty attending class during distance learning can go to a safe and supervised area on the school campus to attend class virtually. This format allows students, such as students with unique needs, to receive immediate technical support yet still participate in a virtual format. Additionally, we understand that the pandemic has exacerbated trauma, and students' health and mental health needs must be addressed to continue accelerating their academic progress. Because of this, our school staff will receive additional training on social-emotional learning and mental health. Families will receive greater training on how to address and support their students' mental health needs. We have also expanded our existing counseling services to increase our capacity. These strategies will enable our team to deliver effective in-person instruction and mitigate pupil learning loss. We continue to monitor these strategies through data analysis and communicate with stakeholders to provide the most impactful instructional methods to our students to accelerate their learning.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between planned and actual actions and services contributing to increased or improved services. Minor adjustments were made as distance learning continued into the spring semester of the 2020-21 school year. We made modifications to our facility in anticipation of a return to in-person learning, and these updates are principally directed toward and effective in meeting the needs of unduplicated pupils, who have been disproportionately impacted by this pandemic.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We continue to build upon our learnings from each previous year. The 2019-2020 student outcomes influenced our approach during the 2020-21 school year, and the 2020-21 outcomes influenced our development of the 2021-2024 LCAP. As mentioned, we continue to maintain a concise yet thorough list of goals for our 2021-2024 LCAP. From the start of the school year through April 2021, we have adapted many of our programs to the distance learning medium. In doing so, we have expanded the capacity of these programs, making them more comprehensive. We have tailored our actions and services of the 2021 LCAP to include these expanded elements. For example, we now have a diversity of meeting formats to engage stakeholders, and we have built our mental health program to address students' social and emotional well-being both in person and virtually, among others. Our school has seen the efficacy of these programs and adaptations, and we plan to incorporate components of them during our hybrid model and in-person instruction phases. Though we will not return to in-person instruction until April 2021, our 2021-2024 LCAP does include elements from our in-person instruction planning process. For example, in ensuring our facilities are physically safe for students, we have now incorporated preventive measures related to COVID-19. We continue to optimize our school's programs and develop our LCAP so that it may continue to be utilized regardless of whether we operate in a distance learning, in-person, or hybrid format.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	4,775,461.87	4,523,257.05
Base	137,115.00	656,526.54
CSI (Comprehensive Support & Improvement: Other Federal)	158,703.20	96,825.49
LCFF Base & Other	2,681,679.00	2,232,152.00
Other	678,280.00	21,148.13
Supplemental & Concentration	1,101,515.67	1,335,253.89
Title I, II, III	0.00	181,351.00
Title II	10,000.00	0.00
Title III	8,169.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	4,775,461.87	4,523,257.05
1000-1999: Certificated Personnel Salaries	876,503.00	975,446.45
1000-3999: Salaries and Benefits	2,681,679.00	2,232,152.00
2000-2999: Classified Personnel Salaries	19,415.00	35,352.82
4000-4999: Books And Supplies	178,111.00	216,964.91
5000-5999: Services And Other Operating Expenditures	1,005,790.87	850,684.31
5800: Professional/Consulting Services And Operating Expenditures	13,963.00	212,656.56
	0.00	181,351.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	4,775,461.87	4,523,257.05
1000-1999: Certificated Personnel Salaries	Other	137,766.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	730,568.00	794,095.45
1000-1999: Certificated Personnel Salaries	Title I, II, III	0.00	181,351.00
1000-1999: Certificated Personnel Salaries	Title III	8,169.00	0.00
1000-3999: Salaries and Benefits	LCFF Base & Other	2,681,679.00	2,232,152.00
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	19,415.00	35,352.82
4000-4999: Books And Supplies	Base	33,500.00	7,661.16
4000-4999: Books And Supplies	CSI (Comprehensive Support & Improvement: Other Federal)	47,611.00	0.00
4000-4999: Books And Supplies	Other	0.00	21,148.13
4000-4999: Books And Supplies	Supplemental & Concentration	97,000.00	188,155.62
5000-5999: Services And Other Operating Expenditures	Base	103,615.00	648,865.38
5000-5999: Services And Other Operating Expenditures	CSI (Comprehensive Support & Improvement: Other Federal)	111,092.20	96,825.49
5000-5999: Services And Other Operating Expenditures	Other	540,514.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	240,569.67	104,993.44
5000-5999: Services And Other Operating Expenditures	Title II	10,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental & Concentration	13,963.00	212,656.56
		13,963.00	212,656.56

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	757,614.20	1,044,785.04
Goal 2	320,935.00	164,568.65
Goal 3	3,696,912.67	3,313,903.36

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$304,488.71	$216,213.86
Distance Learning Program	$213,107.75	$294,566.68
Pupil Learning Loss	$286,201.40	$220,421.59
Additional Actions and Plan Requirements	$455,416.00	$455,876.00
All Expenditures in Learning Continuity and Attendance Plan	$1,259,213.86	$1,187,078.13

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$304,488.71	$216,213.86
Distance Learning Program	$213,107.75	$294,566.68
Pupil Learning Loss	$286,201.40	$220,421.59
Additional Actions and Plan Requirements	$455,416.00	$455,876.00
All Expenditures in Learning Continuity and Attendance Plan	$1,259,213.86	$1,187,078.13

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
KIPP Academy of Opportunity	John Coleman School Leader	jcoleman@kippsocal.org (323) 778-0125

Plan Summary [2021-22]

General Information

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

KIPP Academy of Opportunity is a tuition-free, college preparatory public charter school located in South Los Angeles. Opportunity is part of the national KIPP (Knowledge Is Power Program) network. Opportunity has received the California Distinguished Schools Award (2013). Opportunity currently enrolls 495 students in grades 5 through 8. In 2020-21, our students include:
- 89.3% low-income students
- 14.7% English Learners
- 50% Hispanic students
- 49% Black students
- 15.4% students with disabilities

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Our reflections are based on the 2019 Dashboard and internal data from the 2019-2020 and 2020-2021 school years. At KIPP Academy of Opportunity, we are incredibly proud of our students' progress in English Language Arts and math, our students' reduced chronic absenteeism, and our school's 1.7% suspension rate in the 2018-19 school year. These outcomes are reflected on our 2019 California School Dashboard. As of the spring 2019 Smarter Balanced Assessment (SBAC), Opportunity's English Learner students increased, on average, 10.7 points in English Language Arts. All Opportunity students increased, on average, 12.9 points in math, including an 18.3 point increase by students with disabilities, a 15.1 point increase by socioeconomically disadvantaged students, and a 24.8 point increase by English Learners. Chronic absenteeism declined for all students by 2.5%, including a decrease of 20.2% for students with disabilities. In addition, the suspension rate declined 15.1% schoolwide, 17% for students with disabilities, 16.2% for socioeconomically disadvantaged students, and 17.5% for African American students for an average suspension rate of 1.7% schoolwide. We further reduced chronic absenteeism by over 6% from 2018-19 to 2019-20.

Reflections: Identified Need

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

Based on the 2019 Dashboard, there are a few clear growth areas for Opportunity. First, we aim to increase English Language Arts proficiency for all students and student groups through improved lesson internalization. This goal hinges on our Instructional Management Team. We have also strived to set clearer reading growth goals for our fifth-grade students, who arrive at our school with a wide range of literacy skills. To better serve our students, we will need to better anticipate how much reading growth we can expect from each learner over a year. Calibrating our expectations will give teachers and students a clearer idea of what successful reading gains look like. Once we have a clearer idea of what success looks like, we'll be better able to ensure that more students are meeting or exceeding CAASPP ELA standards by the time they reach eighth grade. We have continued pursuit of this goal during distance learning to ensure that learning continues.

Another growth area is in English learner progress. As shown on the 2019 Dashboard, 25.8% of ELs made progress towards English language proficiency from the 2018 to 2019 summative ELPAC. Among our English Learners, 24% have been classified for 6 years or longer, making them LTELs or long-term English learner students. Opportunity is providing a number of targeted supports to improve ELs' English proficiency. We have added a revamped enrichment block, begun pulling out ELs for reading intervention, implemented monthly ELAC meetings, and leveraged Accelerated Reader to bolster ELs' literacy skills. We have adapted these supports to the distance learning medium when possible. Taken together, we are hopeful that our efforts here will improve ELA and reading outcomes for ELs in addition to supporting them in achieving an ELPAC level of 4 in order to reclassify before matriculating to high school.

Finally, on the 2019 Dashboard, our schoolwide performance color for chronic absenteeism was yellow, while African-American students received a performance color of red. We are excited to report that we had made strides in closing this gap. Prior to the physical closure of the

school in 2020, schoolwide chronic absenteeism was 6.5% lower, and chronic absenteeism among African-American students was 6.9% lower. We have implemented preventative measures (monthly attendance incentives, using text messages to gather reasons for student absences, tracking reasons for absences in a regional database, personalized phone calls to families) and intervention steps (parent meetings, home visits) to reduce chronic absenteeism. The abrupt change to distance learning stunted our progress, though, and we developed new systems and adapted current methods to boost attendance and engagement in the virtual format. We continued leveraging our tiered attendance intervention system and made frequent, regular contact with each student and their family to ensure their well-being and encourage their participation in distance learning. These strategies have enabled our team to control our school's chronic absenteeism as we continue to fine-tune these strategies to reduce this rate further.

LCAP Highlights

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

This 2021-2024 LCAP is a reflection of our mission to see, develop, and inspire the greatest potential in each KIPPster. Our school has three LCAP goals:
1 - All students will achieve: We are committed to success in all academic disciplines and for all student groups, including English Learners, students with disabilities, students from low-income families, and students of every race.
2 - Support students, family, and school engagement: We understand that a safe and supportive school environment is essential to student learning. Parents are our most important partners in the school's success.
3 - Create spaces and opportunities for student achievement: Because we believe compliance is quality, this third goal includes foundational services required of every public school, such as access to necessary instructional materials and engaging electives.

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.

KIPP Academy of Opportunity was not selected 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Our stakeholder engagement process is a continuous, year-long dialogue with our families, staff, and stakeholders. We offer a wide variety of family engagement events in which families can participate in the school planning process. These events include Coffee with the Principal, School Site Council, English Language Advisory Committee, among others. We have designed our School Site Council program to build families' knowledge on each of our school's LCAP goals as they relate to our eight state-defined priorities. Families can provide meaningful feedback during each of these meetings.

Our team members also participate in the development of the LCAP throughout the school year, including through fall and spring surveys. In 2020-21, we assembled a COVID-19 Teacher Task Force composed of teachers from across KIPP SoCal Public Schools to provide input on all aspects of school programming in distance learning as well as the transition to Hybrid learning in the spring.

We invited all families and stakeholders to attend our virtual LCAP stakeholder engagement meeting on March 22, 2021, to learn about the LCAP and LCP in detail. Our stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising.

In the first section of the meeting, our team educated attendees on the LCAP, how COVID-19 changed the LCAP, the eight state priorities, and what it means for students, parents, teachers, and our promise to support students to and through college. Attendees learned how schools are held accountable for state funds through the LCAP and the eight state priorities. This section is necessary for providing the foundation for meaningful input.

The second part, learning and engaging, focused on presenting KAI's 2020-21 Learning Continuity and Attendance Plan annual update, providing updates on each of our action items. We then transitioned into sharing our proposed LCAP goals for the 21-24 school year. We presented each goal, what strategies will be taken to achieve that goal, and what metrics will monitor progress. After sharing our LCAP goals, we created a break-out session for attendees to share ideas on how our school can achieve a specific goal. This open-forum-style discussion allowed our team to gain meaningful feedback in real-time. After this discussion, our team electronically distributed feedback forms to each of our attendees. This interactive feedback form allowed attendees to indicate the level they agreed with our LCAP goals and suggest recommendations on achieving the respective goal.

Finally, we utilized these feedback forms, input from stakeholders, data sources, school progress, and our overall educational program to revise goals for 2021-24.

A summary of the feedback provided by specific stakeholder groups.

During our LCAP stakeholder engagement meeting, our attendees provided feedback via surveys. Feedback included building intrinsic motivation in our students since emphasis tends to be on external motivators. We see how vital it is for our students to be self-motivated during the pandemic, as this allows them to overcome adverse situations. We must continue to develop our staff and students to be more

informed on the effects of trauma and how it manifests itself in our daily lives. This will allow our students to build self-motivation and utilize it in overcoming challenges. We will explore strategies on how to foster more intrinsic motivation and incorporate these into our regular learning. Other feedback included providing more small group instruction or more 1-1 support. Our school's instructional managers are working to improve on what this can look like, sound like, and feel like on our campus. We began this process by first training our Resource Teachers to engage themselves in a learning place and collaborate with teachers to ensure that we can maximize support in classrooms. Participants also suggested enrichment clubs or AVID classes for excelling students. We plan to infuse enrichment and AVID courses in the upcoming school year. Feedback also included providing more interaction between teachers and students and keeping families informed of the school's objectives. We schedule regular monthly events for families to participate in, including our parent advisory groups, weekly newsletters, and regular notifications to build family and student engagement. This has proven to be work that our entire staff is invested in and will continue to improve upon in the upcoming school year.

We have surveyed our students throughout the 2020-21 school year and incorporated their input into our LCAP development process for 2021-24. Our students reported that they knew an adult at school to reach out to if they need any kind of help (84% across all KIPP SoCal schools) and have a positive relationship with at least one of their teachers (84% across all KIPP SoCal schools). A majority of students responded "sometimes" when asked if they have opportunities to socialize with their peers during the school day (55% across all KIPP SoCal schools). We worked to increase the number of daily opportunities for students to interact in response to this feedback.

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

Our stakeholder feedback reinforced our existing LCAP goals, actions, and services and will impact our implementation in 2021-22 and beyond. Specific comments on providing small group instruction can be seen within Goal 1, "All students will achieve." Building motivation for students applies to our students' academic outcomes and engagement outcomes, so this topic applies to both Goal 1 and Goal 2, "Support student, family, and school engagement." Feedback suggesting increased communication between stakeholders and regular family communication is a part of Goal 2, "Support student, family, and school engagement." Finally, feedback on offering enrichment classes is related to Goal #3, "Create spaces and opportunities for student achievement."

Goals and Actions

Goal

Goal #	Description
1	All students will achieve. This goal encompasses our efforts to promote schoolwide academic growth, including targeted supports for high-need student groups. Through data-driven instruction, blended learning, and differentiated support for English Learners and students with disabilities, we will meet our 2023-24 desired outcomes in ELA proficiency, math proficiency, science proficiency, EL progress, and reclassification rate. We will increase the percentage of our students meeting and surpassing challenging state standards.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priority 4, Pupil Achievement. The actions and metrics included in this goal will support us in monitoring and improving academic outcomes for all students and student groups at our school (English learners, students with disabilities, Foster Youth, low-income students, racial minority students). For math, ELA, and science assessments, comparing student group outcomes to whole school outcomes is particularly useful in identifying and correcting disparities. Two metrics are specific to our school's English learners, EL progress and reclassification rate, because we understand that building English proficiency and reclassifying are crucial to ELs' overall academic success.

