

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kairos Public School Vacaville Academy

CDS Code: 48 70573 0129494

School Year: 2021-22

LEA contact information:

Jared Austin

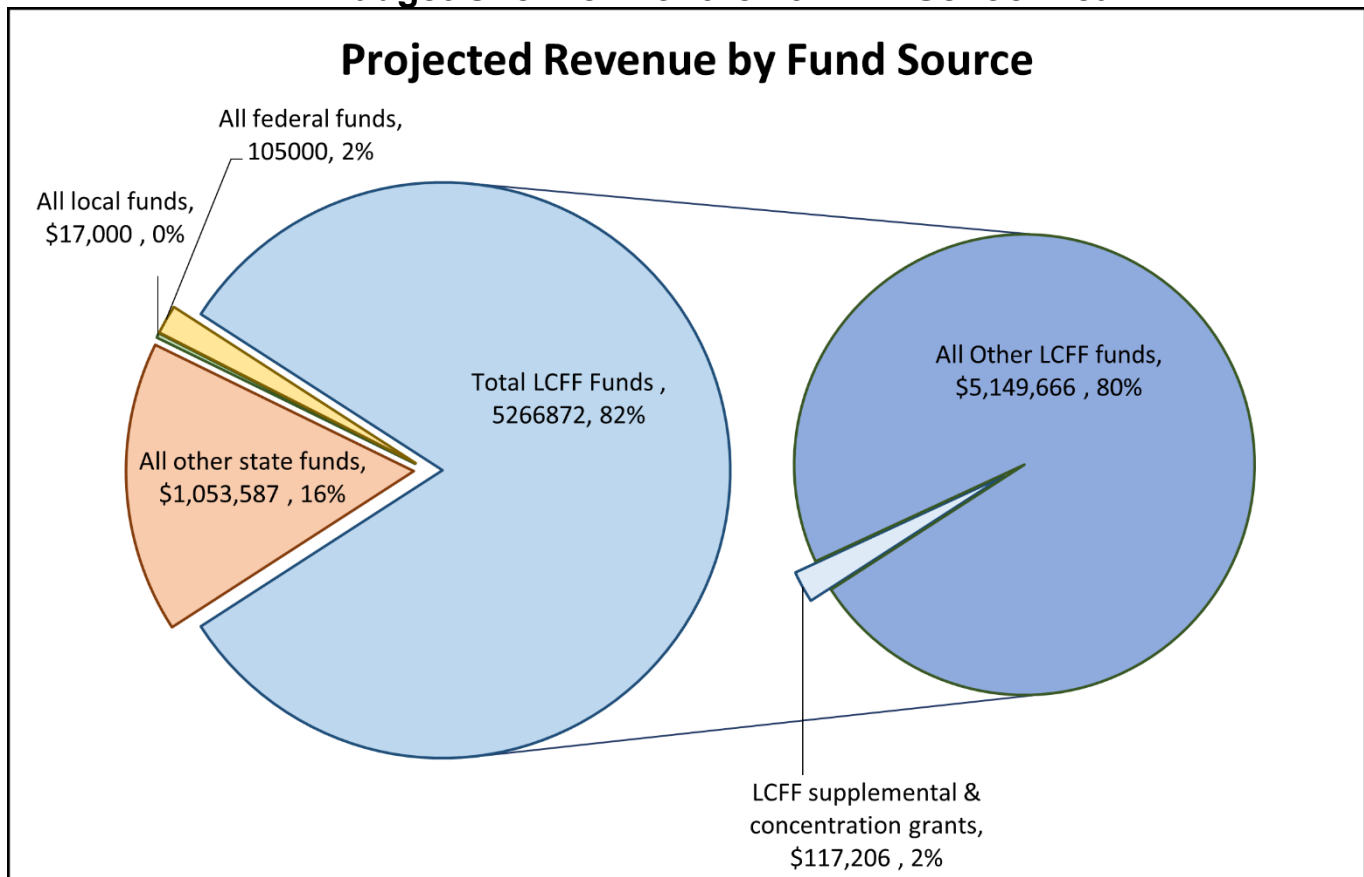
Executive Director

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7074537234

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

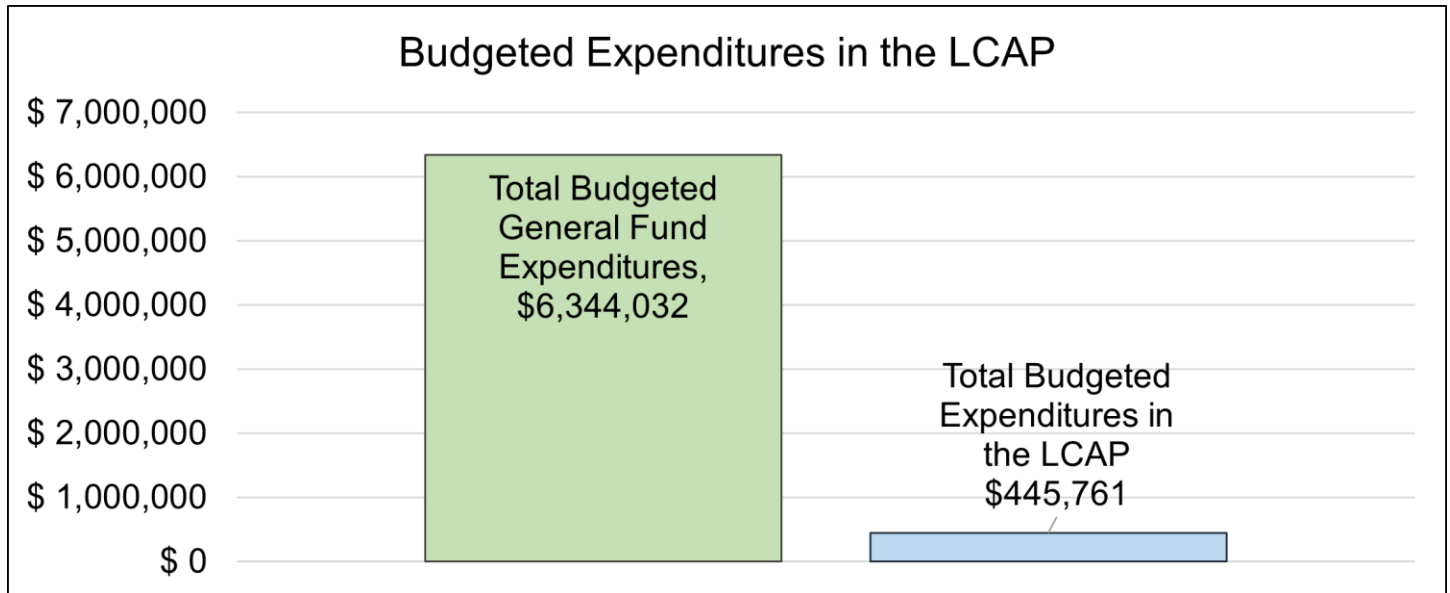


This chart shows the total general purpose revenue Kairos Public School Vacaville Academy expects to receive in the coming year from all sources.