"Fewer than 30 students" explanation: To protect student privacy, federal and state requirements prevent us from reporting data for any student group with fewer than 30 students. Families can always reach out to their student's teacher or school administrators for information on their student's individual performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students meeting or exceeding state-established proficiency levels for English Language Arts (CAASPP)	2018-19 ELA SBAC All Students: 31% EL: 6% SWD: 7% Latino: 36% Black: 27% Low Income: 31% Foster Youth: Fewer than 30 students				All Students: 31% EL: 25% SWD: 25% Latino: 36% Black: 27% Low Income: 31% Foster Youth: 31%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students meeting or exceeding state-established proficiency levels for Math (CAASPP)	2018-19 Math SBAC All Students: 20% EL: 9% SWD: 0% Latino: 28% Black: 14% Low Income: 19% Foster Youth: Fewer than 30 students				All Students: 25% EL: 25% SWD: 25% Latino: 28% Black: 25% Low Income: 25% Foster Youth: 25%
Rate of EL students making progress towards English language proficiency on ELPAC.	2018 to 2019 Summative ELPAC 26%				45%
Reclassification Rate	Oct 2018 to Oct 2019 8%				25%
Rate of 5th grade students meeting or exceeding state-established proficiency levels for science (CAST)	2019 CAST All Students: 5% EL: Fewer than 30 students SWD: 0% Latino: 10% Black: 0% Low Income: 5% Foster Youth: Fewer than 30 students				All Students: 25% EL: 25% SWD: 25% Latino: 25% Black: 25% Low Income: 25% Foster Youth: 25%
Rate of 8th grade students meeting or exceeding state-established	2019 CAST All Students: 17% EL: Fewer than 30 students				All Students: 25% EL: 25% SWD: 27% Latino: 27%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
proficiency levels for science (CAST)	SWD: Fewer than 30 students Latino: 27% Black: 13% Low Income: 15% Foster Youth: Fewer than 30 students				Black: 25% Low Income: 25% Foster Youth: 25%
Rate of students meeting individualized growth goals in ELA/Reading on verified local assessment	TBD				TBD
Rate of students meeting individualized growth goals in Math on verified local assessment	TBD				TBD

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data-Driven Instruction	Teachers will conduct data analysis to tailor and guide instruction and provide targeted support. Classrooms will be structured with blended learning to ensure availability of daily intervention and acceleration. Students and teachers will have access to appropriate software and hardware to implement. Students will have access to technology including Chromebooks.	$885,023.14	Yes
2	EL Differentiated Support	EL Students will receive data-driven instruction and EL specific curriculum. Parents of EL students will receive ELPAC related information.	$69,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	SWD Differentiated Support	We ensure thorough service implementation to meet the needs of Students with Disabilities including compliance with IEP timelines. We offer a Free Appropriate Public Education (FAPE) aligned to the requirement to prove the Least Restrictive Environment (LRE).	$224,123.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Support student, family, and school engagement. We recognize that the success of any school begins with stakeholder trust. By providing intentional opportunities for parent and family engagement, using Positive Behavior Supports and Intervention (PBIS), and implementing strategies to support student attendance, we will meet our 2023-24 desired outcomes in parent engagement opportunities, suspension and expulsion rate, student satisfaction, average daily attendance, chronic absenteeism, and middle school dropout rate. We will increase the overall engagement of all stakeholder groups.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3, 5, and 6 (Parent Engagement, Pupil Engagement, and School Climate). The actions and metrics included in this goal will support us in monitoring and improving engagement outcomes for all students and student groups at our school (English learners, students with disabilities, Foster Youth, low-income students, racial minority students). We will continually disaggregate school engagement data to identify and correct disparities between student group and whole school outcomes.

"Fewer than 30 students" explanation: To protect student privacy, federal and state requirements prevent us from reporting data for any student group with fewer than 30 students. Families can always reach out to their student's teacher or school administrators for information on their student's individual performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide 1 back to school night, 2 week-long parent-teacher conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.	2019-20 Met				Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	2019-20 (August - February) All Students: 0.2% EL: 0% SWD: 1.3% Latino: 0% Black: 0.4% Low Income: data not available Foster Youth: Fewer than 30 students				All Students: 2% EL: 2% SWD: 2% Latino: 2% Black: 2% Low Income: 2% Foster Youth: 2%
Expulsion rate	2019-20 (August - February) All Students: 0% EL: 0% SWD: 0% Latino: 0% Black: 0% Low Income: 0% Foster Youth: 0%				All Students: 1% EL: 1% SWD: 1% Latino: 1% Black: 1% Low Income: 1% Foster Youth: 1%
Students will feel satisfied with their experience as measured by internally provided surveys	2019-20 (Fall) students responding often or always to the statement "I am proud to be a KIPPster" All students: 64.7%				All Students: 75% EL: 75% SWD: 75% Latino: 75% Black: 75% Low Income: 75% Foster Youth: 75%
Average Daily Attendance	2019-20 (August - February) All students: 95.8%				All Students: 95% EL: 95% SWD: 95% Latino: 95% Black: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Low Income: 95% Foster Youth: 95%
Chronic Absenteeism Rate	2019-20 (August - February) All students: 11% EL: 4.2% SWD: 17.3% Latino: 5.2% Black: 16.2% Low Income: data not available Foster Youth: Fewer than 30 students				All Students: 10% EL: 10% SWD: 10% Latino: 10% Black: 10% Low Income: 10% Foster Youth: 10%
Middle School Dropout Rate	2016-17 (most recent available CDE data) 0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement Events	We offer multiple opportunities for parent and family engagement events, including leadership roles. Parents will receive ample notice of events, a convenient time for meeting, and frequent reminders of the event. Parents and families will also be provided attendance incentives.	$106,467.00	Yes
2	Multi-Tiered PBIS System	We will cultivate a positive school culture through a school-wide behavior support plan and use a tiered system to address student behavior accordingly. All school personnel will be trained on the PBIS	$22,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		system, and teachers will receive PD on restorative practices to be implemented in classrooms.		
3	Supporting Student Attendance	School staff will actively work to reduce chronic absenteeism by contacting families of absent students on a daily basis; informing families of possible delays, such as rainy days; providing tiered attendance interventions; and providing attendance incentives on an individual and group basis.	$5,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Create spaces and opportunities for student achievement. In order to meet goals 1 and 2, certain base services must be in place to set the foundation for academic and cultural success. Through our teacher hiring practices, student access to technology, programmatic planning and scheduling, consistent professional development, and the provision of safe school spaces and facilities, we will meet or 2022-23 desired outcomes and maintain compliance with credentialed teachers, Common Core-aligned materials, Common Core and ELD professional development, student access to electives, and facility ratings.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 1, 2, and 7 (Basic Conditions of Learning, Implementation of State Academic Standards, and Access to Broad Course of Study). The actions and metrics included in this goal reflect our belief that compliance is quality and will support us in monitoring and sustaining our previous success in providing a compliant school, including appropriately assigned teachers, curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of teachers who are compliant for the subject they are teaching	2019-20 All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%				All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%
Rate of students who have access to educational supplies and materials that are common core aligned	2019-20 All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100%				All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income: 100% Foster Youth: 100%				Foster Youth: 100%
Rate of teachers who attend training on common core and ELD strategies to support EL students	2019-20 All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%				All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%
Rate of students who have access to electives such as Performing Arts, Engineering and Coding, and science	2019-20 All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%				All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%
Ensure that our facility is at "good repair" or better as measured by SARC	2019-20 SARC Met				Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	1a - Safe Facilities and Other Base Services - Contributing	We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. Our business operations manager also conducts weekly walkthroughs to make sure the school is clean, organized and in good repair. We contract with several different companies to ensure all	$2,539,394.73	Yes

Action #	Title	Description	Total Funds	Contributing
		school space is safe, in good repair, and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control, as well as day to day maintenance.		
2	1b - Safe Facilities and Other Base Services - Non-Contributing	We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. Our business operations manager also conducts weekly walkthroughs to make sure the school is clean, organized and in good repair. We contract with several different companies to ensure all school space is safe, in good repair, and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control, as well as day to day maintenance.	$3,438,797.00	No
3	Teacher Hiring, Programmatic Planning and Scheduling	All instructional resources, curriculum, educational supplies, lesson plans, and assessments will be Common Core aligned. We provide an extended school day, which ensures that all students have ample time to engage in listed courses, including electives. Membership in a particular student group (eg Students with Disabilities, English Learners) will not prevent participation in electives. We will hire experienced, credentialed teachers and ensure proper placement. Once our teachers are hired, we work with them to maintain and obtain proper documentation. We will work to build a healthy talent pipeline.	$187,362.00	Yes
4	Intentional Professional Development	Teachers will participate in PD throughout the year as a region and at the school level. Teachers and administrators may attend professional development sessions outside of school.	$31,468.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33%	1274360

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

Required Descriptions

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

Services are principally directed to and effective in meeting LCAP goals for unduplicated students. In KIPP's model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in ELA, Math and other subjects to close school-wide achievement gaps. Services are increased in the area of intervention to increase charter-wide services primarily for unduplicated students but from which other students benefit as well. Services are improved by continuous and numerous Professional Development Services that KIPP designs internally in addition to hiring consultants. Services were also increased in areas of End of the year Field Lesson to improve attendance and academic achievement. Management and Admin services increased by additional staff in the regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased school leader and teacher focus on academics. The school invests in technology to increase support for students, teachers, and administrators, which improves overall services for all students and primarily for unduplicated students. Major occupancy improvements are also continues in terms of deep cleaning, safe and updated facilities, proper ventilation etc

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

We are increasing and improving services for foster youth through ongoing and increasingly sophisticated training for our Homeless and Foster Youth Liaison, counselor, leadership team, and instructional staff.
We are increasing and improving services for English learners through increasingly targeted and effective interventions (eg small group instruction by English proficiency level), continually reviewing and honing our approach to ELD instruction, and consistent EL-specific professional development for all instructional staff that builds in complexity with each school year.

We are increasing and improving services for low-income students, who are a majority of our student body, by improving our facilities, including maintaining clean, learning-conducive spaces with thorough janitorial services.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$4,864,034.87	$1,683,927.00		$961,273.00	$7,509,234.87

Totals:	Total Personnel	Total Non-personnel
Totals:	$3,506,320.73	$4,002,914.14

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Data-Driven Instruction	$885,023.14				$885,023.14
1	2		EL Differentiated Support	$69,600.00				$69,600.00
1	3	English Learners Foster Youth Low Income	SWD Differentiated Support	$224,123.00				$224,123.00
2	1	English Learners Foster Youth Low Income	Family Engagement Events	$106,467.00				$106,467.00
2	2	English Learners Foster Youth Low Income	Multi-Tiered PBIS System	$22,000.00				$22,000.00
2	3	All	Supporting Student Attendance		$5,000.00			$5,000.00
3	1	English Learners Foster Youth Low Income	1a - Safe Facilities and Other Base Services - Contributing	$1,526,936.73	$842,565.00		$169,893.00	$2,539,394.73
3	2	All	1b - Safe Facilities and Other Base Services - Non-Contributing	$1,842,523.00	$804,894.00		$791,380.00	$3,438,797.00
3	3	English Learners Foster Youth Low Income	Teacher Hiring, Programmatic Planning and Scheduling	$187,362.00				$187,362.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Intentional Professional Development		$31,468.00			$31,468.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,021,511.87	$4,065,437.87
LEA-wide Total:	$3,021,511.87	$4,065,437.87
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Data-Driven Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$885,023.14	$885,023.14
1	**2**	EL Differentiated Support	LEA-wide		All Schools	$69,600.00	$69,600.00
1	**3**	SWD Differentiated Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$224,123.00	$224,123.00
2	**1**	Family Engagement Events	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,467.00	$106,467.00
2	**2**	Multi-Tiered PBIS System	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,000.00	$22,000.00
3	**1**	1a - Safe Facilities and Other Base Services - Contributing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,526,936.73	$2,539,394.73
3	**3**	Teacher Hiring, Programmatic Planning and Scheduling	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,362.00	$187,362.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	Intentional Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools		$31,468.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **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.

- o **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.

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

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

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

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

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

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

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

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

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

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

2021-22 LCFF Resumen del presupuesto para los padres Hoja de entrada de datos

Nombre de la agencia educativa local (LEA): Academia de Oportunidades de KIPP	
Código CDS:	19-64733-0101444
Información de contacto de LEA:	Nombre: John Coleman Posición: Líder de la escuela Correo electrónico: jcoleman@kippsocal.org Teléfono: (323) 778-0125
Próximo año escolar:	2021-22
Año escolar actual:	2020-21

* NOTA: Los "Estudiantes con altas necesidades" a los que se hace referencia en las tablas a continuación son Estudiantes no duplicados para fines de financiación de LCFF.

Ingresos proyectados del fondo general para el año escolar 2021-22 Total	**Monto**
de fondos LCFF	$ 5110481
Subvenciones de concentración y suplementarias de LCFF Todos	$ 1274360
los demás fondos estatales	$ 1,385,121
Todos los fondos locales	$ 16,500
Todos los fondos federales	$ 1044038
Ingresos totales proyectados	$ 7.556.140

Total de gastos presupuestados para el año escolar 2021-22	**Monto**
Total de gastos presupuestados del fondo general	$ 7,509,234
Gastos totales presupuestados en el LCAP	$ 7,509,234
Total de gastos presupuestados para estudiantes con necesidades elevadas en el	$ 1847888
LCAP Gastos que no están en el LCAP	$ 0

Gastos para estudiantes con necesidades elevadas en el año escolar 2020-21	**Monto**
Total de gastos presupuestados para estudiantes con grandes necesidades en el plan de continuidad del aprendizaje	$1259214
Gastos reales para estudiantes con necesidades elevadas en el plan de continuidad del aprendizaje	$ 1187078

Fondos para estudiantes con necesidades elevadas	**Monto**
2021-22 Diferencia en fondos proyectados y gastos presupuestados	$ 573,528
2020-21 Diferencia en gastos presupuestados y reales	$ -72,136

Indicaciones requeridas	Respuesta (s)
Describa brevemente cualquiera de los fondos generales Gastos presupuestarios para el año escolar no incluido en el Plan de Responsabilidad y Control Local (LCAP).	Todos los gastos del presupuesto del fondo general para el año escolar se incluyen en el LCAP.
Los gastos reales totales para acciones y servicios para aumentar o mejorar servicios para estudiantes de alta necesidad en 2020-21 es menor que el total presupuestado	Algunos de los gastos presupuestados no se realizaron debido a una mayor período planificado en el aprendizaje a distancia frente al aprendizaje presencial.

gastos para esas acciones y servicios planificados. Describa brevemente cómo esta diferencia afectó las acciones y los servicios y el aumento o la mejora general de los servicios para los estudiantes con grandes necesidades en 2020-21.	

Resumen del presupuesto LCFF para padres

Nombre de la agencia educativa local (LEA): Academia de oportunidades de

KIPP Código CDS: 19-64733-0101444
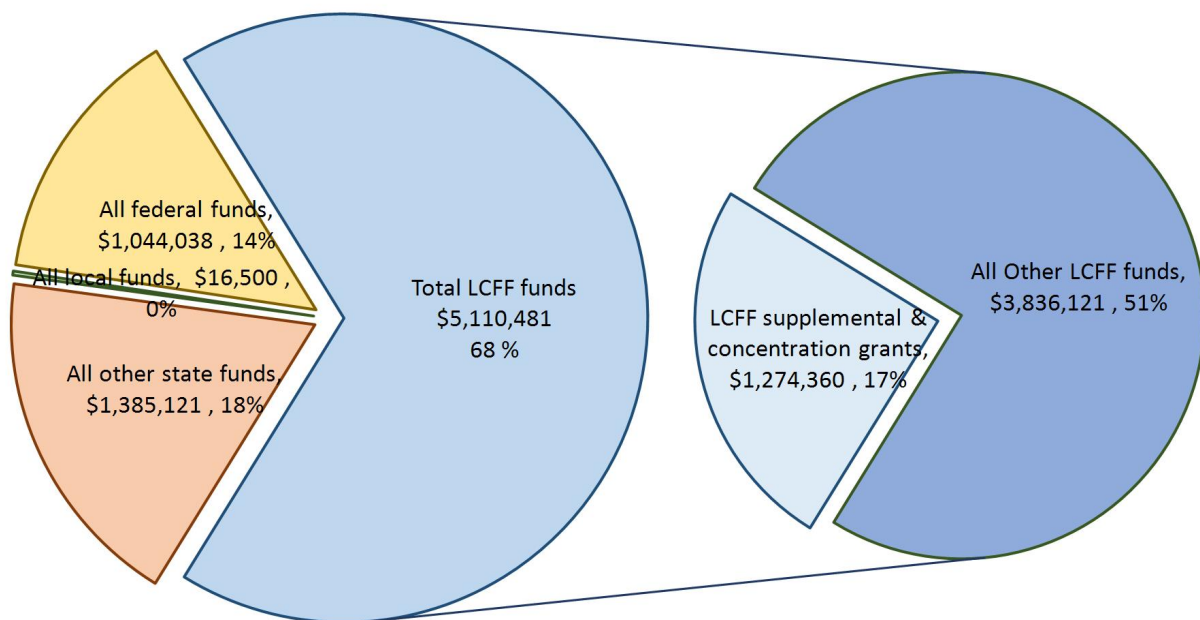
Año escolar: 2021-22

Información de contacto de

LEA: John Coleman

Líder de la escuela

jcoleman@kippsocal.org

(323) 778-0125

Los distritos escolares reciben fondos de diferentes fuentes: fondos estatales bajo la Fórmula de Financiamiento de Control Local (LCFF), otros fondos estatales, fondos locales y fondos federales. Los fondos LCFF incluyen un nivel básico de financiación para todas las LEA y financiación adicional, llamadas subvenciones "suplementarias y de concentración", para las LEA basadas en la inscripción de estudiantes con necesidades elevadas (jóvenes de crianza temporal, estudiantes de inglés y estudiantes de bajos ingresos).