The total revenue projected for Kairos Public School Vacaville Academy is \$6,442,459, of which \$5,266,872 is Local Control Funding Formula (LCFF), \$1,053,587 is other state funds, \$17,000 is local funds, and \$105,000 is federal funds. Of the \$5,266,872 in LCFF Funds, \$117,206 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



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

Kairos Public School Vacaville Academy plans to spend \$6,344,032 for the 2021-22 school year. Of that amount, \$445,761 is tied to actions/services in the LCAP and \$5,898,271 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

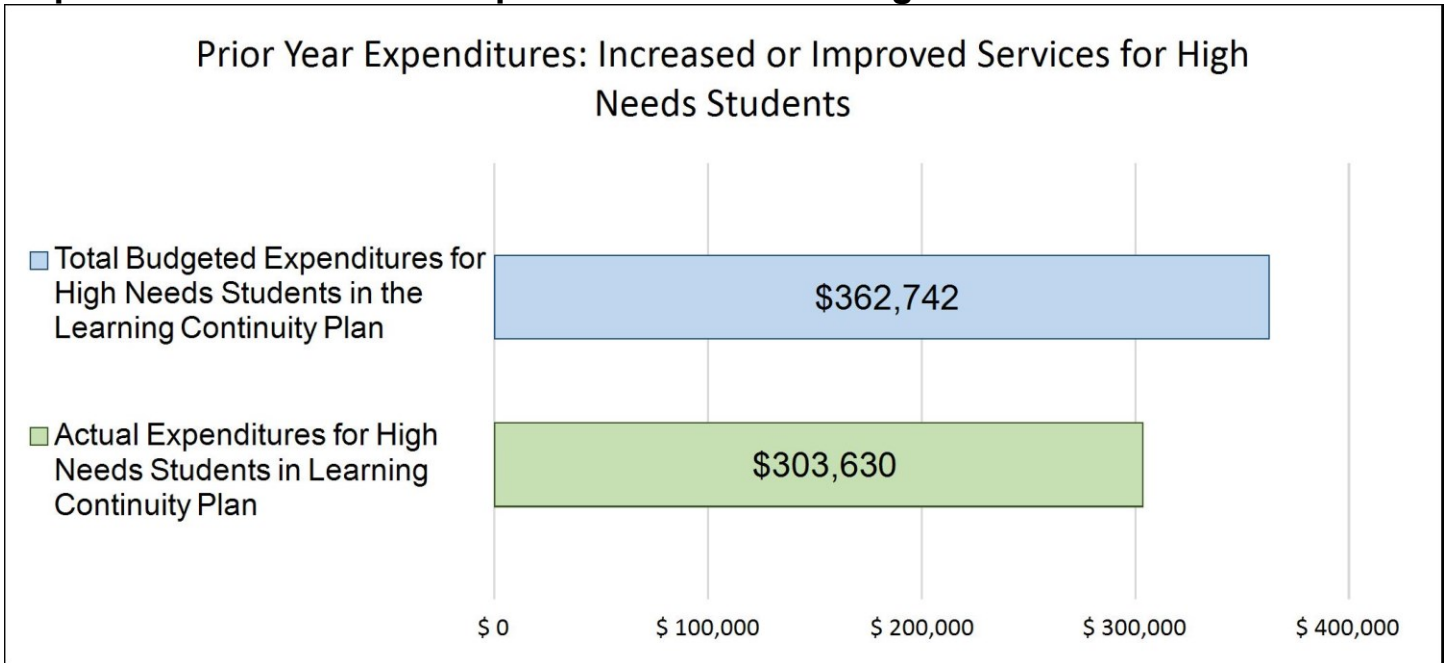
General Fund Budget Expenditures not included in the Local Continuity Plan are allocated for staff salaries and benefits, hardware and software, materials and supplies, curriculum, school facility costs, professional development, and services other operating expenses.

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

In 2021-22, Kairos Public School Vacaville Academy is projecting it will receive \$117,206 based on the enrollment of foster youth, English learner, and low-income students. Kairos Public School Vacaville Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Kairos Public School Vacaville Academy plans to spend \$121,285 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



This chart compares what Kairos Public School Vacaville Academy 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 Kairos Public School Vacaville Academy 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, Kairos Public School Vacaville Academy's Learning Continuity Plan budgeted \$362,742 for planned actions to increase or improve services for high needs students. Kairos Public School Vacaville Academy actually spent \$303,630 for actions to increase or improve services for high needs students in 2020-21.

The total revenue projected for Kairos Public Schools, is \$6,442,459, of which \$5,266,872 is Local Control Funding Formula (LCFF), \$117,206 is other state funds, \$17,000 is local funds, and \$105,000 is federal funds. Of the \$5,266,872 in LCFF Funds, \$117,206 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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
Kairos Public School Vacaville Academy	Jared Austin Executive Director	jaustin@kairospublicschools.org 7074537234

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

Kairos scholars academic performance will improve, as measured by yearly state and local assessments, through the refining of curriculum and instructional practices and a well-maintained learning environment

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 4: * Annual ELA & Math, Science SBAC statewide assessment results * Academic Performance Index; NA * Percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements or the programs of study that align with state board approved career technical educational standards and frameworks: NA * The percentage of English Learner pupils who make progress toward English proficiency as measured by CELDT * English Language Reclassification rate * The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher: NA * The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness: NA</p> <p>Priority 2:</p>	<p>Priority 4: Outcome Met ** No updated scores due to the postponing of state testing by the State Board of Education (SBE) * English Language Arts Dashboard average 17.3 points above standard * Math Dashboard average is 3.1 below standard * Science no data available at this time * 1 reclassification in 2016-2017</p> <p>Priority 1: Outcome Met * 100% Teachers Credentialed in Core Subject areas * Facilities in Good Repair</p> <p>Priority 8: Outcome Met * 100% of students have access to a broad course of study</p> <p>Priority 2: Outcome Met 100% of core subjects will have state board adopted academic content and performance standards implemented</p>