Resumen del presupuesto para el año escolar 2021-22

Projected Revenue by Fund Source

All federal funds, $1,044,038 , 14%

All local funds, $16,500 , 0%

All other state funds, $1,385,121 , 18%

Total LCFF funds $5,110,481 68 %

LCFF supplemental & concentration grants, $1,274,360 , 17%
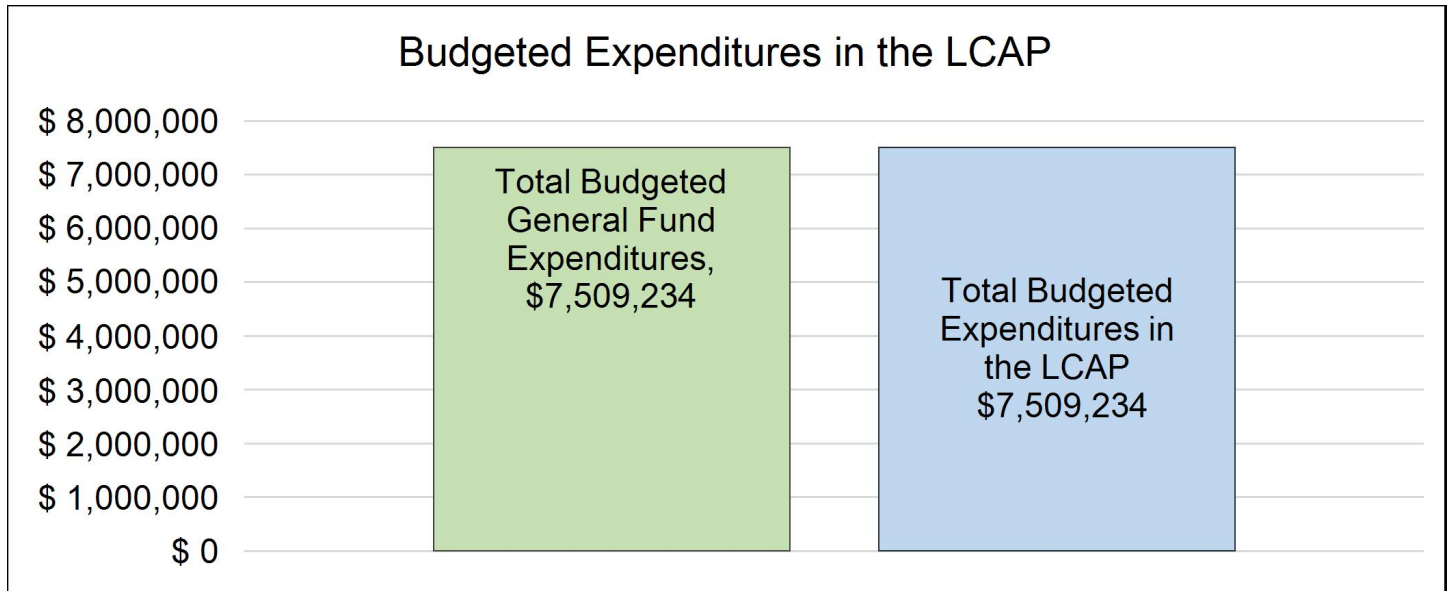
All Other LCFF funds, $3,836,121 , 51%

Este gráfico muestra los ingresos totales de propósito general que KIPP Academy of Opportunity espera recibir en el próximo año de todas las fuentes.

Los ingresos totales proyectados para KIPP Academy of Opportunity son $ 7,556,140, de los cuales $ 5110481 son Fórmula de Financiamiento de Control Local (LCFF), $ 1,385,121 son otros fondos estatales, $ 16,500 son fondos locales y $ 1044038

son fondos federales. De los $ 5110481 en fondos LCFF, $ 1274360 se generan en base a la inscripción de estudiantes con necesidades elevadas (jóvenes de crianza temporal, estudiantes de inglés y estudiantes de bajos ingresos).

Resumen del presupuesto LCFF para padres

La LCFF brinda a los distritos escolares más flexibilidad para decidir cómo utilizar los fondos estatales. A cambio, los distritos escolares deben trabajar con los padres, educadores, estudiantes y la comunidad para desarrollar un Plan de Responsabilidad y Control Local (LCAP) que muestre cómo utilizarán estos fondos para servir a los estudiantes.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $7,509,234	Total Budgeted Expenditures in the LCAP $7,509,234

Escala vertical: $ 0, $ 1,000,000, $ 2,000,000, $ 3,000,000, $ 4,000,000, $ 5,000,000, $ 6,000,000, $ 7,000,000, $ 8,000,000

Este cuadro proporciona un resumen rápido de cuánto planea gastar KIPP Academy of Opportunity para 2021-22. Muestra cuánto del total está vinculado a las acciones y servicios planificados en el LCAP.

KIPP Academy of Opportunity planea gastar $ 7,509,234 para el año escolar 2021-22. De esa cantidad, $ 7,509,234 están vinculados a acciones / servicios en el LCAP y $ 0 no están incluidos en el LCAP. Los gastos presupuestados que no están incluidos en el LCAP se utilizarán para lo siguiente:

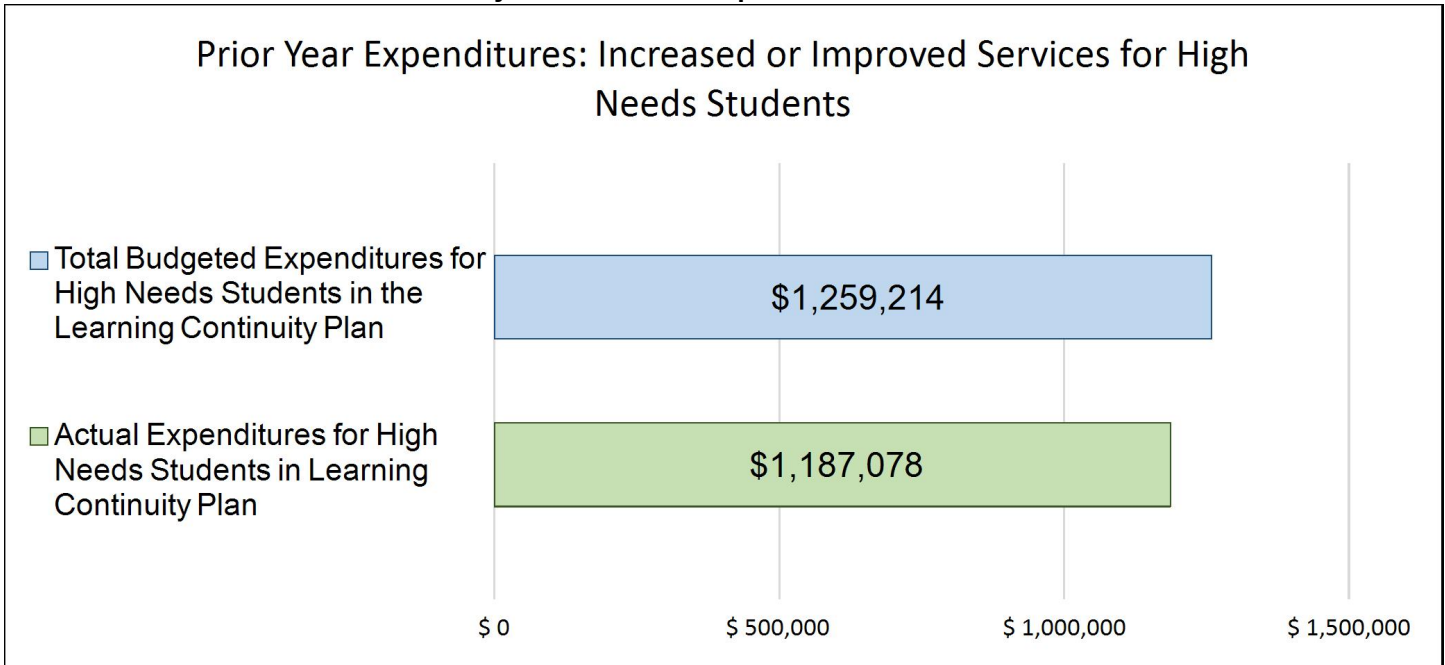Todos los gastos del presupuesto del fondo general para el año escolar están incluidos en el LCAP.

Servicios aumentados o mejorados para estudiantes con necesidades elevadas en el LCAP para el año 2021-22
Año escolar

En 2021-22, KIPP Academy of Opportunity proyecta que recibirá $ 1274360 en función de la inscripción de jóvenes de crianza temporal, estudiantes de inglés y estudiantes de bajos ingresos. La Academia de Oportunidades KIPP debe describir cómo pretende aumentar o mejorar los servicios para los estudiantes con grandes necesidades en el LCAP. KIPP Academy of Opportunity planea gastar $ 1847888 para cumplir con este requisito, como se describe en el LCAP.

Resumen del presupuesto LCFF para padres

Actualización sobre el aumento o la mejora de los servicios para estudiantes con necesidades elevadas en 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $1,259,214

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $1,187,078

$ 0 — $ 500,000 — $ 1,000,000 — $ 1,500,000

Este cuadro compara lo que KIPP Academy of Opportunity presupuestó el año pasado en el Plan de Continuidad del Aprendizaje para acciones y servicios que contribuyen a aumentar o mejorar los servicios para estudiantes con altas necesidades con lo que KIPP Academy of Opportunity estima que ha gastado en acciones y servicios que contribuyen a aumentar o mejorar los servicios para estudiantes con necesidades elevadas en el año actual.

En 2020-21, el Plan de Continuidad del Aprendizaje de la Academia de Oportunidades de KIPP presupuestó $ 1259214 para acciones planificadas para aumentar o mejorar los servicios para estudiantes con grandes necesidades. KIPP Academy of Opportunity en realidad gastó $ 1187078 en acciones para aumentar o mejorar los servicios para estudiantes con grandes necesidades en 2020-21.

Algunos de los gastos presupuestados no se realizaron debido a un período más largo de lo planeado en el aprendizaje remoto frente al aprendizaje en persona.

Actualización anual para el desarrollo del plan de rendición de cuentas y control local 2021-22

Actualización anual para el año del plan de responsabilidad y control local 2019-2020

Nombre LEA	Nombre y cargo de contacto	Correo electrónico y teléfono
Academia de Oportunidades de KIPP	John Coleman Líder de la escuela	jcoleman@kippsocal.org (323) 778-0125

El siguiente es el análisis de la agencia educativa local (LEA) de sus metas, resultados medibles y acciones y servicios de la Plan de Responsabilidad y Control Local (LCAP) 2019-20.

Actualización anual para el desarrollo del Plan de rendición de cuentas y control local 2021-22
Academia de oportunidades de KIPP

Página 1 de 46

Objetivo 1

Todos los estudiantes lograrán.

Prioridades estatales y / o locales abordadas por este objetivo:

Prioridades estatales: Prioridad 4: Logro del alumno (Resultados del alumno)

Prioridad 8: Otros resultados de los alumnos (resultados de los alumnos)

Prioridades locales:

Resultados mensurables anuales

Esperado	Real
Métrica / Indicador Tasa de estudiantes que alcanzan los niveles de competencia establecidos por el estado para artes del lenguaje inglés **19-20** Todos los estudiantes: 52% De bajos ingresos: 52% Ing. Lners: no hay suficientes estudiantes Afr. - América: 49% Latinos: 66% Perno prisionero con discapacidad: 15% Jóvenes de crianza: no hay datos suficientes **Base** 2015-16 - 38%	2018-19 ELA SBAC - Todos los estudiantes: 31% De bajos ingresos: 31% Ing. Lners: 6% Afr. - Amer .: 27% Latinos: 36% Perno prisionero con discapacidad: 7% Jóvenes de crianza: menos de 30 estudiantes Los datos de SBAC 2019-20 no están disponibles. Los estudiantes no tomaron SBAC en la primavera de 2020 debido a la pandemia de COVID-19.
Métrica / Indicador Tasa de estudiantes que alcanzan los niveles de competencia establecidos por el estado en matemáticas **19-20** Todos los estudiantes: 30% De bajos ingresos: 30% Ing. Lners: no hay suficientes estudiantes Afr. - América: 26%	2018-19 Matemáticas SBAC - Todos los estudiantes: 20% De bajos ingresos: 19% Ing. Lners: 9% Afr. - Amer .: 14% Latinos: 28% Perno prisionero con discapacidad: 0% Jóvenes de crianza: menos de 30 estudiantes

Esperado	Real
Latinos: 48% Perno prisionero con discapacidad: 9% Jóvenes de crianza: - no hay datos suficientes **Base** 2015-16 - 24%	Los datos de SBAC 2019-20 no están disponibles. Los estudiantes no tomaron SBAC en la primavera de 2020 debido a la pandemia de COVID-19.
Métrica / Indicador Tasa de reclasificación (actualizado para 2018-19 del indicador de progreso EL debido al cambio en la prueba de CELDT a ELPAC) **19-20** Ing. Lners:> 20% **Base** 2015-16 - * (según CA Dashboard)	Oct 2018 - Oct 2019 Tasa de reclasificación 8% Tasa de reclasificación 2019-20 no disponible. Los estudiantes EL no tomaron ELPAC sumativo en la primavera de 2020 debido a la pandemia de COVID-19.
Métrica / Indicador Tasa de estudiantes que progresan en ELPAC Baseline + **19-20** Crecimiento definido por el estado **Base** N / A	Evaluación sumativa de ELPAC de 2018 a 2019 25.8% progresó hacia el dominio del idioma inglés Los datos de ELPAC 2019-20 no están disponibles. Los estudiantes EL no tomaron ELPAC sumativo en la primavera de 2020 debido a la pandemia de COVID-19.

Acciones / Servicios

Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos
Número de estudiantes que dominan las artes del lenguaje inglés y las matemáticas Brindamos intervención y aceleración diarias a través de la instrucción en grupos pequeños en el aula y mediante instrucción adicional de lectura guiada para estudiantes identificados. Los programas pueden incluir: KIPP Wheatley, Bridges, Open Up, Amplify y NextGen Math.	1101 Maestros Certificados - Intervención 1901 Decano - Intervención 1101 Maestros certificados - escuela más larga día escolar más largo 1201 Trabajador social / Consejero 1903 Coordinador de apoyo educativo	1101-Maestros Certificados - Intervención 1101-Maestros Certificados - 1201-Social Trabajador / Consejero 1903- Coordinador de apoyo educativo 1175,1199,1399, 2199 -Bonos,

Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos
También brindamos apoyo académico adicional durante nuestras primeras semanas de clases, ya que nuestros estudiantes, especialmente los nuevos en nuestra escuela, se están adaptando a nuestra escuela. Los maestros brindan instrucción en grupos pequeños según las necesidades de los estudiantes y utilizarán datos como evaluaciones provisionales para adaptar y orientar la instrucción. Además, realizaremos un análisis de datos exhaustivo mediante la obtención de informes en Illuminate, Tableau y Kastle (la plataforma de análisis de datos internos de KIPP). Por ejemplo, los maestros usarán puntajes previos de SBAC y MAP para crear instrucción específica para cada estudiante. CSI - Acciones / Servicios KAO construirá prácticas de alfabetización fundamentales y sostenibles mediante la construcción de bibliotecas de ELA en los salones de clases para los grados 5-8 con libros de alto nivel, diversos y de gran interés; comprar lectores digitales y / o acceso a una biblioteca de lectura digital para estudiantes que leen muy por debajo del nivel de grado; desarrollar una biblioteca digital de audiolibros populares y de gran interés para que los estudiantes lean junto a ellos como apoyo; y apoyar a los maestros y administradores clave en la construcción de prácticas de instrucción ricas en alfabetización. CSI - Desigualdades de recursos Como escuela autónoma con financiación directa, no existe la posibilidad de que se produzcan desigualdades en los recursos como resultado de las asignaciones de fondos del Distrito. Nuestra evaluación de necesidades no reveló ninguna desigualdad de recursos entre los grupos de estudiantes.	1175,1199,1399, 2199 Bonificaciones, estipendios 1000-1999: certificado Salarios del personal suplementarios Y concentración 512,438 Tecnología para el aula 4401 4000-4999: Libros y suministros suplementarios y de concentración 48.000 Software para el aula 4402 4000-4999: libros y suministros complementarios y de concentración 8.750 Personal / Computadoras e impresoras de oficina 4404 4000-4999: Libros y suministros complementarios y Concentración 10,000 Software de oficina / personal 4405 Materiales de evaluación 4304 4000-4999: Libros y suministros Base 20,000 Varias cuentas - Intervención de alfabetización 4000-4999: Libros y suministros CSI (Mejora y apoyo integral: otro federal) $ 47,611 Varias cuentas - Intervención de alfabetización 5000-5999: Servicios y otras operaciones Gastos CSI (Soporte integral y	Estipendios 5806, 5807 - Consultoría de enseñanza sustitutiva y académicos de SST Apoyo 1000-1999: Salarios de personal certificado suplementarios y de concentración 604172.11 4401 Tecnología para el aula 4000-4999: Libros y suministros complementarios y de concentración 63442.08 4402 Software para el aula 4000-4999: Libros y suministros complementarios y de concentración 9463.82 4404 Personal / Computadoras e impresoras de oficina 4405 Personal / Software de oficina 4000-4999: Libros y suministros complementarios y Concentración 24181.76 Materiales de evaluación 4304 4000-4999: Base de libros y suministros 4291.65 4000-4999: Libros y suministros 5000-5999: Servicios y otros gastos operativos

Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos
Para acciones / servicios incluidos como contribución a cumplir con el requisito de servicios mejorados o aumentados: **Estudiantes a ser atendidos** De bajos ingresos **Alcance de los servicios** Toda la escuela **Ubicaciones**	Mejora: Otro Federal) $ 71,416.2	
Progreso anual en el dominio del idioma inglés Todos los datos de CELDT / ELPAC se comparten con padres y maestros. Esto ayuda a los maestros a crear planes de intervención y diferenciación. Los estudiantes EL recibirán apoyo instructivo en grupos pequeños para apoyar su desarrollo del lenguaje. Los planes pueden incluir necesidades adicionales de manipulación, visuales, realia o excursiones. Además de la tecnología, se necesitan proyectores, iPads y una cámara de documentos. Los maestros usarán datos como evaluaciones provisionales para adaptar y guiar la instrucción. Los estudiantes de idioma inglés pueden recibir apoyo educativo en grupos pequeños para apoyar su desarrollo del idioma. Porcentaje de estudiantes EL que se reclasifican como RFEP Los maestros usarán datos como evaluaciones provisionales para adaptar y guiar la instrucción. Esto ayuda a los maestros a crear planes de intervención y diferenciación. Los estudiantes EL recibirán apoyo instructivo en grupos pequeños para apoyar su desarrollo del lenguaje.	1901　　　　Decano-Intervención 1000-1999: Salarios de personal certificado suplementarios y concentrados 31,230 1101 Maestros certificados - Intervención 1000-1999: Salarios del personal certificado Título III 8,169	1901-Dean -Intervención 1000-1999: Salarios del personal certificado suplementarios y de concentración 61057.13

Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos
Cada año reclasificamos a los estudiantes EL y aceptamos nuevos estudiantes EL. Para este año en curso, nuestra prioridad es conocer el desempeño académico individual de los estudiantes y luego apoyar las necesidades individuales. Prácticas específicas: Lectura guiada Nuestros estudiantes EL reciben instrucción de lectura dirigida a través de lectura guiada con otros compañeros que están leyendo a su nivel. Esto permite a los maestros impartir instrucción dirigida al nivel de lectura del estudiante. Luego, se evalúa a los estudiantes en su lectura cada 4-6 semanas para asegurarse de que estén progresando. Cuando no participan directamente en un grupo de lectura guiada, los estudiantes utilizan programas informáticos de aprendizaje adaptativo. Maestra de Intervención Nuestro maestro de intervención trabaja con los estudiantes en grupos pequeños en varias materias para satisfacer las necesidades de los estudiantes. Los estudiantes son identificados para la intervención durante todo el año a través de evaluaciones internas, trabajo en clase y recomendaciones de los maestros. Desarrollo profesional y seguimiento de datos Todos los maestros participan en un desarrollo profesional intensivo que se enfoca en el diseño de instrucción intencional para el Desarrollo del Lenguaje Académico (ALD), específicamente, Habilidades Comunicativas Interpersonales Básicas (BICS) y Competencia Cognitiva del Lenguaje Académico (CALP). Nos enfocamos intencionalmente en BICS y CALP porque han demostrado ser efectivos, especialmente para los estudiantes EL. Como KIPP LA cree que todos los estudiantes son aprendices de idiomas, nuestros maestros incorporan estas estrategias en sus planes de lecciones y han tenido éxito en su implementación. El coordinador de EL de KAO y los maestros, han recibido y reciben desarrollo profesional continuo de la oficina de apoyo regional para adaptar las estrategias de monitoreo del progreso para usar datos sobre los estudiantes de EL. Estos datos se utilizarán para monitorear su camino hacia la reclasificación y administrar una intervención adicional según sea necesario. El coordinador de EL de KAO monitorea intensamente los datos a nivel de los estudiantes, se involucra de manera más intencional con los padres de los estudiantes EL e impulsa a los estudiantes		

	Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos

	resultados de rendimiento para los estudiantes EL a través del apoyo a los maestros con las mejores prácticas para el desarrollo del lenguaje.
	
	CSI - Desigualdades de recursos
	
	Como escuela autónoma con financiación directa, no existe la posibilidad de que se produzcan desigualdades en los recursos como resultado de las asignaciones de fondos del Distrito. Nuestra evaluación de necesidades no reveló ninguna desigualdad de recursos entre los grupos de estudiantes.
	
	Para acciones / servicios incluidos como contribución a cumplir con el requisito de servicios mejorados o aumentados:
	
	Estudiantes a ser atendidos
	    Aprendices de ingles
	
	Alcance de los servicios
	    Toda la escuela
	
	Ubicaciones		

Análisis de objetivos

Una descripción de cómo se utilizaron los fondos presupuestados para Acciones / Servicios que no se implementaron para apoyar a los estudiantes, las familias, los maestros y el personal.

Implementamos todas las acciones y servicios planificados.

Una descripción de los éxitos y desafíos en la implementación de las acciones / servicios para lograr la meta.

El año escolar 2019-2020 fue un año sin precedentes para KIPP Academy of Opportunity, lleno de éxitos y desafíos. Antes del cierre físico de nuestra escuela, hicimos un gran progreso en cultivar una cultura y un clima escolar sólidos. Este fue el primer año escolar completo de nuestro líder escolar, y el establecimiento de esta cultura sentó una base sólida para fortalecer las relaciones con nuestros

partes interesadas. También mejoramos nuestra asistencia del año escolar anterior debido a la cultura y nuestro sistema de intervención de asistencia. Brindamos a los estudiantes apoyos escalonados para reducir los obstáculos para asistir a clases.

El mayor desafío durante este año escolar fue el cierre físico de nuestra escuela en respuesta a la pandemia de COVID-19. La transición de la educación presencial a la educación a distancia ocurrió repentinamente y nos obligó a adaptar muchos de nuestros programas, procedimientos y horarios para abordar las necesidades de nuestros estudiantes y partes interesadas. El medio de aprendizaje a distancia y la naturaleza traumática de la pandemia retrasaron el aprendizaje y ralentizaron nuestro progreso de asistencia inicialmente. En respuesta, nuestra capacitación de desarrollo profesional se modificó para priorizar el aprendizaje a distancia; Nuestro equipo tuvo reuniones semanales de 30 a 45 minutos en las que se compartieron actualizaciones sobre COVID-19 y las mejores prácticas para la instrucción y la participación. Ampliamos nuestro programa iReady existente, ya que tenía una interfaz en línea intuitiva para el aprendizaje a distancia. También adoptamos NearPod para aumentar la interacción y brindar a los estudiantes comentarios inmediatos y ScreenCastify para que los maestros innoven en sus presentaciones asincrónicas para aumentar la participación. Nuestras reuniones de análisis de datos se centraron nuevamente en el compromiso, ya que los datos académicos eran limitados. Nuestra cultura escolar se convirtió en un activo valioso ya que pudimos seguir construyendo relaciones sólidas con las familias y los estudiantes durante el aprendizaje a distancia. Era necesario acercarse a las familias y estudiantes para brindarles apoyo académico y asegurar su bienestar tanto para su salud física como mental. Para garantizar que los estudiantes tengan estas necesidades satisfechas y reciban apoyos diferenciados, cada uno de nuestros estudiantes recibió controles 1: 1 con su maestro cada semana, en los que se abordaron las necesidades académicas y de salud mental de los estudiantes. Creamos reuniones familiares en formato de ayuntamiento,
19, actualizaciones escolares y recursos comunitarios. También continuamos llevando a cabo nuestros eventos virtuales de construcción de cultura, como nuestra noche de cine, para generar experiencias positivas durante un momento de gran estrés e inestabilidad. Durante este período traumático, nos aseguramos de celebrar la perseverancia de nuestros estudiantes y expandir nuestras ceremonias de premios para celebrar el crecimiento de nuestros estudiantes.

A pesar de estos desafíos del aprendizaje a distancia, KIPP Academy of Opportunity ha logrado grandes avances en la adaptación a este medio y encontró más éxito durante el año escolar 2020-21.

Objetivo 2

Apoyar la participación de los estudiantes, la familia y la escuela.

Prioridades estatales y / o locales abordadas por este objetivo:

Prioridades estatales: Prioridad 3: Participación de los padres (compromiso)

Prioridad 5: Compromiso del alumno (Compromiso)

Prioridad 6: Ambiente escolar (participación)

Prioridades locales:

Resultados mensurables anuales

Esperado	Real
Métrica / Indicador 2a: KAO brindará 8 oportunidades para la participación / liderazgo de los padres **19-20** Todos los estudiantes: 8 oportunidades Bajos ingresos: 8 oportunidades Ing. Lners: 8 oportunidades Afr. - Amer .: 8 oportunidades Latino: 8 oportunidades Stud w / Disab .: 8 oportunidades Foster Youth: - no hay suficientes datos **Base** 2016-17: 1 noche de regreso a clases, 2 semanas de conferencias de padres y maestros, al menos 3 oportunidades de participación familiar, oportunidades de liderazgo para padres	Oportunidades de participación y liderazgo de la familia: todos los estudiantes: al menos 8 oportunidades EL: al menos 8 oportunidades SWD: al menos 8 oportunidades Latino: al menos 8 oportunidades Negro: al menos 8 oportunidades Bajos ingresos: al menos 8 oportunidades Foster: al menos 8 oportunidades
Métrica / Indicador 2b: tasa de suspensión **19-20** Todos los estudiantes: <15% Bajos ingresos: <15%	Suspensión 2019-20 (agosto - febrero) - Todos los estudiantes: 0.2% EL: 0% SWD: 1,3% Latino: 0%

Esperado	Real
Ing. Lners: <5% Afr. - Amer .: <15% Latinos: <5% Perno prisionero con discapacidad: <15% Jóvenes de crianza: no hay datos suficientes **Base** 2016-17 2,4%.	Negro: 0,4% Bajos ingresos: datos no disponibles Jóvenes de crianza: menos de 30 estudiantes
Métrica / Indicador 2c: Tasa de expulsión **19-20** Todos los estudiantes: <1% Bajos ingresos: <1% Ing. Lners: <1% Afr. - Amer .: <1% Latino: <1% Stud w / Disab .: <1% Jóvenes de crianza: no hay datos suficientes **Base** 2016-17 YTD: <2%	Expulsión 2019-20 (agosto - febrero) - Todos los estudiantes: 0% EL: 0% SWD: 0% Latino: 0% Negro: 0% Ingresos bajos: 0% Jóvenes de crianza: 0%
Métrica / Indicador 2d: Satisfacción del estudiante medida por encuestas proporcionadas internamente **19-20** Todos los estudiantes: 70% De bajos ingresos: 70% Ing. Lners: 70% Afr. - América: 70% latinos: 70% Perno prisionero con discapacidad: 70% Jóvenes de crianza: - no hay datos suficientes	Encuesta para estudiantes ("Me siento seguro en mi escuela") (otoño) - Todos los estudiantes: 68,1%

Esperado	Real
Base 2016-17: 100%	
Métrica / Indicador 2e: Asistencia diaria promedio **19-20** Todos los estudiantes: 95% De bajos ingresos: 95% Ing. Lners: 95% Afr. - Amer .: 95% latinos: 95% Perno prisionero con discapacidad: 95% Jóvenes de crianza: - no hay datos suficientes **Base** 2016-17: 94,2%	2019-20 ADA (agosto - febrero) - Todos los estudiantes: 95,8%
Métrica / Indicador Ausentismo crónico **19-20** Todos los estudiantes: <10% Bajos ingresos: <10% Ing. Lners: <10% Afr. - Amer .: <10% Latino: <10% Perno prisionero con discapacidad: <15% Jóvenes de crianza: -No hay suficientes datos **Base** 2016-17: 17,4%	2019-20 Ausentismo crónico (agosto - febrero) - Todos los estudiantes: 11% EL: 4,2% SWD: 17,3% Latinos: 5,2% Negro: 16,2% Bajos ingresos: datos no disponibles Jóvenes de crianza: menos de 30 estudiantes