Expected	Actual
<p>* 100% of core subjects will have state board adopted academic content and performance standards implemented</p> <p>* The program and services will enable English Learners to access state standards and the English Learner Development Standards for purposes of gaining academic content knowledge and English Language Proficiency</p> <p>Priority 8:</p> <p>* If available, for courses described under Sections 51210 and 51220(a)-(i), as applicable</p> <p>Priority 1:</p> <p>* Teacher in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</p> <p>* Every pupil un the school has sufficient access to the standards-aligned instructional materials</p> <p>* The LCAP addresses the degree to which school facilities are maintained in good repair</p> <p>19-20</p> <p>Priority 4:</p> <p>* Increase English Languages Arts Dashboard to an average of 24 points above standard.</p> <p>* Increase Math Dashboard to an average of 6 points above standard</p> <p>* School wide Science CAST performance will increase by 2 points</p> <p>* Increase reclassification by 1 scholar</p> <p>Priority 1:</p> <p>* Maintain 100% of credentialed teachers in core content areas</p> <p>* Maintain Facilities in Good Repair</p> <p>Priority 2:</p>	

Expected	Actual
<p>Maintain 100% of core subjects will have state board adopted academic content and performance standards implemented</p> <p>Priority 8: * Maintain 100% of students access to a broad course of study</p> <p>Baseline Priority 4:</p> <p>* English Language Arts Dashboard average 17.3 points above standard * Math Dashboard average is 3.1 below standard * Science no data available at this time * 1 reclassification in 2016-2017</p> <p>Priority 1: * 100% Teachers Credentialed in Core Subject areas * Facilities in Good Repair</p> <p>Priority 8: * 100% of students have access to a broad course of study</p> <p>Priority 2: 100% of core subjects will have state board adopted academic content and performance standards implemented</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A1. Ensure teachers are fully embedding state standards instructional practices through ongoing professional development.</p>	<p>Teacher Training 1000-1999: Certificated Personnel Salaries Base 77,877</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Supplemental \$24,336</p>	<p>Teacher Training 1000-1999: Certificated Personnel Salaries Base \$78,877</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Supplemental \$19,700</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	BTSA Support 1000-1999: Certificated Personnel Salaries Supplemental \$19,700 GLAD Training 5000-5999: Services And Other Operating Expenditures Supplemental \$14,000 iReady/Math 5000-5999: Services And Other Operating Expenditures Base \$3,000	BTSA Support 1000-1999: Certificated Personnel Salaries Supplemental \$8,269 iReady/Math 5000-5999: Services And Other Operating Expenditures Base \$3,000
<p>A2. Ensure teachers are appropriately credentialed in the core subject areas and supported through new teacher induction</p> <p>A3 Provide teachers professional development on preparing for statewide assessments</p>	<p>Provide Professional Development & Understanding by Design Unit Planning 1000-1999: Certificated Personnel Salaries Base \$24,336</p> <p>New curriculum materials 4000-4999: Books And Supplies Lottery \$132,429</p> <p>Instructional Support Software 5800: Professional/Consulting Services And Operating Expenditures Base \$52,325</p> <p>Provide Professional Development 1000-1999: Certificated Personnel Salaries Special Education \$4,932</p> <p>Maintenance & Ops 2000-2999: Classified Personnel Salaries Base \$179,306</p> <p>Provide Prof. Dev ELD, ELPAC 1000-1999: Certificated Personnel Salaries Base \$6,729</p> <p>Provide Prof. Development, SPED, MTSS, Provide Services</p>	<p>Provide Professional Development & Understanding by Design Unit Planning 1000-1999: Certificated Personnel Salaries Base \$24,336</p> <p>New curriculum materials 4000-4999: Books And Supplies Lottery \$132,429</p> <p>Instructional Support Software 5800: Professional/Consulting Services And Operating Expenditures Base \$52,325</p> <p>Provide Professional Development 1000-1999: Certificated Personnel Salaries Special Education \$4,932</p> <p>Maintenance & Ops 2000-2999: Classified Personnel Salaries Base \$179,306</p> <p>Provide Prof. Dev ELD, ELPAC 1000-1999: Certificated Personnel Salaries Base \$6,729</p> <p>Provide Prof. Development, SPED, MTSS, Provide Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A4: Provide teachers professional development on intervention strategies to improve pupil academic performance	1000-1999: Certificated Personnel Salaries Supplemental \$69,763	1000-1999: Certificated Personnel Salaries Supplemental \$69,763
A5. Ensure the facilities in which students are served maintain in good repair through ongoing improvements to facilities		
A6: Provide teachers professional development on English Language Development strategies and on supporting English learners to improve language proficiency		
A7: Provide teachers professional development on special education and full inclusion practices and on supporting students with disabilities to reach IEP goals and to improve performance on statewide assessments		
A8: Increase the number of the students with disabilities participation in CAASPP Testing in grades 3-8 to address Performance Indicator Review .		

Goal Analysis

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

The vast majority of budgeted actions and services were implemented to support students, families, teachers and staff. As an independent LEA without a central office, Kairos must ensure all services are provided at the site level.

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

Successes: In the midst of implementing these actions and services we also had to navigate a pandemic. Kairos maintained its focus on academic standards, professional development, data and assessment and student growth. A new focus on implementing these goals virtually occurred, but the commitment to excellence remained.

Challenges: The challenge of navigating through the COVID-19 crisis and ever-changing public health mandates created an opportunity for our stakeholders to persevere. Many events and supports were cancelled due to health mandates, but, we still were provide academic content digitally and also collect student performance data virtually.

Goal 2

Kairos will maintain a culture of accountability, as measured by Attendance Data, Suspension and Expulsion Data, local stakeholder surveys and by increasing parental involvement through a Parent Advisory Council

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
<p>Metric/Indicator</p> <p>Priority 3:</p> <ul style="list-style-type: none"> * Monthly Parent Advisory Council meetings * Special Programs Open Houses and Conferences. * Annual Parent/Guardian Survey <p>Priority 5:</p> <ul style="list-style-type: none"> * Attendance Rates * Chronic Absenteeism rates * Middle School Drop Out Rates * High School Drop Out rates (N/A) * High School Graduation Rates (N/A) <p>Priority 6:</p> <ul style="list-style-type: none"> * Suspension Rates * Expulsion rates * Annual Parent/Guardian Survey * Annual Staff Survey * Emergency Drills <p>19-20</p> <ul style="list-style-type: none"> * 10 Parent Advisory Meetings per year * 1 Annual Stakeholders night per year 	<p>Priority 3: (Met)</p> <ul style="list-style-type: none"> * 10 Parent Advisory Meetings per year * 1 Annual Stakeholders night per year * 4 Special Programs Open Houses and Conferences per year * 1 Annual Parent Survey <p>Priority 5: (Met)</p> <ul style="list-style-type: none"> * Chronic Absenteeism Rates = 3.7% * Attendance Rates = 97%** Attendance was monitored via synchronous and asynchronous learning * Middle School Drop Out Rates 0% * High School Drop Out rates (N/A) * High School Graduation Rates (N/A) <p>Priority 6: (Met)</p> <ul style="list-style-type: none"> * Suspension Rates = 1% * Expulsion rates = 0% * Annual Parent/Guardian Survey Reflect 90% school safety satisfaction * Annual Staff Survey Reflect 90% school safety satisfaction