Acciones / Servicios

Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos
2a: Participación de los padres Las familias recibirán nuestro calendario de eventos al comienzo del año escolar para que puedan planificar en consecuencia. Además, se notificará / recordará a los padres la fecha y hora de la reunión al menos con una semana de anticipación a una hora conveniente para los padres. Se utilizará una variedad de herramientas de comunicación (llamadas, boletines y carteles) para informar a los padres de los próximos eventos. Nuestro método más utilizado sería nuestro boletín familiar impreso que se comparte y nuestra llamada de todos usando el mensajero de la escuela. Las familias tendrán varias oportunidades de participar en el campus, Las oportunidades incluyen ser voluntario, servir en comités escolares, roles de liderazgo y tendremos al menos 2 padres que participen en los programas regionales de embajadores familiares de KIPP LA, que brindan capacitación y desarrollo de liderazgo para que puedan ser defensores de sus niños y comunidades. KIPP LA ha contratado personal para que se concentre y se comprometa con las metas de participación familiar de la escuela para aumentar la participación de los padres y la comunidad. Esto incluye esfuerzos de promoción. También trabajamos con el personal de la oficina de nuestra escuela y lo capacitamos para asegurarnos de que seamos normativos sobre cómo interactuamos con nuestra comunidad y familias. Además, los padres de los estudiantes de inglés recibirán capacitación especializada sobre cómo apoyar el desarrollo del dominio del idioma de sus hijos en el hogar durante las noches de talleres para padres. Las escuelas también tendrán reuniones constantes para mantener a los padres al tanto del progreso de los estudiantes. 2b / c: Tasa de suspensión (alumnos no duplicados) Tasa de expulsión (alumnos no duplicados)	2205-Auxiliar de operaciones 2403 -Recepcionista / Soporte de operaciones 1000-1999: Certificado Sueldos del personal Otros 137.766 4352 Franqueo para cartas enviadas 2000-2999: Salarios de personal clasificado suplementarios y Concentración 19,415 4314 Evento especial 4000-4999: Base de libros y suministros 3500 5831, 5839, 5840, 5841 Campo Viajes, incentivos para estudiantes, estudiantes Transporte - No viajes escolares, 5840-Transporte Excursiones de fin de año 4000-4999: Libros y suministros 5800: Profesional / Consultoría Servicios y operación suplementarios y de concentración 5,000 5504, 5450-Responsabilidad general Seguro, Incendio / Seguridad 5504 - Incendio / Seguridad 5800: Base de gastos operativos profesionales / de consultoría Servicios y operación 81676.71 Gastos Suplementarios y Concentración 13,963 5803 -KIPP LA Honorarios - ACE 5000-5999: Servicios y otros Gastos operativos 80.000 suplementarios y de concentración	2205-Ayudante de operaciones 2401-Gerente de oficina 2403-Ops Soporte / Recepcionista 2000-2999: personal clasificado Salarios Supplemental & Concentration 35352.82 4352 - Franqueo de cartas enviadas 4405 - School Messenger 4000-4999: Base de libros y suministros 3369.51 4314 - Evento especial 4000-4999: Libros y suministros Suplementario y concentración 3723.26 5831- Excursiones 5839- Incentivos para estudiantes 5841 Excursiones de fin de año 5800: Profesional / Consultoría y operación suplementarios y de concentración 21190.81 5450 -Seguro de responsabilidad 5504 - Incendio / Seguridad 5000-5999: Servicios y otros 5803 -KIPP LA Honorarios - ACE 5000-5999: Servicios y otros 5999: Servicios y otros Gastos operativos básicos 19255.54

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Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos
Trabajamos para cultivar una cultura escolar positiva a través de un plan de apoyo al comportamiento en toda la escuela y nos aseguramos de que todo el personal escolar esté capacitado en nuestro plan. También utilizamos un sistema de comportamiento escalonado para garantizar la seguridad escolar y realizamos reuniones de SST para los estudiantes en riesgo como medida preventiva. Agregaremos personal para apoyar el aumento de estudiantes según sea necesario. Hemos contratado consejeros de educación general para asegurarnos de satisfacer las necesidades sociales y emocionales de todos los estudiantes. Otra forma de garantizar que se satisfagan las necesidades de los estudiantes es mediante la contratación de maestros de intervención. 2d: Satisfacción del estudiante como 4 o mejor según lo medido por encuestas internas Para garantizar la seguridad de los estudiantes durante todo el día, KIPP LA ha contratado asistentes de operación durante el almuerzo, asistentes del mediodía y patio / cafetería para ayudar en la supervisión adecuada de los estudiantes durante el almuerzo. También estamos trabajando para aumentar nuestras asociaciones comunitarias para apoyar nuestros esfuerzos. KIPP LA ha contratado a un especialista externo en preparación para emergencias para capacitar y apoyar a las escuelas de KIPP LA con la planificación de emergencias, la capacitación y la realización de simulacros. KIPP LA también se ha asegurado de que todas las escuelas tengan kits de emergencia que incluyan alimentos, agua, kits de seguridad, papeleo, procedimientos para registrar la entrada y salida de los estudiantes y varios otros artículos. También contratamos a un proveedor de software del sitio web para garantizar que todo el personal de KIPP LA tenga capacitación actualizada sobre SafeSchools, que incluye capacitación sobre una variedad de medidas de seguridad escolar.	Otros suministros, materiales y servicios operativos 5000-5999: Servicios y otros gastos operativos Base 15,615 5000-5999: Servicios y otros gastos operativos Suplementario y concentración 6.000 5000-5999: Servicios y otros gastos operativos CSI (Mejora y apoyo integral: Otro federal) $ 39,676	

	Planificado **Acciones / Servicios**	Presupuestado **Gastos**	**Real** **Gastos**
	También aseguramos nuestras instalaciones contra incendios y contactamos con servicios profesionales de seguridad según sea necesario. 2e Asistencia a la escuela Tanto los padres como los estudiantes serán responsables de las metas de asistencia. Nuestros gerentes de operaciones generarán informes de asistencia diaria y reportarán la asistencia al equipo de administración. Además, los gerentes de operaciones harán llamadas telefónicas diarias a las familias que estén ausentes. En los días de lluvia usamos nuestro sistema School Messenger para llamar a nuestros padres y animarlos a planear con anticipación y asistir a la escuela. Los padres se unirán para celebrar a los estudiantes que tienen asistencia perfecta. Los estudiantes también reciben incentivos si sus clases tienen la asistencia más alta durante el mes. ## Comunidad y cultura escolar KAO tiene asambleas semanales "KAO Way" que están diseñadas para construir una comunidad y promover interacciones positivas dentro del nivel de grado. Los temas han incluido: Interacciones apropiadas versus inapropiadas en un entorno profesional Cómo abordar el conflicto y resolver problemas de manera adecuada y segura Escenarios en los que se anima a los estudiantes a pedir ayuda a un adulto cuando intentan resolver un problema. Juegos y actividades de formación de equipos que celebran las diferencias y fomentan el trabajo en equipo. Tiempo de silencio y meditación trascendental: El programa Tiempo de silencio es un enfoque práctico basado en la evidencia para reducir el estrés diario y mejorar drásticamente el rendimiento académico, el bienestar de los estudiantes y el entorno escolar. KAO implementó Quiet Time en 2015. Quiet Time de KAO ofrece a los estudiantes dos períodos de 15 minutos de meditación tranquila o trascendental todos los días para ayudar a equilibrar vidas y mejorar su disposición para aprender. La Meditación Trascendental (MT), es el núcleo		

Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos
intervención del Programa Quiet Time. La MT es una técnica simple, fácil de aprender, practicada por estudiantes y maestros mientras están sentados cómodamente con los ojos cerrados. No implica religión, filosofía o cambio de estilo de vida. Más de 340 estudios científicos publicados documentan su eficacia para mejorar la salud y el aprendizaje. Este enfoque ha sido adoptado por cientos de escuelas públicas, privadas y autónomas en todo el mundo, con un fuerte apoyo de estudiantes, padres y educadores. CSI - Acciones / Servicios KAO contratará a un especialista en conducta para apoyar a sus maestros y fortalecer los sistemas de toda la escuela para el manejo de la conducta y / o comprar clases y desarrollo profesional en especialización en conducta para un maestro o administrador seleccionado. CSI - Desigualdades de recursos Como escuela autónoma con financiación directa, no existe la posibilidad de que se produzcan desigualdades en los recursos como resultado de las asignaciones de fondos del Distrito. Nuestra evaluación de necesidades no reveló ninguna desigualdad de recursos entre los grupos de estudiantes. **Para acciones / servicios que no se incluyen como contribuyentes al cumplimiento del requisito de servicios mejorados o aumentados:** **Estudiantes a ser atendidos** Todas **Ubicación (es)**		
		Todos los demás suministros, materiales y gastos operativos

Análisis de objetivos

Una descripción de cómo los fondos presupuestados para Acciones / Servicios que no se implementaron se utilizaron para apoyar a los estudiantes, familias, maestros, y personal.

Implementamos todas las acciones y servicios planificados.

Una descripción de los éxitos y desafíos en la implementación de las acciones / servicios para lograr la meta. Consulte la

sección "Análisis de objetivos" del objetivo n. ° 1.

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Objetivo 3

Crear espacios y oportunidades para el logro de los estudiantes.

Prioridades estatales y / o locales abordadas por este objetivo:

Prioridades estatales: Prioridad 1: Básica (Condiciones de aprendizaje)

Prioridad 2: Estándares estatales (condiciones de aprendizaje)

Prioridad 7: Acceso al curso (Condiciones de aprendizaje)

Prioridades locales:

Resultados mensurables anuales

Esperado	Real
Métrica / Indicador Tasa de profesores que cumplen con la asignatura que están enseñando **19-20** Todos los estudiantes: 100% De bajos ingresos: 100% Ing. Lners: 100% Afr. - América: 100% Stud w / Disab .: 100% Juventud de crianza: 100% **Base** 2016-17: 100%	Cumplimiento del maestro - Todos los estudiantes: 100% EL: 100% SWD: 100% Latino: 100% Negro: 100% Bajos ingresos: 100% Fomento: 100%
Métrica / Indicador La tasa de estudiantes tendrá acceso a suministros y materiales educativos que están alineados con los núcleos comunes **19-20** Todos los estudiantes: 100% De bajos ingresos: 100% Ing. Lners: 100% Afr. - América: 100%	Acceso de los estudiantes a materiales alineados con CCSS - Todos los estudiantes: 100% EL: 100% SWD: 100% Latino: 100% Negro: 100% Bajos ingresos: 100% Fomento: 100%

Esperado	Real
Perno prisionero con discapacidad: 100% Juventud de crianza: 100% **Base** 2016-17: 100%	
Métrica / Indicador Tasa de maestros que asisten a capacitaciones sobre estrategias básicas comunes y ELD para apoyar a los estudiantes EL **19-20** Todos los estudiantes: 100% De bajos ingresos: 100% Ing. Lners: 100% Afr. - América: 100% Stud w / Disab .: 100% Juventud de crianza: 100% **Base** 2016-17: 100%	Capacitación de maestros en CCSS y ELD - Todos los estudiantes: 100% EL: 100% SWD: 100% Latino: 100% Negro: 100% Bajos ingresos: 100% Fomento: 100%
Métrica / Indicador Tasa de estudiantes que tienen acceso a asignaturas optativas como: artes escénicas, ingeniería y codificación, ciencias y educación física **19-20** Todos los estudiantes: 100% De bajos ingresos: 100% Ing. Lners: 100% Afr. - América: 100% Stud w / Disab .: 100% Juventud de crianza: 100% **Base** 2016-17: 100%	Acceso de los estudiantes a las optativas - Todos los estudiantes: 100% EL: 100% SWD: 100% Latino: 100% Negro: 100% Bajos ingresos: 100% Fomento: 100%
Métrica / Indicador	Instalación en buen estado - Todos los estudiantes: 100%

Esperado	Real
Asegurarse de que nuestras instalaciones estén en "buenas condiciones" o mejor según lo medido por el SARC. **19-20** Buena reparación **Base** 2016-17: "Buena reparación"	EL: 100% SWD: 100% Latino: 100% Negro: 100% Bajos ingresos: 100% Fomento: 100%

Acciones / Servicios

Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos
3a: Número de profesores que cumplen Con el fin de asegurar la adecuada asignación y contratación de credenciales maestros calificados nos enfocamos en lo siguiente: Reclutamiento Nos enfocamos en contratar maestros con experiencia y credenciales y asegurar la colocación adecuada. Tenemos una temporada anual de reclutamiento de maestros y una proceso de entrevista. El líder de la escuela está muy involucrado en cada paso del camino. También llevamos a cabo una búsqueda exhaustiva para asegurarnos de que contratamos para satisfacer las necesidades de nuestra escuela y los estudiantes. A veces, esto significa que tenemos candidatos y nuevos empleados que vienen a nuestra escuela desde fuera del estado. Además, KIPP LA ha contratado especialistas para ayudar a los maestros a obtener, transferir y renovar credenciales durante su permanencia en KIPP LA. Nos hemos asociado con el condado de Riverside y la Universidad de Los Ángeles con el fin de complementar nuestros propios esfuerzos para garantizar que los maestros tomen los exámenes adecuados, así como el seguimiento y la ayuda con las tarifas. Retención y apoyo de maestros Una vez contratados nuestros profesores, trabajamos con ellos para mantener y obtener la documentación adecuada. Esto puede parecer un apoyo para la solicitud de	1105 - Maestro electivo 1000-1999: Salarios de personal certificado suplementarios y de concentración 186,900 4101 - Materiales y suministros curriculares 4201-Conjuntos de clases / libros de biblioteca 4000-4999: Libros y suministros suplementarios y concentrados 25,250 4319, 4320, 4321 Optativas (Música, Educación Física, Arte, etc.) 4000-4999: Libros y suministros Base 10,000 5503, 5601, 5602 -Alquiler, R&M, Servicios de limpieza-S / C 5000-5999: Servicios y otros gastos operativos Suplementario y concentración 89.000	1105 -Maestro electivo 1000-1999: Salarios de personal certificado suplementarios y de concentración 128866.21 4101 Materiales y suministros del plan de estudios 4201 Conjuntos de clases / libros de biblioteca 4000-4999: Libros y suministros suplementarios y de concentración 62317.72 4319, 4320, 4321-Música, Arte, Atletismo 4000-4999: Libros y suministros suplementarios y concentrados 25026.98 5503, 5601, 5602 -Rent, R&M, Janitorial Services-SC 5000-5999: Servicios y otros gastos operativos suplementarios y de concentración 75113.45

Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos
reciprocidad de las credenciales de otros estados, o ayudar a limpiar las credenciales preliminares de CA. Sabemos que la retención de maestros es un factor importante en el rendimiento de los estudiantes.	5601 Renta -No S / C 5000-5999: Servicios y otros gastos operativos Otros 540,514	5601 Renta - No SC 5000-5999: Servicios y otros gastos operativos Base 567188.67
	5824, 5825, 5204 -KSLP, Start Strong, Other PD 5000-5999: Servicios y otros gastos operativos Base 8,000	1000-3999: Salarios y beneficios 1000-3999: Salarios y beneficios LCFF Base y otros 2391905.08
3b: Materiales y suministros del plan de estudios		
	4322- Materiales y suministros para después de clases	5824 KSLP 5825 Otro desarrollo profesional
Todos los estudiantes, incluidos los que están aprendiendo inglés, tendrán planes de lecciones y evaluaciones que están alineados con el núcleo común.		5204 Iniciar Stron 5800: Servicios profesionales / de consultoría y funcionamiento
Compre suministros educativos y materiales adquiridos que estén alineados con el núcleo común.	5000-5999: Servicios y otros gastos operativos Suplementario y concentración 54,250	Gastos Suplementarios y Concentración 65530.62
3c: Cantidad de capacitación que reciben los maestros sobre los Estándares Estatales Básicos Comunes.	5822, 5827 - Reclutamiento de personal, acreditación	4322 Materiales y suministros para después de clases
Desarrollo profesional docente	5000-5999: Servicios y otros gastos operativos Título II 10,000	4000-4999: Otros libros y suministros 21148.13
Los maestros participarán en el desarrollo profesional durante todo el año. Los maestros tienen la oportunidad de asistir a capacitaciones que son disponible para toda la región de KIPP LA y a nivel escolar. Las capacitaciones fortalecerán la comprensión de nuestros maestros de nuestra instrucción y en los Estándares Comunes. Las capacitaciones incluirán y cubrirán temas sobre cómo brindar el mejor apoyo y estrategias para los estudiantes del idioma inglés.	5803- Tarifas de KIPP SoCal -RE, Talent & Ops 5000-5999: Acreditación de servicios y otras operaciones Gastos suplementarios y Concentración 91,319.67	5822, 5827 Reclutamiento de personal, de servicios y 5000-5999: servicios y otros Gastos operativos Suplementario y concentración 10624.45
Realizaremos un seguimiento de los registros de asistencia para todo el desarrollo profesional programado proporcionado tanto internamente en el sitio escolar, regionalmente a través de KIPP LA, en sesiones de terceros o a través de la red nacional de KIPP.	1000-3999: Salarios y beneficios 1000-3999: Salarios y beneficios LCFF Base y otros 2.681.679	Tarifas de KIPP SoCal: RE, Talento y Operaciones
Todos los maestros de KIPP LA participan en 26 días de desarrollo profesional para garantizar que estén bien capacitados y versados en una serie de		5800: Servicios profesionales / de consultoría y funcionamiento Gastos suplementarios y de concentración 125935.13