Expected	Actual
<p>* 4 Special Programs Open Houses and Conferences per year * 1 Annual Parent Survey</p> <p>Priority 5: * Chronic Absenteeism Rates = 3.2% * Attendance Rates = 97% * Middle School Drop Out Rates 0% * High School Drop Out rates (N/A) * High School Graduation Rates (N/A)</p> <p>Priority 6: * Suspension Rates = 1% * Expulsion rates = 0% * Annual Parent/Guardian Survey Reflect 95% school safety satisfaction * Annual Staff Survey Reflect 95% school safety satisfaction * Emergency Drills 10 per year</p> <p>Baseline Priority 3: * 10 Parent Advisory Meetings per year * 1 Annual Stakeholders night per year * 4 Special Programs Open Houses and Conferences per year * 1 Annual Parent Survey</p> <p>Priority 5: * Chronic Absenteeism Rates = 3.7% * Attendance Rates = 97% * Middle School Drop Out Rates 0% * High School Drop Out rates (N/A) * High School Graduation Rates (N/A)</p> <p>Priority 6: * Suspension Rates = 1% * Expulsion rates = 0%</p>	

Expected	Actual
* Annual Parent/Guardian Survey Reflect 90% school safety satisfaction * Annual Staff Survey Reflect 90% school safety satisfaction * Emergency Drills 10 per year	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A1 Improve the effectiveness of parent communication by using social media and other electronic means	Student Support Services 1000-1999: Certificated Personnel Salaries Supplemental 34,959 After School Support 4000-4999: Books And Supplies Base \$1,000 SST/Academic Coaching 1000-1999: Certificated Personnel Salaries Base 36,558 Spanish 1000-1999: Certificated Personnel Salaries Base \$0	Student Support Services 1000-1999: Certificated Personnel Salaries Supplemental \$43,567 After School Support 4000-4999: Books And Supplies Lottery \$1,000 SST/Academic Coaching 1000-1999: Certificated Personnel Salaries Base \$36,558
A2 Kairos Administration will be in attendance, share information on school programs and solicit input at all Parent Advisory Council Meeting.	Annual Step Increase 1000-1999: Certificated Personnel Salaries Base 201,559 Implementation of Classified Salary Schedule 2000-2999: Classified Personnel Salaries Base 43,260	Annual Step Increase 1000-1999: Certificated Personnel Salaries Base \$201,559 Implementation of Classified Salary Schedule 2000-2999: Classified Personnel Salaries Base \$43,260
A3 Administration will systematically monitor student attendance and create reward incentives for perfect attendance and increased attendance	All Staff PD 1000-1999: Certificated Personnel Salaries Base 77,525 Workshops 5000-5999: Services And Other Operating Expenditures Supplemental \$10,800	All Staff PD 1000-1999: Certificated Personnel Salaries Base \$89,318 Workshops 5000-5999: Services And Other Operating Expenditures Supplemental \$15,056

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	BTSA Support 1000-1999: Certificated Personnel Salaries Supplemental \$8,637 Instructional Support Staff 2000- 2999: Classified Personnel Salaries Base \$49,494 Response to intervention training 1000-1999: Certificated Personnel Salaries Base 4,729 Special Education Support Strategies 5800: Professional/Consulting Services And Operating Expenditures Special Education \$0 Admin/ Staff Monitor Attendance 1000-1999: Certificated Personnel Salaries Base \$12,011 Student Support Services/ Parent Outreach 1000-1999: Certificated Personnel Salaries Base \$5,140	BTSA Support 1000-1999: Certificated Personnel Salaries Supplemental \$8,900 Instructional Support Staff 2000- 2999: Classified Personnel Salaries Base \$27,431 Response to intervention training 1000-1999: Certificated Personnel Salaries Base \$4,729 Special Education Support Strategies 0 Admin/ Staff Monitor Attendance 1000-1999: Certificated Personnel Salaries Base \$12,011 Student Support Services/ Parent Outreach 1000-1999: Certificated Personnel Salaries Base \$1,050
A4: Kairos will implement a robust Multi-tiered System of Support (MTSS) for struggling scholars with attendance, behavior and academic growth opportunities and implement restorative justice as a means of conflict resolution.		
A5: Kairos will implement a yearly pupil, parent and staff survey to gauge stakeholder sense of safety and school connectedness		

Goal Analysis

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

All goals and actions identified in the LCAP were implemented, however budgeted items were updated to reflect actual costs for implementation of services to support students, families, teachers and staff.

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

Successes: Kairos Public Schools continued to engage both parents and students with our engagement strategies. These efforts help us maintain low attendance and suspension rates. In addition, we continue to build and refine our multi-tiered levels of support for students in need. The feedback we receive from all our stakeholder groups continues to be strong and supportive.

Challenges: Due to the COVID-19 Pandemic, it is challenging to determine how much impact we could have had if we were not managing crisis schooling at the same time. However, through our teams efforts we were able to keep our stakeholder groups engaged, informed and help keep students focused on academics and less on the stresses of the pandemic.

Goal 3

Kairos will prepare students for the 21st century by ensuring that students are college and career ready through state required course work and courses that meet the mission and vision of the academies

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Priority 7:</p> <p>7A: Course Catalog meets state required course work 7B: Course completion data 7C: Number of support staff monitoring progress and number of events, clubs and services provided</p> <p>19-20</p> <p>Priority 7:</p> <p>7A: Board approved course catalog aligned to state requirements 7B: 100% of course completion 7C: (4 FTE)) Para Professionals (2.5 FTE) Educational Specialist (1 FTE) Speech and Language Therapist (.6 FTE) Speech and language Assistant (.02 FTE) ELPAC Coordinator (1 FTE) Special Education Coordinator (.75 FTE) Psychologist (.75 FTE) Counseling (.20 FTE) Occupational Therapist (.5 FTE) Intervention Teacher</p>	<p>Priority 7: (Met)</p> <p>7A:Board approved course catalog aligned to state requirements 7B: 100% of course completion 7C: (4 FTE)) Para Professionals (2 FTE) Educational Specialist (1 FTE) Speech and Language Therapist (1 FTE) Speech and language Assistant (.02 FTE) ELPAC Coordinator (1 FTE) Special Education Coordinator (.5 FTE) Psychologist (1 FTE) Counseling (.20 FTE) Occupational Therapist</p>