	Planificado Acciones / Servicios	Presupuestado Gastos	Real Gastos
	Diferentes areas. Aunque estos se ofrecen específicamente para las escuelas, KIPP LA proporciona suministros, espacios y un plan de estudios para estas capacitaciones. Administración y coaching Desarrollo profesional KIPP LA proporciona apoyo monetario en forma de tarifas y viajes para que los líderes docentes y los directores asistan a KSLP para la capacitación de desarrollo profesional. 3d: Número de alumnos que han tenido acceso a cursos identificados. Optativas y enriquecimientos Our school budget supports the hiring of needed teachers to offer elective and a broad course of study to all students. We also engage in programmatic planning and scheduling. We will insure our schedule allows enough time for all students to engage in listed courses. All students have access to electives which provide opportunities that students would not likely have in courses such as engineering and coding, robotics, computer science, art, PE, and elective languages. This includes all supplies, curriculum, software needed to complete these electives. 3e: Ensure that our facility is at "good repair" or better as measured by SARC We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. These visits rely on using operational and custodial staff. KIPP LA also contracts several different companies to ensure all school space is safe, in good repair and aesthetically appealing. This includes		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
landscaping, janitorial companies, regular pest control as well as day to day maintenance. Within KIPP LA there are regional cohorts for departments such as Business Operations that also attend regular professional development trainings that require separate supplies, materials, and meeting areas that focus on running operations at the different school sites. CSI - Resource Inequities As a direct-funded charter school, there is no possibility of resource inequities resulting from District funding allocations. Our needs assessment did not reveal any resource inequities among student groups. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)**		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented all planned actions and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Refer to the "Goal Analysis" section of Goal #1

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Health Supplies: COVID-19 symptom screening of students, team members, Touch- free hand sanitizer stations,Touch-free paper towel dispensers, sanitizers, wipes, face masks, face shields	$ 6,319.72	33087.38	Yes
Student/Classroom Furniture/Furnishings/Equipment: Protective barriers between sinks in restrooms, portable handwashing stations, Plexiglass partition, Ultraviolet germicidal irradiation (UVGI), Upgrade to MERV13 air filters	$ 136,314.99	51042.04	Yes
Janitorial Services and Supplies: Deep cleaning and disinfecting in each classroom after meal service and projections for cleaning for hybrid model	$ 34,839.00	15299.58	Yes
Exec, Ops and others-COVID: Operations and Executive Team Planning. Task Force Operations for COVID 19 response planning and execution	$ 112,965.00	102733.86	Yes
PD-Operations Emergency Prep: Professional Development for Operations Team focused on pandemic planning	$ 14,050.00	14051	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Some of the budgeted expenditures were not realized due to a longer than planned period in remote learning vs in-person learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

KIPP SoCal Public Schools has adapted rapidly to the evolving COVID-19 pandemic. KIPP Academy of Opportunity has successfully purchased necessary health supplies and made facility upgrades to ensure occupant safety upon the return to in-person instruction. These upgrades include touch-free hand sanitizers, touch-free paper towel dispensers, protective barriers between sinks in restrooms, portable handwashing stations, and MERV-13 air filters. We have also successfully planned our hybrid learning model, providing professional development for our operations and executive teams on pandemic planning and COVID-19 response and execution.

For most of the 2020-21 school year, Los Angeles County and San Diego County have remained in the purple tier. Under California law, schools were ineligible for in-person instruction while in the purple tier. Los Angeles County and San Diego County transitioned to the red tier in mid-March 2021, allowing schools to reopen after five days of being in the red tier. After this transition, our schools surveyed families to determine cohort assignments. At the school site, staff practiced the procedures on how to keep students physically safe, such as classroom management and forming lines, prior to reopening. We will offer in-person instruction starting April 20th.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Software and Subscriptions - instructional and non-instructional such as iReady, Lexia, ActivelyLearn, Docusign, Zoom, ParentSquare etc. Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to need tech	$ 57,000.00	5518.22	Yes
Student and Staff Technology such as chromebooks, cameras and other nessecary devicdes Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to need tech	$ 10,000.00	81977.49	Yes
Internet Connection, Cell Phone, Hot Spots Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to need tech	$ 11,350.00	118491.53	Yes
Preparation for Virtual Learning and operaitons and delivery of Internal PD for teachers - Academics and Data Team Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils per KIPP SoCal uniqu PD model designed to meet the needs of our Unduplicated Student Population	$ 28,241.25	30674.31	Yes
Preparation/delivery of External PD for teachers, operations staff and parent - Data Team, Teaching & Learning Team	$ 5,000.00	30820.16	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils per KIPP SoCal uniqu PD model designed to meet the needs of our Unduplicated Student Population			
Furniture and Operation Staff Support: Social distancing implementaion, facilties prep for hybrid teaching model, communication with parents, supplies distribution for remot learning. Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils need regourus investment in risk prevention as the population is at higher risk based on Department of Health Data.	$ 44,388.80	11084.97	Yes
Teachers time and effort: Pre-recording of other asynchronous lessons Contributing rationale: Allows flexibility for students - reducing barriers around scheduling, tech - giving students more opportunities to be present and participate	$ 57,127.70	16000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Services increased as we shifted some of the costs of in-person learning to distance learning due to delayed opening.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Our Academics team has succeeded in selecting curriculum and instructional software that provides quality instruction in a distance-learning format. As mentioned in our Learning Continuity and Attendance Plan, the programs can be adapted

to in-person learning or a hybrid learning model once implemented. We have modified our instructional schedule during the 2020-21 school year to address our students' needs. For example, we transitioned from a mostly asynchronous schedule to one similar to our in-person Monday schedule. Students attended all classes in 45-minute blocks to increase engagement. We added more synchronous instruction and reduced asynchronous work to generate higher engagement. We also emulated the typical Monday schedule so families could better monitor their students and know when they should be in class. We continue to listen to our students and stakeholders and work with them in providing high-quality distance learning instruction.

Access to Devices and Connectivity: KIPP Academy of Opportunity is tremendously proud of our Information Technology team's ability to provide Chromebooks and WiFi hotspots to all students in a 1:1 ratio before the start of the 2020-2021 school year. We have provided a total of 685 devices to ensure all have access to devices and connectivity. This success did not come without overcoming challenges brought on by the pandemic. The pandemic heightened demand for both portable hotspots and Chromebooks. This prevented our Information Technology Team from procuring portable MIFI hotspots for the start of the 2020-21 school year; instead, our team purchased iPhone hotspots. iPhone hotspots are more expensive than MIFI hotspots, but this purchase was necessary to ensure all of our students had access to connectivity. In addition, our team purchased more Chromebooks for schools in August of
2020, and due to the high demand, the order was not delivered until early February of 2021.

Since KIPP SoCal Public School's approximately 9,000 students are now using technology regularly, our region's Information Technology team faced the challenge of providing all families and students with tech support. In January, our Information Technology Team successfully launched a bilingual technical call center from 8 am-5 pm Monday through Friday, solving problems related to Chromebooks, Hotspots, Zoom, and more. To promptly address all technology issues, the Technology Team has also provided families with resources in English and Spanish for troubleshooting. Our repair volume has increased by nearly 300% since we transitioned to distance learning, and our IT Team is rapidly resolving any technology concerns. Across KIPP SoCal Public Schools, we have distributed 8,000 Chromebooks and 3,000 hotspots, and we continually work to ensure families maintain access to this technology.

Pupil Participation and Progress: We continue to provide ample opportunities for students to be marked present during the instructional day. The COVID-19 pandemic and nature of distance learning have reshaped work, child care, and home structures. These new structures sometimes prevent students from attending portions of the instructional day. To provide the most equitable accountability, we offer multiple opportunities for students to participate.

Currently, there is no guidance from the Department of Education on grading during Distance Learning. Our schools at a regional level are working collaboratively to ensure grading during Distance Learning is equitable, demonstrates student mastery of State standards, and reflects student engagement. Parents/Guardians receive at least 2 Distance Learning Progress Reports during each quarter. The
Progress Report will contain the following information:
Measures of student engagement in both Live and Independent learning activities
Measures of academic progress in classes and content areas

These measurements allow our staff to ensure pupil engagement and to track and mitigate learning loss.

Distance Learning Professional Development: Our school successfully implemented Distance Learning Professional Development, including ""Technology Time"" and ""Data Systems Training."" There were several reasons for this success:
Our staff was now more familiar with distance learning from the 2019-2020 school year and knew which areas needed more focus on building knowledge.
Our administration team gained familiarity with teaching virtually since our dean and assistance school leader led a summer instructional program for students.
Our team had more time to build technical expertise by utilizing the summer for professional development.
All families now had access to these technology resources from the beginning of the school year, enabling effective professional development implementation.

We continue to develop our systems to ensure consistency in progress monitoring and applying real-time feedback from students.

Staff Roles and Responsibilities: KIPP Academy of Opportunity has maintained the changes in roles and responsibilities outlined in the Learning Continuity and Attendance Plan. We made these changes due to implementing distance-learning. As stated by the California Department of Education, the changes in these roles are not substantial enough to warrant description.

Support for Pupils with Unique Needs: We found both successes and challenges supporting pupils with unique needs. Our Resource Specialist Program teachers continued providing virtual IEP meetings, accommodating schedules, and supports during live instruction. Our Homeless and Foster Youth Liaison had regular meetings with our school counselor, and the HFY Liaison supported families with technology access. Our biggest challenge was mitigating learning loss for our EL students. There was no clear vision for regional ELD instruction at the time, making it more challenging to implement effective teaching. We continued to provide our EL students with 1:1 check-ins and differentiated support. Our team continues to explore strategies to ensure that our pupils with unique needs thrive in the classroom.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers time and effort: Individual student check-ins (150-225 mins/week/teacher); Teacher office hours: every two weeks 10 to 15 minutes, Intervention Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils at increased risk of learning loss. Increased/ improved student-teacher communication from spring 2019-20 distance learning program, Increased/improved student-teacher communication from spring 2019-20 distance learning program.	$286,201.40	$220,421.59	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We implemented all planned actions and services. There are no substantive differences between budgeted and actual expenditures for addressing pupil learning loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Mitigating pupil learning loss has been both a success and a challenge. As a region, we have built a solid foundation for addressing academic needs through an anti-racist framework and strengthened relationships with students through regular check-ins and class time. The daily use of technology has allowed teachers to deliver content in ways that reach more and more learners. By creating a clear vision for our distance learning program and leveraging these technology assets, we converted our assessment systems to a virtual setting. The challenge we faced, however, was achieving consistently high completion rates for assessments. Also, the shortened school day model made it difficult to provide extended time for completing assessments. This limited data made it challenging to make informed academic decisions. Therefore, in addition to the assessment data available, we utilized attendance and engagement data to analyze students' academic needs. This process enabled our team to tailor instruction and provide students with

more differentiated support as needed. We continue to develop strategies to engage students and increase assessment completion rates.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The distance learning environment has provided fewer opportunities to observe students and use social cues and indicators (for example, withdrawing behaviors during lunch or recess, facial expressions) to determine if they need additional mental health support. Though students participate in synchronous instruction, many students prefer to have their cameras off during class. In response, our teachers provide regular 1:1 check-ins with students to assess a student's needs in the virtual setting.

Our Mental Health team has successfully adapted many of our in-person trauma-informed resilience-focused practices to the virtual realm. For instance, we've created online spaces, such as our Calm Corner initiative, for students to access mindfulness videos, drawing and other relaxing activities, and positive visualizations. Our social workers continue to provide school-wide prevention initiatives virtually to address issues such as suicide prevention, cyberbullying, and homelessness. Additionally, we have begun a monthly virtual parent/caregiver series called Wellness Wednesday, in which the Director of Mental Health provides information on various topics or brings in a guest speaker. This series continues to be an essential resource for helping families navigate mental health topics, including managing back to virtual school blues, internet safety and cyberbullying prevention, and self-care for caregivers.

Demand for mental health services is skyrocketing as a result of the pandemic. We have increased the number of community partnerships to meet our students' and families' mental health and basic needs. For instance, we have partnered with agencies with expertise in grief and loss, programs that provide families experiencing homelessness with hygiene kits and other items, and food delivery companies for families unable to get transportation for our meal pickups at our schools. It has been a challenge reaching our chronically absent students during distance learning since in-person instruction enabled more options to meet the needs of students who were absent. For example, we usually provide home visits for students but have not been able to due to COVID-19 restrictions (though we have conducted virtual home visits). Our team continues to explore strategies to reach all of our students and ensure they can access the impactful services and resources we have implemented.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

With distance learning, student attendance and engagement began as a challenge and turned into a success. After the physical closure, many students and families experienced illness and losses from COVID-19 and significant financial hardship exacerbated by the pandemic. This resulted in greater stress, housing instability, caregiving challenges, and other barriers. Our goal is to reduce these barriers to attendance and provide families support and sustain contact by whatever means possible. Our office team and school leader regularly called families of students who struggled with attendance to provide support. Our team also called students to give

praise for improving their attendance. We prioritized our attendance and support systems for 8th graders as their grades and attendance have the most significant implications for transitioning to high school. Our engagement procedures allowed us to increase our synchronous student attendance by nearly 30% from the previous year. We continue to collaborate with our staff and families and pursue ways to best engage our students in the online classroom.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

KIPP Academy of Opportunity has successfully and consistently provided nutritionally adequate meals to all students during the 2020-2021 school year through the Seamless Summer Program. As of February 2021, we have served nearly 500,000 meals across our KIPP SoCal Public Schools sites, providing meals to both KIPP SoCal students and any person under 18. Families may visit any of our school sites to receive his or her meal.

This tremendous success results from our Regional Operations Team's ability to adapt quickly to evolving federal and state requirements and family feedback. For example, operations began for the 2020-21 school year under the National School Lunch Program (NSLP). One month into the school year, the US Department of Agriculture extended the waiver allowing schools to operate under the Seamless Summer Option (SSO). These two programs have very different requirements, so our team had to make many changes in a short amount of time to transition from the NSLP back to the SSO. In addition to the changes made as a response to federal and state requirements, we also adapted our meal distribution system to accommodate our families' needs. Initially, our meal distribution occurred from 11 am - 1 pm across all school sites; however, with changing work and home schedules caused by the pandemic, families could not go to the school site to pick up the meals. In response, our Regional Operations Team modified the schedule at half our school sites. We offered an afternoon window from 3:30 pm - 5:30 pm to provide families with more opportunities to access these meals. Despite additional windows for meal pick-up, we were challenged with reduced family engagement in our nutrition program. We believe that this results from families having more expansive access to meals from other school sites and community organizations and the limited types of food served at KIPP SoCal due to our grab-and-go model. We continue to listen to
our stakeholders and update our program to ensure equal access and opportunity for all families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Meal distribution during distance learning and hybrid learning Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to have need for additional services such as nutrition and mental health.	$ 261,980.00	291350	Yes
Mental Health and Social and Emotional Well-Being	Counselor: Mental Health Counseling Services, Social-Emotional Lessons, etc Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to have need for additional services such as nutrition and mental health.	$ 193,436.00	164526	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

All planned actions as described in the Learning Continuity and Attendance Plan were implemented.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We continue to maintain a concise yet thorough list of goals for our 2021-2024 LCAP. From the start of the school year through April 2021, we have adapted many of our programs to the distance learning medium. In doing so, we have expanded the capacity of these

programs, making them more comprehensive. We have tailored our actions and services of the 2021 LCAP to include these expanded elements. For example, we now have a diversity of meeting formats to engage stakeholders, and we have built our mental health program to address students' social and emotional well-being both in person and virtually, among others. Our school has seen the efficacy of these programs and adaptations, and we plan to incorporate components of them during our hybrid model and in-person instruction phases. Though we will not return to in-person instruction until April 2021, our 2021-2024 LCAP does include elements from our in-person instruction planning process. For example, in ensuring our facilities are physically safe for students, we have now incorporated preventive measures related to COVID-19. We continue to optimize our school's programs and develop our LCAP so that it may continue to be utilized regardless of whether we operate in a distance learning, in-person, or hybrid format.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As we transition to in-person instruction in April 2021, we can better gauge the amount of pupil learning loss resulting from the COVID- 19 pandemic. With a multi-faceted approach, we will use our data analytics to assess our students' academic standing and continuous stakeholder engagement to determine areas that students need further support. We have reflected these considerations in our LCAP Goal #1 desired outcomes. To achieve these academic goals, we will add additional personnel, such as instructional aides, to support staff during in-person instruction and provide more students with individualized attention. Our school has also developed tech hubs, in which students who are having difficulty attending class during distance learning can go to a safe and supervised area on the school campus to attend class virtually. This format allows students, such as students with unique needs, to receive immediate technical support yet still participate in a virtual format. Additionally, we understand that the pandemic has exacerbated trauma, and students' health and mental health needs must be addressed to continue accelerating their academic progress. Because of this, our school staff will receive additional training on social-emotional learning and mental health. Families will receive greater training on how to address and support their students' mental health needs. We have also expanded our existing counseling services to increase our capacity. These strategies will enable our team to deliver effective in-person instruction and mitigate pupil learning loss. We continue to monitor these strategies through data analysis and communicate with stakeholders to provide the most impactful instructional methods to our students to accelerate their learning.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between planned and actual actions and services contributing to increased or improved services. Minor adjustments were made as distance learning continued into the spring semester of the 2020-21 school year. We made modifications to our facility in anticipation of a return to in-person learning, and these updates are principally directed toward and effective in meeting the needs of unduplicated pupils, who have been disproportionately impacted by this pandemic.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We continue to build upon our learnings from each previous year. The 2019-2020 student outcomes influenced our approach during the 2020-21 school year, and the 2020-21 outcomes influenced our development of the 2021-2024 LCAP. As mentioned, we continue to maintain a concise yet thorough list of goals for our 2021-2024 LCAP. From the start of the school year through April 2021, we have adapted many of our programs to the distance learning medium. In doing so, we have expanded the capacity of these programs, making them more comprehensive. We have tailored our actions and services of the 2021 LCAP to include these expanded elements. For example, we now have a diversity of meeting formats to engage stakeholders, and we have built our mental health program to address students' social and emotional well-being both in person and virtually, among others. Our school has seen the efficacy of these programs and adaptations, and we plan to incorporate components of them during our hybrid model and in-person instruction phases. Though we will not return to in-person instruction until April 2021, our 2021-2024 LCAP does include elements from our in- person instruction planning process. For example, in ensuring our facilities are physically safe for students, we have now incorporated preventive measures related to COVID-19. We continue to optimize our school's programs and develop our LCAP so that it may
continue to be utilized regardless of whether we operate in a distance learning, in-person, or hybrid format.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

> If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in- person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

o Continuity of Instruction,

o Access to Devices and Connectivity,

o Pupil Participation and Progress,

o Distance Learning Professional Development,

o Staff Roles and Responsibilities, and

o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations,* Title 5 (5 *CCR)* Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Actualización anual para el año del plan de responsabilidad y control local 2019-2020
Resumen de gastos

Gastos totales por fuente de financiación		
Fuente de financiamiento	**2019-20** **Actualización anual** **Presupuestado**	**2019-20** **Actualización anual** **Real**
Todas las fuentes de financiación	4.775.461,87	4.523.257,05
Base	137,115.00	656.526,54
CSI (Mejora y apoyo integral: otros federales) LCFF Base y	158.703,20	96.825,49
otros	2.681.679,00	2.232.152,00
Otro	678.280,00	21.148,13
Suplemento y concentración	1.101.515,67	1.335.253,89
Título I, II, III	0,00	181.351,00
Título II	10,000.00	0,00
Titulo III	8.169,00	0,00

* Totales basados   en montos de gastos en las secciones de meta y actualización anual.

Gastos totales por tipo de objeto		
Tipo de objeto	**2019-20** Actualización anual **Presupuestado**	**2019-20** Actualización anual **Real**
Todos los tipos de gastos	4.775.461,87	4.523.257,05
1000-1999: Salarios del personal certificado	876.503,00	975.446,45
1000-3999: Salarios y beneficios	2.681.679,00	2.232.152,00
2000-2999: Salarios de personal clasificado	19.415,00	35.352,82
4000-4999: Libros y suministros	178.111,00	216.964,91
5000-5999: Servicios y otros gastos operativos	1.005.790,87	850.684,31
5800: Servicios profesionales / de consultoría y gastos operativos	13.963,00	212.656,56
	0,00	181.351,00

* Totales basados   en montos de gastos en las secciones de meta y actualización anual.

Gastos totales por tipo de objeto y fuente de financiación			
Tipo de objeto	Fuente de financiamiento	2019-20 Actualización anual Presupuestado	2019-20 Actualización anual Real
Todos los tipos de gastos	Todas las fuentes de financiación	4.775.461,87	4.523.257,05
1000-1999: Salarios del personal certificado	Otro	137.766,00	0,00
1000-1999: Salarios del personal certificado	Suplemento y concentración	730.568,00	794.095,45
1000-1999: Salarios del personal certificado	Título I, II, III	0,00	181.351,00
1000-1999: Salarios del personal certificado	Titulo III	8.169,00	0,00
1000-3999: Salarios y beneficios	Base LCFF y otra base	2.681.679,00	2.232.152,00
2000-2999: Salarios de personal clasificado	suplementaria y de	19.415,00	35.352,82
4000-4999: Libros y suministros	concentración	33,500.00	7.661,16
4000-4999: Libros y suministros	CSI (Mejora y apoyo integral: otro federal)	47.611,00	0,00
4000-4999: Libros y suministros	Otro	0,00	21.148,13
4000-4999: Libros y suministros	Base suplementaria y de	97.000,00	188.155,62
5000-5999: Servicios y otros gastos operativos	concentración	103.615,00	648.865,38
5000-5999: Servicios y otros gastos operativos	CSI (Mejora y apoyo integral: otro federal)	111.092,20	96.825,49
5000-5999: Servicios y otros gastos operativos	Otro	540.514,00	0,00
5000-5999: Servicios y otros gastos operativos	Título II suplementario y de	240.569,67	104.993,44
5000-5999: Servicios y otros gastos operativos	concentración	10,000.00	0,00
5800: Servicios profesionales / de consultoría y gastos operativos	Suplementario y concentración	13.963,00	212.656,56
		13.963,00	212.656,56

* Totales basados   en montos de gastos en las secciones de meta y actualización anual.

Gastos totales por objetivo		
Objetivo	2019-20 Actualización anual Presupuestado	2019-20 Actualización anual **Real**
Objetivo 1	757.614,20	1.044.785,04
Objetivo 2	320,935.00	164.568,65
Objetivo 3	3.696.912,67	3.313.903,36

* Totales basados   en montos de gastos en las secciones de meta y actualización anual.

Actualización anual del Plan de asistencia y continuidad del aprendizaje 2020-21
Resumen de gastos

Gastos totales por oferta / programa		
Oferta / Programa	**2020-21 presupuestado**	**2020-21 real**
Ofertas de instrucción en persona Programa de	$ 304.488,71	$ 216.213,86
aprendizaje a distancia Pérdida de aprendizaje	$ 213.107,75	$ 294,566.68
de los alumnos	$ 286,201.40	$ 220.421,59
Acciones adicionales y requisitos del plan	$ 455,416.00	$ 455,876.00
Todos los gastos en el plan de asistencia y continuidad del aprendizaje	$ 1.259.213,86	$ 1.187.078,13

Gastos por oferta / programa (sin contribuir al aumento / mejora de los requisitos)		
Oferta / Programa	**2020-21 presupuestado**	**2020-21 real**
Ofertas de instrucción en persona Programa de		
aprendizaje a distancia Pérdida de aprendizaje		
de los alumnos		
Acciones adicionales y requisitos del plan		
Todos los gastos en el plan de asistencia y continuidad del aprendizaje		

Gastos por oferta / programa (contribuyendo al aumento / mejora de los requisitos)		
Oferta / Programa	**2020-21 presupuestado**	**2020-21 real**
Ofertas de instrucción en persona Programa de	$ 304.488,71	$ 216.213,86
aprendizaje a distancia Pérdida de aprendizaje	$ 213.107,75	$ 294,566.68
de los alumnos	$ 286,201.40	$ 220.421,59
Acciones adicionales y requisitos del plan	$ 455,416.00	$ 455,876.00
Todos los gastos en el plan de asistencia y continuidad del aprendizaje	$ 1.259.213,86	$ 1.187.078,13

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
KIPP Academy of Opportunity	John Coleman School Leader	jcoleman@kippsocal.org (323) 778-0125

Plan Summary [2021-22]

General Information

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

KIPP Academy of Opportunity is a tuition-free, college preparatory public charter school located in South Los Angeles. Opportunity is part of the national KIPP (Knowledge Is Power Program) network. Opportunity has received the California Distinguished Schools Award (2013). Opportunity currently enrolls 495 students in grades 5 through 8. In 2020-21, our students include:
- 89.3% low-income students
- 14.7% English Learners
- 50% Hispanic students
- 49% Black students
- 15.4% students with disabilities

Reflections: Successes

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Our reflections are based on the 2019 Dashboard and internal data from the 2019-2020 and 2020-2021 school years. At KIPP Academy of Opportunity, we are incredibly proud of our students' progress in English Language Arts and math, our students' reduced chronic absenteeism, and our school's 1.7% suspension rate in the 2018-19 school year. These outcomes are reflected on our 2019 California School Dashboard. As of the spring 2019 Smarter Balanced Assessment (SBAC), Opportunity's English Learner students increased, on average, 10.7 points in English Language Arts. All Opportunity students increased, on average, 12.9 points in math, including an 18.3 point increase by students with disabilities, a 15.1 point increase by socioeconomically disadvantaged students, and a 24.8 point increase by English Learners. Chronic absenteeism declined for all students by 2.5%, including a decrease of 20.2% for students with disabilities. In addition, the suspension rate declined 15.1% schoolwide, 17% for students with disabilities, 16.2% for socioeconomically disadvantaged students, and 17.5% for African American students for an average suspension rate of 1.7% schoolwide. We further reduced chronic absenteeism by over 6% from 2018-19 to 2019-20.

Reflections: Identified Need

Based on the 2019 Dashboard, there are a few clear growth areas for Opportunity. First, we aim to increase English Language Arts proficiency for all students and student groups through improved lesson internalization. This goal hinges on our Instructional Management Team. We have also strived to set clearer reading growth goals for our fifth-grade students, who arrive at our school with a wide range of literacy skills. To better serve our students, we will need to better anticipate how much reading growth we can expect from each learner over a year. Calibrating our expectations will give teachers and students a clearer idea of what successful reading gains look like. Once we have a clearer idea of what success looks like, we'll be better able to ensure that more students are meeting or exceeding CAASPP ELA standards by the time they reach eighth grade. We have continued pursuit of this goal during distance learning to ensure that learning continues.

Another growth area is in English learner progress. As shown on the 2019 Dashboard, 25.8% of ELs made progress towards English language proficiency from the 2018 to 2019 summative ELPAC. Among our English Learners, 24% have been classified for 6 years or longer, making them LTELs or long-term English learner students. Opportunity is providing a number of targeted supports to improve ELs' English proficiency. We have added a revamped enrichment block, begun pulling out ELs for reading intervention, implemented monthly ELAC meetings, and leveraged Accelerated Reader to bolster ELs' literacy skills. We have adapted these supports to the distance learning medium when possible. Taken together, we are hopeful that our efforts here will improve ELA and reading outcomes for ELs in addition to supporting them in achieving an ELPAC level of 4 in order to reclassify before matriculating to high school.

Finally, on the 2019 Dashboard, our schoolwide performance color for chronic absenteeism was yellow, while African-American students received a performance color of red. We are excited to report that we had made strides in closing this gap. Prior to the physical closure of the

school in 2020, schoolwide chronic absenteeism was 6.5% lower, and chronic absenteeism among African-American students was 6.9% lower. We have implemented preventative measures (monthly attendance incentives, using text messages to gather reasons for student absences, tracking reasons for absences in a regional database, personalized phone calls to families) and intervention steps (parent meetings, home visits) to reduce chronic absenteeism. The abrupt change to distance learning stunted our progress, though, and we developed new systems and adapted current methods to boost attendance and engagement in the virtual format. We continued leveraging our tiered attendance intervention system and made frequent, regular contact with each student and their family to ensure their well-being and encourage their participation in distance learning. These strategies have enabled our team to control our school's chronic absenteeism as we continue to fine-tune these strategies to reduce this rate further.

LCAP Highlights

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

This 2021-2024 LCAP is a reflection of our mission to see, develop, and inspire the greatest potential in each KIPPster. Our school has three LCAP goals:
1 - All students will achieve: We are committed to success in all academic disciplines and for all student groups, including English Learners, students with disabilities, students from low-income families, and students of every race.
2 - Support students, family, and school engagement: We understand that a safe and supportive school environment is essential to student learning. Parents are our most important partners in the school's success.
3 - Create spaces and opportunities for student achievement: Because we believe compliance is quality, this third goal includes foundational services required of every public school, such as access to necessary instructional materials and engaging electives.

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. KIPP

Academy of Opportunity was not selected 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. N/A

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Our stakeholder engagement process is a continuous, year-long dialogue with our families, staff, and stakeholders. We offer a wide variety of family engagement events in which families can participate in the school planning process. These events include Coffee with the Principal, School Site Council, English Language Advisory Committee, among others. We have designed our School Site Council program to build families' knowledge on each of our school's LCAP goals as they relate to our eight state-defined priorities. Families can provide meaningful feedback during each of these meetings.

Our team members also participate in the development of the LCAP throughout the school year, including through fall and spring surveys. In 2020-21, we assembled a COVID-19 Teacher Task Force composed of teachers from across KIPP SoCal Public Schools to provide input on all aspects of school programming in distance learning as well as the transition to Hybrid learning in the spring.

We invited all families and stakeholders to attend our virtual LCAP stakeholder engagement meeting on March 22, 2021, to learn about the LCAP and LCP in detail. Our stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising.

In the first section of the meeting, our team educated attendees on the LCAP, how COVID-19 changed the LCAP, the eight state priorities, and what it means for students, parents, teachers, and our promise to support students to and through college. Attendees learned how schools are held accountable for state funds through the LCAP and the eight state priorities. This section is necessary for providing the foundation for meaningful input.

The second part, learning and engaging, focused on presenting KAI's 2020-21 Learning Continuity and Attendance Plan annual update, providing updates on each of our action items. We then transitioned into sharing our proposed LCAP goals for the 21-24 school year. We presented each goal, what strategies will be taken to achieve that goal, and what metrics will monitor progress. After sharing our LCAP goals, we created a break-out session for attendees to share ideas on how our school can achieve a specific goal. This open-forum-style discussion allowed our team to gain meaningful feedback in real-time. After this discussion, our team electronically distributed feedback forms to each of our attendees. This interactive feedback form allowed attendees to indicate the level they agreed with our LCAP goals and suggest recommendations on achieving the respective goal.

Finally, we utilized these feedback forms, input from stakeholders, data sources, school progress, and our overall educational program to revise goals for 2021-24.

A summary of the feedback provided by specific stakeholder groups.

During our LCAP stakeholder engagement meeting, our attendees provided feedback via surveys. Feedback included building intrinsic motivation in our students since emphasis tends to be on external motivators. We see how vital it is for our students to be self-motivated during the pandemic, as this allows them to overcome adverse situations. We must continue to develop our staff and students to be more

informed on the effects of trauma and how it manifests itself in our daily lives. This will allow our students to build self-motivation and utilize it in overcoming challenges. We will explore strategies on how to foster more intrinsic motivation and incorporate these into our regular learning. Other feedback included providing more small group instruction or more 1-1 support. Our school's instructional managers are working to improve on what this can look like, sound like, and feel like on our campus. We began this process by first training our Resource Teachers to engage themselves in a learning place and collaborate with teachers to ensure that we can maximize support in classrooms. Participants also suggested enrichment clubs or AVID classes for excelling students. We plan to infuse enrichment and AVID courses in the upcoming school year. Feedback also included providing more interaction between teachers and students and keeping families informed of the school's objectives. We schedule regular monthly events for families to participate in, including our parent advisory groups, weekly newsletters, and regular notifications to build family and student engagement. This has proven to be work that our entire staff is invested in and will continue to improve upon in the upcoming school year.