Expected	Actual
<p>Baseline Priority 7: 7A: Board approved course catalog aligned to state requirements 7B: 100% of course completion 7C: (4 FTE)) Paraprofessionals (2 FTE) Educational Specialist (.5 FTE) Speech and Language Therapist (.5 FTE) Speech and language Assistant (.02 FTE) ELPAC Coordinator (1 FTE) Special Education Coordinator (.5 FTE) Psychologist (.60 FTE) Counseling (.20 FTE) Occupational Therapist</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A1: Provide Professional Development on Next Generation Science Standards, Interim Assessment blocks and Math Curriculum</p>	<p>Counseling Staff 1000-1999: Certificated Personnel Salaries Supplemental 34,959</p> <p>Instructional Technology Equipment 4000-4999: Books And Supplies Lottery \$15,000</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$26,100</p> <p>Technology Infrastructure 5800: Professional/Consulting Services And Operating Expenditures Base \$37,000</p> <p>In-house testing 1000-1999: Certificated Personnel Salaries Base \$1,576</p>	<p>Counseling Staff 1000-1999: Certificated Personnel Salaries Supplemental \$43,567</p> <p>Instructional Technology Equipment 4000-4999: Books And Supplies Lottery \$21,987</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$37,701</p> <p>Technology Infrastructure 5900: Communications Base \$33,600</p> <p>In-house testing 1000-1999: Certificated Personnel Salaries Base \$20,380</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A2: Provide access to Envision Math Curriculum and training for teachers	<p>New Staff computers 4000-4999: Books And Supplies Lottery \$2,200</p> <p>Computer Replacements 4000-4999: Books And Supplies Base \$15,000</p>	<p>New Staff computers 4000-4999: Books And Supplies Lottery \$2,200</p> <p>Computer Replacements 4000-4999: Books And Supplies Lottery \$19787</p>
A3: Provide Training on English Language Development to teachers and administration	<p>Instructional support software 5800: Professional/Consulting Services And Operating Expenditures Base \$3,500</p> <p>Field Trips 5800: Professional/Consulting Services And Operating Expenditures Base \$22,000</p> <p>Guest Speakers 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000</p> <p>Implement ILT Program</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$26,297</p> <p>Provide Prof. Dev MTSS, SPED, increase services 1000-1999: Certificated Personnel Salaries Special Education \$68,095</p> <p>Teacher Training and Supplies/Subscriptions 4000-4999: Books And Supplies Supplemental 23,980</p>	<p>Instructional support software 5800: Professional/Consulting Services And Operating Expenditures Base \$37,273</p> <p>Field Trips 5800: Professional/Consulting Services And Operating Expenditures Base \$25,564</p> <p>Guest Speakers 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000</p> <p>Implement ILT Program 1000-1999: Certificated Personnel Salaries Supplemental \$20,380</p> <p>Provide Prof. Dev MTSS, SPED, increase services 1000-1999: Certificated Personnel Salaries Special Education \$72,938</p> <p>Teacher Training and Supplies/Subscriptions 4000-4999: Books And Supplies Supplemental \$17,349</p>
A4 Develop and Implement an Instructional Leadership Committee to support curricular goals and instructional practices. Add a Curriculum coach to support the lowest performing subgroup of students.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A5: Provide all staff with training and Co-Teaching and Inclusionary practices for supports students with disabilities to ensure all students have access to core general education curriculum		
A6: Utilize online, adaptive, curricular tools to assess, enrich and provide intervention for scholars		

Goal Analysis

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

All goals and actions identified in the LCAP were implemented, however budgeted items were updated to reflect actual costs for implementation of services to support students, families, teachers and staff. In nearly all action areas the costs exceeds what was originally budgeted.

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

Successes: Kairos continues to prepare students for the 21st century, This year earning another statewide recognition by the California Department of Education (CDE) for civic learning and engagement. Ensuring students have access to high quality course work, staff and opportunities.

Challenges: The COVID-19 pandemic brought challenges for us that prevented us from having many of the end of the year showcase opportunities. These opportunities that allow our students to demonstrate their 21st century skills. While, we successfully transitioned to distance learning, we still feel the students did not have to same opportunities to showcase how they achieved our goals for them in this area.

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
Additional Personal Protective Equipment for staff and students	\$1,420	\$12,538	No
Materials to create plexiglass barriers around campus where physical distancing cannot be maintained	\$3,312	\$7,965	No
Additional Custodial Supplies for Custodial Staff	\$13,852	\$11,859	No
Additional Hours for Custodial Staff to ensure cleaning is complete	\$762.25	\$762	No
Legal Training on Reopening Safely	\$50	\$919	No
COVID-19 Screening System	\$ 3,750	\$4,976	No

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.

The cost of PPE increased due to to the length we were open. We reopened on October 13, 2020, thus were open for in-person learning for nearly 8 months. We went through PPE at a higher rate than anticipated.

Analysis of In-Person Instructional Offerings

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

Successes: A success with implementing in-person instruction for the 2020-21 school year would be that Kairos Public Schools was the first public school in Solano County to open for in-person learning and was the only public school open for nearly 6 months. During that time we were able to successfully model for other schools and districts, work closely with public health officials and address the needs of our students.

Challenges: A challenge would be that we were the only public school open too. Systems were being developed and changed on a daily basis and navigating the ever changing guidance was the biggest challenge.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased individual student devices iPads and Chromebooks to ensure all students have equitable access to technology	\$50,050	\$50,050	Yes
Obtained Mobile HotSpots for students who do not have internet access at home	\$2,412	\$4,838	Yes
Zoom video conferencing to connect families, students and staff	\$5,823	\$13,006	Yes
Presence Learning to provide teletherapy services and assessment programs for students with disabilities	\$2,800	\$2,800	Yes
Software (DocuSign) for digital agreements between the school and families	\$6,263	\$6,264	No
Laptops, Monitors and equipment for staff to work remotely	\$24,557	\$27,716	No
Additional Hours for staff to deploy technology to students	\$500	\$594	No
Resource Materials for Teachers to support best practices	\$634	\$635	No

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.

Increased costs for the Zoom technology occurred because we wanted to ensure our students and teachers were on the best available platform, thus costs increased.

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.

Successes were the following

- * Quickly implemented a virtual learning program for all students
- * Provided access to internet and devices for all scholars in need
- * Obtained resources like Zoom, Docusign and other platforms to ensure the staff had what students needed
- * Provided Training for teachers to assist them in delivering their curriculum

Challenges were:

- * Changing Guidance
- * Training
- * Availability of technology

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personnel for English Learners Support and Assessments	\$1,000	\$1,000	Yes
Coaching and Support from hourly staff for students struggling with distance learning	\$81,000	\$57,329.47	Yes
Reading A-Z reading and assessment platform to analyze students reading levels.	\$2550	\$2,550	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.