We have surveyed our students throughout the 2020-21 school year and incorporated their input into our LCAP development process for 2021-24. Our students reported that they knew an adult at school to reach out to if they need any kind of help (84% across all KIPP SoCal schools) and have a positive relationship with at least one of their teachers (84% across all KIPP SoCal schools). A majority of students responded "sometimes" when asked if they have opportunities to socialize with their peers during the school day (55% across all KIPP SoCal schools). We worked to increase the number of daily opportunities for students to interact in response to this feedback.

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

Our stakeholder feedback reinforced our existing LCAP goals, actions, and services and will impact our implementation in 2021-22 and beyond. Specific comments on providing small group instruction can be seen within Goal 1, "All students will achieve." Building motivation for students applies to our students' academic outcomes and engagement outcomes, so this topic applies to both Goal 1 and Goal 2, "Support student, family, and school engagement." Feedback suggesting increased communication between stakeholders and regular family communication is a part of Goal 2, "Support student, family, and school engagement." Finally, feedback on offering enrichment classes is related to Goal #3, "Create spaces and opportunities for student achievement."

Goals and Actions

Goal

Goal #	Description
1	All students will achieve. This goal encompasses our efforts to promote schoolwide academic growth, including targeted supports for high-need student groups. Through data-driven instruction, blended learning, and differentiated support for English Learners and students with disabilities, we will meet our 2023-24 desired outcomes in ELA proficiency, math proficiency, science proficiency, EL progress, and reclassification rate. We will increase the percentage of our students meeting and surpassing challenging state standards.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priority 4, Pupil Achievement. The actions and metrics included in this goal will support us in monitoring and improving academic outcomes for all students and student groups at our school (English learners, students with disabilities, Foster Youth, low-income students, racial minority students). For math, ELA, and science assessments, comparing student group outcomes to whole school outcomes is particularly useful in identifying and correcting disparities. Two metrics are specific to our school's English learners, EL progress and reclassification rate, because we understand that building English proficiency and reclassifying are crucial to ELs' overall academic success.

"Fewer than 30 students" explanation: To protect student privacy, federal and state requirements prevent us from reporting data for any student group with fewer than 30 students. Families can always reach out to their student's teacher or school administrators for information on their student's individual performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students meeting or exceeding state-established proficiency levels for English Language Arts (CAASPP)	2018-19 ELA SBAC All Students: 31% EL: 6% SWD: 7% Latino: 36% Black: 27% Low Income: 31% Foster Youth: Fewer than 30 students				All Students: 31% EL: 25% SWD: 25% Latino: 36% Black: 27% Low Income: 31% Foster Youth: 31%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students meeting or exceeding state-established proficiency levels for Math (CAASPP)	2018-19 Math SBAC All Students: 20% EL: 9% SWD: 0% Latino: 28% Black: 14% Low Income: 19% Foster Youth: Fewer than 30 students				All Students: 25% EL: 25% SWD: 25% Latino: 28% Black: 25% Low Income: 25% Foster Youth: 25%
Rate of EL students making progress towards English language proficiency on ELPAC.	2018 to 2019 Summative ELPAC 26%				45%
Reclassification Rate	Oct 2018 to Oct 2019 8%				25%
Rate of 5th grade students meeting or exceeding state-established proficiency levels for science (CAST)	2019 CAST All Students: 5% EL: Fewer than 30 students SWD: 0% Latino: 10% Black: 0% Low Income: 5% Foster Youth: Fewer than 30 students				All Students: 25% EL: 25% SWD: 25% Latino: 25% Black: 25% Low Income: 25% Foster Youth: 25%
Rate of 8th grade students meeting or exceeding state-established	2019 CAST All Students: 17% EL: Fewer than 30 students				All Students: 25% EL: 25% SWD: 27% Latino: 27%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
proficiency levels for science (CAST)	SWD: Fewer than 30 students Latino: 27% Black: 13% Low Income: 15% Foster Youth: Fewer than 30 students				Black: 25% Low Income: 25% Foster Youth: 25%
Rate of students meeting individualized growth goals in ELA/Reading on verified local assessment	TBD				TBD
Rate of students meeting individualized growth goals in Math on verified local assessment	TBD				TBD

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data-Driven Instruction	Teachers will conduct data analysis to tailor and guide instruction and provide targeted support. Classrooms will be structured with blended learning to ensure availability of daily intervention and acceleration. Students and teachers will have access to appropriate software and hardware to implement. Students will have access to technology including Chromebooks.	$885,023.14	Yes
2	EL Differentiated Support	EL Students will receive data-driven instruction and EL specific curriculum. Parents of EL students will receive ELPAC related information.	$69,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	SWD Differentiated Support	We ensure thorough service implementation to meet the needs of Students with Disabilities including compliance with IEP timelines. We offer a Free Appropriate Public Education (FAPE) aligned to the requirement to prove the Least Restrictive Environment (LRE).	$224,123.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Support student, family, and school engagement. We recognize that the success of any school begins with stakeholder trust. By providing intentional opportunities for parent and family engagement, using Positive Behavior Supports and Intervention (PBIS), and implementing strategies to support student attendance, we will meet our 2023-24 desired outcomes in parent engagement opportunities, suspension and expulsion rate, student satisfaction, average daily attendance, chronic absenteeism, and middle school dropout rate. We will increase the overall engagement of all stakeholder groups.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 3, 5, and 6 (Parent Engagement, Pupil Engagement, and School Climate). The actions and metrics included in this goal will support us in monitoring and improving engagement outcomes for all students and student groups at our school (English learners, students with disabilities, Foster Youth, low-income students, racial minority students). We will continually disaggregate school engagement data to identify and correct disparities between student group and whole school outcomes.

"Fewer than 30 students" explanation: To protect student privacy, federal and state requirements prevent us from reporting data for any student group with fewer than 30 students. Families can always reach out to their student's teacher or school administrators for information on their student's individual performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide 1 back to school night, 2 week-long parent-teacher conference opportunities, and at least 3 other family engagement and/or parent leadership opportunities.	2019-20 Met				Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	2019-20 (August - February) All Students: 0.2% EL: 0% SWD: 1.3% Latino: 0% Black: 0.4% Low Income: data not available Foster Youth: Fewer than 30 students				All Students: 2% EL: 2% SWD: 2% Latino: 2% Black: 2% Low Income: 2% Foster Youth: 2%
Expulsion rate	2019-20 (August - February) All Students: 0% EL: 0% SWD: 0% Latino: 0% Black: 0% Low Income: 0% Foster Youth: 0%				All Students: 1% EL: 1% SWD: 1% Latino: 1% Black: 1% Low Income: 1% Foster Youth: 1%
Students will feel satisfied with their experience as measured by internally provided surveys	2019-20 (Fall) students responding often or always to the statement "I am proud to be a KIPPster" All students: 64.7%				All Students: 75% EL: 75% SWD: 75% Latino: 75% Black: 75% Low Income: 75% Foster Youth: 75%
Average Daily Attendance	2019-20 (August - February) All students: 95.8%				All Students: 95% EL: 95% SWD: 95% Latino: 95% Black: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Low Income: 95% Foster Youth: 95%
Chronic Absenteeism Rate	2019-20 (August - February) All students: 11% EL: 4.2% SWD: 17.3% Latino: 5.2% Black: 16.2% Low Income: data not available Foster Youth: Fewer than 30 students				All Students: 10% EL: 10% SWD: 10% Latino: 10% Black: 10% Low Income: 10% Foster Youth: 10%
Middle School Dropout Rate	2016-17 (most recent available CDE data) 0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement Events	We offer multiple opportunities for parent and family engagement events, including leadership roles. Parents will receive ample notice of events, a convenient time for meeting, and frequent reminders of the event. Parents and families will also be provided attendance incentives.	$106,467.00	Yes
2	Multi-Tiered PBIS System	We will cultivate a positive school culture through a school-wide behavior support plan and use a tiered system to address student behavior accordingly. All school personnel will be trained on the PBIS	$22,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		system, and teachers will receive PD on restorative practices to be implemented in classrooms.		
3	Supporting Student Attendance	School staff will actively work to reduce chronic absenteeism by contacting families of absent students on a daily basis; informing families of possible delays, such as rainy days; providing tiered attendance interventions; and providing attendance incentives on an individual and group basis.	$5,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Create spaces and opportunities for student achievement. In order to meet goals 1 and 2, certain base services must be in place to set the foundation for academic and cultural success. Through our teacher hiring practices, student access to technology, programmatic planning and scheduling, consistent professional development, and the provision of safe school spaces and facilities, we will meet or 2022-23 desired outcomes and maintain compliance with credentialed teachers, Common Core-aligned materials, Common Core and ELD professional development, student access to electives, and facility ratings.

An explanation of why the LEA has developed this goal.

We developed this goal in alignment with State Priorities 1, 2, and 7 (Basic Conditions of Learning, Implementation of State Academic Standards, and Access to Broad Course of Study). The actions and metrics included in this goal reflect our belief that compliance is quality and will support us in monitoring and sustaining our previous success in providing a compliant school, including appropriately assigned
teachers, curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of teachers who are compliant for the subject they are teaching	2019-20 All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%				All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%
Rate of students who have access to educational supplies and materials that are common core aligned	2019-20 All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100%				All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income: 100% Foster Youth: 100%				Foster Youth: 100%
Rate of teachers who attend training on common core and ELD strategies to support EL students	2019-20 All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%				All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%
Rate of students who have access to electives such as Performing Arts, Engineering and Coding, and science	2019-20 All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%				All Students: 100% EL: 100% SWD: 100% Latino: 100% Black: 100% Low Income: 100% Foster Youth: 100%
Ensure that our facility is at "good repair" or better as measured by SARC	2019-20 SARC Met				Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	1a - Safe Facilities and Other Base Services - Contributing	We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. Our business operations manager also conducts weekly walkthroughs to make sure the school is clean, organized and in good repair. We contract with several different companies to ensure all	$2,539,394.73	Yes

Action #	Title	Description	Total Funds	Contributing
		school space is safe, in good repair, and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control, as well as day to day maintenance.		
2	1b - Safe Facilities and Other Base Services - Non-Contributing	We ensure that all metrics of the SARC pertaining to facility quality are met by monitoring our facility internally through regional oversight visits. Our business operations manager also conducts weekly walkthroughs to make sure the school is clean, organized and in good repair. We contract with several different companies to ensure all school space is safe, in good repair, and aesthetically appealing. This includes landscaping, janitorial companies, regular pest control, as well as day to day maintenance.	$3,438,797.00	No
3	Teacher Hiring, Programmatic Planning and Scheduling	All instructional resources, curriculum, educational supplies, lesson plans, and assessments will be Common Core aligned. We provide an extended school day, which ensures that all students have ample time to engage in listed courses, including electives. Membership in a particular student group (eg Students with Disabilities, English Learners) will not prevent participation in electives. We will hire experienced, credentialed teachers and ensure proper placement. Once our teachers are hired, we work with them to maintain and obtain proper documentation. We will work to build a healthy talent pipeline.	$187,362.00	Yes
4	Intentional Professional Development	Teachers will participate in PD throughout the year as a region and at the school level. Teachers and administrators may attend professional development sessions outside of school.	$31,468.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33%	1274360

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

Required Descriptions

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

Services are principally directed to and effective in meeting LCAP goals for unduplicated students. In KIPP's model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in ELA, Math and other subjects to close school-wide achievement gaps. Services are increased in the area of intervention to increase charter-wide services primarily for unduplicated students but from which other students benefit as well. Services are improved by continuous and numerous Professional Development Services that KIPP designs internally in addition to hiring consultants. Services were also increased in areas of End of the year Field Lesson to improve attendance and academic achievement. Management and Admin services increased by additional staff in the regional office to create academic and operational support. This helped to increase efficiency in school management and operations. This also increased school leader and teacher focus on academics. The school invests in technology to increase support for students, teachers, and administrators, which improves overall services for all students and primarily for unduplicated students. Major occupancy improvements are also continues in terms of deep cleaning, safe and updated facilities, proper ventilation etc

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

We are increasing and improving services for foster youth through ongoing and increasingly sophisticated training for our Homeless and Foster Youth Liaison, counselor, leadership team, and instructional staff.
We are increasing and improving services for English learners through increasingly targeted and effective interventions (eg small group instruction by English proficiency level), continually reviewing and honing our approach to ELD instruction, and consistent EL-specific professional development for all instructional staff that builds in complexity with each school year.

We are increasing and improving services for low-income students, who are a majority of our student body, by improving our facilities, including maintaining clean, learning-conducive spaces with thorough janitorial services.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$4,864,034.87	$1,683,927.00		$961,273.00	$7,509,234.87

Totals:	Total Personnel	Total Non-personnel
Totals:	$3,506,320.73	$4,002,914.14

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Data-Driven Instruction	$885,023.14				$885,023.14
1	2		EL Differentiated Support	$69,600.00				$69,600.00
1	3	English Learners Foster Youth Low Income	SWD Differentiated Support	$224,123.00				$224,123.00
2	1	English Learners Foster Youth Low Income	Family Engagement Events	$106,467.00				$106,467.00
2	2	English Learners Foster Youth Low Income	Multi-Tiered PBIS System	$22,000.00				$22,000.00
2	3	All	Supporting Student Attendance		$5,000.00			$5,000.00
3	1	English Learners Foster Youth Low Income	1a - Safe Facilities and Other Base Services - Contributing	$1,526,936.73	$842,565.00		$169,893.00	$2,539,394.73
3	2	All	1b - Safe Facilities and Other Base Services - Non-Contributing	$1,842,523.00	$804,894.00		$791,380.00	$3,438,797.00
3	3	English Learners Foster Youth Low Income	Teacher Hiring, Programmatic Planning and Scheduling	$187,362.00				$187,362.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Intentional Professional Development		$31,468.00			$31,468.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,021,511.87	$4,065,437.87
LEA-wide Total:	$3,021,511.87	$4,065,437.87
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Data-Driven Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$885,023.14	$885,023.14
1	**2**	EL Differentiated Support	LEA-wide		All Schools	$69,600.00	$69,600.00
1	**3**	SWD Differentiated Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$224,123.00	$224,123.00
2	**1**	Family Engagement Events	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,467.00	$106,467.00
2	**2**	Multi-Tiered PBIS System	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,000.00	$22,000.00
3	**1**	1a - Safe Facilities and Other Base Services - Contributing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,526,936.73	$2,539,394.73
3	**3**	Teacher Hiring, Programmatic Planning and Scheduling	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,362.00	$187,362.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	Intentional Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools		$31,468.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

Inclusion of a goal or decision to pursue a Focus Goal (as described below)
Inclusion of metrics other than the statutorily required metrics
Determination of the desired outcome on one or more metrics
Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
Inclusion of action(s) or a group of actions
Elimination of action(s) or group of actions
Changes to the level of proposed expenditures for one or more actions
Inclusion of action(s) as contributing to increased or improved services for unduplicated services
Determination of effectiveness of the specific actions to achieve the goal
Determination of material differences in expenditures

Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes. The

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

Complete the table as follows:

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

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22.**	Enter information in this box when completing the LCAP for **2021–22.**	Enter information in this box when completing the LCAP for **2022–23.** Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24.** Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25.** Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22.**

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

Table 1: Actions

Table 2: Total Expenditures

Table 3: Contributing Expenditures

Table 4: Annual Update Expenditures

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

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

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

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

Action Title: Provide a title of the action.

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

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

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

o **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.

o **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.

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

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

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

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

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

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

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

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

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

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