The decrease cost of Coaching and Support from hourly staff for students struggling with distance learning occurred because we opened for in-person learning early then expected. We opened at the first opportunity we had. The budgeted funds anticipated distance learning through the second quarter of the school year, but we opened on October 13th, 2020.

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.

Successes:

- * First Public School to open for in-person learning on October 13, 2020
- * Data collection was easier with in-person learning
- * 4 days in-person and 1 day zoom provided the time to focus on the supports our distance learners needed

Challenges:

- * Stress on staff
- * Pupil engagement
- * Social and Emotional challenges

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.

Successes:

- * Implementing the "Choose Love" curriculum providing teachers the tools to lead healthy conversations
- * Push in supports by our counseling team to the classrooms
- * Trainings provided to teachers and parents via webinars
- * Increased FTE of Counseling staff
- * Teacher led social and emotional related curriculum delivered every Friday

Challenges:

- * Fear and Stress on students and staff
- * Fire Evaluations and school closures
- * Changing guidance
- * Access to students remotely

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.

Successes:

- * Kairos Public Schools hosted 10 Town Hall meetings between March 2020 and December 2020
- * Kairos Public Schools provided 7 parent/guardian surveys about reopening and feedback
- * Kairos provided parents with a choice for in-person learning or continued distance learning

Challenges:

- * Changing Public Health Guidance

Analysis of School Nutrition

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

Successes:

- * Kairos was able to provide free meals to families for the year
- * Kairos partnered with local districts to provide meals to families in the Summer of 2020.
- * Kairos saw an increase in meal participation

Challenges:

- * Navigating the various Federal and State waivers for the meal program
- * Providing both daily and weekly meal options.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A		

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.

N/A

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.

Overall, we feel we navigated in-person learning and distance learning well. Over 95% of our parents responded via a survey that they were satisfied with our operations of in-person and virtual learning. By opening on October 13, 2020, we were open for in-person learning the majority of the school year. This allowed us to gather data easier for students to understand learning loss and more. This helped us form our goals for the new LCAP cycle of 2021-24.

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

All students were assessed in the Fall of 2020 and in the Winter of 2021. These data points were compared with previous student performance to determine learning loss. This provided us with a mission to close the gap of learning loss. The end of the year student performance data results will be used to provide directed for the goals addressed in the 2021-24 LCAP.

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 the actions and services identified.

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.

The analysis and reflection of the 2019-2020 LCAP and the 2020-21 Learning Continuity Plan provided us with a baseline of data and services to build upon for the next LCAP cycle. Actions areas unfinished in the previous LCAP will carry over to the new LCAP and we hope to close all gaps in learning loss from the pandemic.

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:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- 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	1,371,112.00	1,417,831.00
	0.00	0.00
Base	854,925.00	878,306.00
Lottery	149,629.00	177,403.00
Special Education	73,027.00	77,870.00
Supplemental	293,531.00	284,252.00

* 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	1,371,112.00	1,417,831.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	715,382.00	747,863.00
2000-2999: Classified Personnel Salaries	272,060.00	249,997.00
4000-4999: Books And Supplies	189,609.00	194,752.00
5000-5999: Services And Other Operating Expenditures	52,136.00	37,756.00
5800: Professional/Consulting Services And Operating Expenditures	141,925.00	153,863.00
5900: Communications	0.00	33,600.00

* 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	1,371,112.00	1,417,831.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	448,040.00	475,547.00
1000-1999: Certificated Personnel Salaries	Special Education	73,027.00	77,870.00
1000-1999: Certificated Personnel Salaries	Supplemental	194,315.00	194,446.00
2000-2999: Classified Personnel Salaries	Base	272,060.00	249,997.00
4000-4999: Books And Supplies	Base	16,000.00	0.00
4000-4999: Books And Supplies	Lottery	149,629.00	177,403.00
4000-4999: Books And Supplies	Supplemental	23,980.00	17,349.00
5000-5999: Services And Other Operating Expenditures	Base	3,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	49,136.00	34,756.00
5800: Professional/Consulting Services And Operating Expenditures	Base	115,825.00	116,162.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	26,100.00	37,701.00
5900: Communications	Base	0.00	33,600.00

* 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	608,733.00	579,666.00
Goal 2	485,672.00	484,439.00
Goal 3	276,707.00	353,726.00
Goal 4	308,378.00	245,404.00

* 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	\$23,146.25	\$39,019.00
Distance Learning Program	\$93,039.00	\$105,903.00
Pupil Learning Loss	\$84,550.00	\$60,879.47
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and	\$200,735.25	\$205,801.47

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$23,146.25	\$39,019.00
Distance Learning Program	\$31,954.00	\$35,209.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and	\$55,100.25	\$74,228.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$61,085.00	\$70,694.00
Pupil Learning Loss	\$84,550.00	\$60,879.47
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and	\$145,635.00	\$131,573.47

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
Kairos Public School Vacaville Academy	Jared Austin Executive Director	jaustin@kairospublicschools.org 7074537234

Plan Summary [2021-22]

General Information

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

Kairos Public Schools (KPS) offers two academic programs, a transitional Kindergarten through eighth grade site-based program and a K-8 Home School program in Vacaville, California. The KPS curriculum is grounded in the Common Core State Standards and the Content Standards for California Public Schools for a college preparatory program and designed to meet the needs of a variety of learners. The transitional Kindergarten through eighth grade charter school offers a rigorous standards-based program embracing the philosophy of innovation and classical education models. KPS is committed to inspiring and mentoring all learners to become responsible, critical thinking global leaders.

The KPS team understand the need for the charter school to continuously focus on increasing learning and achievement. As a charter school and a community of stakeholders, we are dedicated to implementing innovative approaches and interactions regarding student learning. We are committed to offering quality education for all students. Our successful operation provides concrete evidence of our ability to implement a culture of academic and organizational excellence in education. KPS staff are highly qualified and hard working. KPS is a professional team exemplifying optimism for charter school opportunities and an unswerving enthusiasm to prepare students to be tomorrow's leaders.

Mission:

Kairos Public Schools is committed to empowering a generation of learners to think critically, analyze and apply knowledge strategically, and utilize relevant tools to interact thoughtfully within a global community.

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, measurables are not available on the California School Dashboard. However, in analyzing our local performance data, Kairos Public Schools is proud of the efforts made by teachers and staff to return to in-person learning as quickly as we were allowed. Since reopening in October, we have monitored our internal performance data and have seen minimal learning loss for our students. This includes performance data for our foster youth, English Learners and low-income students. Although not required, we plan on administering the CAASPP this year and other verified data sources to gather more information on any potential gaps in our students learning.

In our annual parent and guardian survey this year, 94% of responded that they were satisfied with the learning options provided to them for in-person or digital learning. 94% responded that Kairos implemented appropriate safety measures. There were many other highlights from the surveys, but these were a few of them.

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 most recent California School Dashboard, Kairos did not have any dashboard indicators in the yellow or orange colors. However, Kairos is committed to continuing to refine our instructional model to reach subgroups of students who need additional supports.

Our instructional leadership team regular reviews student performance data and plans targeted instruction to help them achieve the standards mastery.

LCAP Highlights

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

The LCAP for Kairos Public Schools is guided by an overarching goal that will guide our actions and services in the years to come.

- 1) Ensure all students are critical thinkers, who analyze and apply knowledge strategically, utilizing relevant tools thoughtfully.
- 2) Ensure multi-tiered systems of support are in place for ensure scholars have access to a safe and supportive learning environment.
- 3) Ensure opportunities are provided for scholars to interact thoughtfully within the global community

These goals are embedded in our mission statement and drives the decisions and priorities at the school.

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.

N/A

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.

The LCAP for Kairos Public Schools was developed in partnership with many different stakeholder groups, including parents, teachers, and administration. This process involved meetings throughout the school year, presentations to the Parent Advisory Council and Instructional Leadership team and whole group discussions. Families also provide input via annual surveys, along with staff surveys.

A summary of the feedback provided by specific stakeholder groups.

Staff and Parent surveyed both support the mission and direction of the school. The focus on community service and high-quality academics is important to all the stakeholder groups. In addition, the heavy focus on social and emotional learning (SEL) has been seen as valuable as both staff and students have navigated through a pandemic.

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

Staff and Parent input directly influenced the development of the goals in the Kairos Public Schools LCAP

1. Increase the integration of Social and Emotional Learning within the instructional program.
2. Increase the opportunities for community service at all grade levels.
3. Strengthen the Multi-Tiered Systems of Supports through data and student performance

Kairos strives to always give parents and teachers a voice in the decision making process and has created ways for gathering input both formally and informally.

Goals and Actions

Goal

Goal #	Description
1	Ensure that students are critical thinkers who analyze and apply knowledge strategically using relevant tools thoughtfully. State Priority: 1, 2, 4,

An explanation of why the LEA has developed this goal.

This goal is embedded in our mission statement as we prepare students to think through the information they receive, analyze it and apply their knowledge to their everyday life. They are also given access to a wide variety of technology tools and they need to know what tools they should use and when.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A: 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching	2020-21 100% of teachers are appropriately assigned and fully credentialed in the subject area for the students they are teaching				100% of teachers are appropriately assigned and fully credentialed in the subject area for the students they are teaching
1B: 100% of students have sufficient access to standards-aligned instructional materials	100% of students have sufficient access to standards-aligned instructional materials				100% of students have sufficient access to standards-aligned instructional materials
1C: 100% of facilities are well maintained and in good repair	100% of facilities are well maintained and in good repair				100% of facilities are well maintained and in good repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A: Implementation of State Standards for all learners, including English Learners and students with disabilities	Based on the Professional Development Calendar, Kairos provided professional development aligned with State Standards				Professional Development calendar is aligned with trainings covering state standards
2B: All programs and services enable English Learners to access State Standards and English Language Development (ELD) standards for the purposes of gaining academic content knowledge and English Language Proficiency	100% of English Learners have access to ELD standards				100% of English Learners have access to ELD standards
4A: Maintain or Increase overall California Assessment of Student Performance of Progress (CAASPP) in English Language Arts (ELA) for all students and displayed on the California State Dashboard by maintaining "Green"	ELA for all students is "Green"				CAASPP is Green or Blue on the State Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or improving to "Blue" Status.					
4B: Maintain or Increase overall California Assessment of Student Performance of Progress (CAASPP) in Math for all students and displayed on the California State Dashboard by maintaining "Green" or improving to "Blue" Status.	Math for all students is "Green"				CAASPP is Green or Blue on the State Dashboard
4C: Increase overall California Assessment of Student Performance of Progress (CAASPP) in ELA for students with disabilities and displayed on the California State Dashboard by improving to "Green" Status.	ELA is "yellow" for students with disabilities				CAASPP is Green or Blue on the State Dashboard
4D: Increase overall California Assessment of Student Performance of Progress (CAASPP)	Math is "yellow" for students with disabilities				CAASPP is Green or Blue on the State Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in math for students with disabilities and displayed on the California State Dashboard by improving to "Green" Status.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Provide Professional Development to all teachers on instructional strategies and curriculum aligned to state standards	\$38,519.00	No
2	High Quality Staffing	Ensure all teaching staff hired meet credential requirements for the teachers they teach.	\$54,716.00	No
3	Professional Development on Data	Provide training for teachers on verified data tools and how to use the data to refine instructional practices	\$15,576.00	No
4	ELD Support	Utilize English Language Development strategies: Integrated English Language Development provides English Learners with opportunities to practice language skills and access content through the day.	\$47,437.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Students with Disabilities	Goals and services will be addressed to ensure students with disabilities are growing in academic knowledge and meeting state standards	\$38,527.00	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
2	Ensure multi-tiered systems of support are in place for ensure scholars have access to a safe and supportive learning environment. State Priorities: 2,4,5,6,7,8

An explanation of why the LEA has developed this goal.

Kairos Public Schools wants to ensure that all scholars have access to a safe and supportive learning environment. In order to feel supported and have the ability to focus on learning, a focus on Social and Emotional Learning needs to be foundational. As teachers deliver the curriculum, not all scholars will learn the same way. Our team will need to implement intervention and support services to ensure all scholars no matter their ability level can master the academic content.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A: ELA CAASPP Scores for Students with Disabilities	ELA is "yellow" for students with disabilities				Students will be "Green" on the dashboard
2B: Math CAASPP Scores for Students with Disabilities	Math is "yellow" for students with disabilities				Students will be "Green" on the dashboard
4A: Learning Loss ELA STAR Data	Current Learning for ELA is 5%				Learning loss will be below <5%
4B: Learning Loss Math STAR Data	Current Learning for Math is 10%				Learning loss will be below <10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A: Current Counseling Load	Currently the Counselor meets with 80 kids per week				Counseling Caseload decreases by 5%
6B SEL Integration	Currently grades TK-4 implement one SEL lesson per week				SEL lesson integrated in all grades TK-8 once per week
5A: Intervention Enrollment	Currently 40 students identified				Annual decrease in students needing intervention academically.
7A: Course Access	100% of students have access to a broad course of study				100% of students have access to a broad course of study

Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL Training	Provide Professional Development and Resources to integrate Social and Emotional Learning within the instructional program on a regular basis	\$13,679.00	No
2	Intervention Program	Refine our Intervention program that is student centered and guided by data and performance	\$18,686.00	No
3	Learning Loss	Close the gap on any learning loss due to the pandemic	\$24,455.00	No

Action #	Title	Description	Total Funds	Contributing
4	Support for Students with Disabilities	Increase services for students with disabilities to ensure they have assistance needed to master academic standards	\$39,632.00	No
5	ELD Coordinator	Our ELD Coordinator provides designated English Language Development and helps monitor student growth and progress.	\$52,722.00	Yes
6	Community Outreach	Provide Socially Economically Disadvantaged students tools and resources for support within the community.	\$21,126.00	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
3	Ensure opportunities are provided for scholars to interact thoughtfully within the global community State Priorities 3,5,6, 8

An explanation of why the LEA has developed this goal.

Kairos Public Schools staff believe that all students should learn how to be responsible citizens within a global community. Partnering with stakeholder groups throughout the community to create opportunities for civic engagement and service. This goal was developed to align with the mission and vision of Kairos Public Schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5A: Maintain School Attendance Rates	Currently 97% attendance rate				At or above 97% attendance rates
Priority 5B: Maintain and improve low amount of students identified as Chronically absent	Currently Green or Blue for all subgroups on California Dashboard				Green or Blue for all subgroups on California Dashboard
Priority 6A: Decrease Suspension rates for hispanic students	Currently "Orange" on the state dashboard				Green or Blue status on the state dashboard
Priority 6B: Decrease Suspension rates for socioeconomically	Currently "Yellow" on the state dashboard				Green or Blue status on the state dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
disadvantaged students					
Priority 6C: Expulsion Rates	0% Expulsion Rate				0% Expulsion Rate
Priority 3A: Parent Surveys on community impact	Currently 96% satisfied				<95% satisfaction rates
Priority 3B: Parent surveys overall development	Currently 98% satisfied				<95% satisfaction rates
Priority 8: Community Service Hours	Average of 4,000 hours per year volunteered				<4,000 hours volunteered annually

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	Provide ongoing communication and information, resources, and support for families by: <ul style="list-style-type: none"> • Sending home a weekly briefs • Podcast topics covered for parent trainings and resources • Meeting monthly with all parents at Parent Advisory Council Meetings • Annual State of the School Town Hall 	\$26,981.00	No
2	Student Engagement	Provide regular student engagement events <ul style="list-style-type: none"> • Fall Festival • Jog -0-Thon 	\$22,849.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Middle School Community Lunches • Dances • Middle School Exhibition Nights • Community Service Opportunities 		
3	Communication Skills	Develop opportunities for scholars to further develop communications skills.	\$30,856.00	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.

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
2.28%	\$117,206

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.

In coordination with stakeholder input, surveys and assessments, and research related to meeting the needs all students, following actions are principally directed to be implemented schoolwide but with a focus on how these actions will first impact our foster/homeless youth, English Learners, and socio-economically disadvantaged students and support their growth and performance:

Goal 1: In order to ensure all scholars have access to high quality instruction and teachers, including Foster/Homeless Youth, English Learners, and Socio-Economically Disadvantaged students this goal was designed to benefit all learners. While currently, the state dashboard reflects these stakeholder groups are performing well, there is always room for improvement.

Goal 2: Multi-tiered systems of support are in place for ensure scholars have access to a safe and supportive learning environment, including Foster/Homeless Youth, English Learners, and Socio-Economically Disadvantaged students. We want to ensure all scholars no matter their demographic group have access to tiered levels of support for academic and social and emotional needs

Goal 3: Ensure opportunities are provided for scholars to interact thoughtfully within the global community is universal at Kairos. We believe education is the great equalizer for all students and creating opportunities for Foster/Homeless Youth, English Learners, and Socio-Economically Disadvantaged students to participate in civic engagement and public service will ensure they are engaged in the school and have greater rates of attendance and less behavior concerns.

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

The following actions are principally directed towards our unduplicated student populations to support increased or improved services :

By focusing on their performance level on the California State Dashboard, the goal is all students will perform at green or blue status. Currently, some of our student population groups fall short of that goal, thus an increase of services and focus on those students will assist with improving our goal.

1 Utilize English Language Development strategies: Integrated English Language Development provides English Learners with opportunities to practice language skills and access content through the day.

2 ELD Coordinator: Our ELD Coordinator provides designated English Language Development and helps monitor student growth and progress.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$279,576.00	\$144,916.00		\$21,269.00	\$445,761.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$405,284.00	\$40,477.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Development	\$5,850.00	\$32,669.00			\$38,519.00
1	2	All	High Quality Staffing	\$54,716.00				\$54,716.00
1	3	All	Professional Development on Data	\$1,000.00	\$14,576.00			\$15,576.00
1	4	English Learners	ELD Support	\$45,437.00	\$2,000.00			\$47,437.00
1	5	Students with Disabilities	Students with Disabilities	\$34,874.00	\$3,653.00			\$38,527.00
2	1	All	SEL Training		\$13,679.00			\$13,679.00
2	2	All	Intervention Program	\$10,900.00	\$7,786.00			\$18,686.00
2	3	All	Learning Loss	\$4,455.00	\$20,000.00			\$24,455.00
2	4	Students with Disabilities	Support for Students with Disabilities	\$1,000.00	\$19,316.00		\$19,316.00	\$39,632.00
2	5	English Learners	ELD Coordinator	\$50,722.00	\$2,000.00			\$52,722.00
2	6	Low Income	Community Outreach	\$21,126.00				\$21,126.00
3	1	All	Parent Involvement	\$25,342.00	\$1,639.00			\$26,981.00
3	2	All	Student Engagement	\$12,827.00	\$10,022.00			\$22,849.00
3	3	All	Communication Skills	\$11,327.00	\$17,576.00		\$1,953.00	\$30,856.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$117,285.00	\$121,285.00
LEA-wide Total:	\$117,285.00	\$121,285.00
Limited Total:	\$71,848.00	\$73,848.00
Schoolwide Total:	\$117,285.00	\$121,285.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	ELD Support	LEA-wide Schoolwide	English Learners	All Schools	\$45,437.00	\$47,437.00
2	5	ELD Coordinator	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,722.00	\$52,722.00
2	6	Community Outreach	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$21,126.00	\$21,126.00

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)).
 - 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **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.