

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, March 2021

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are five tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', and 'Template'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and stakeholders. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

For the 2021–22 Budget Overview for Parents, the dates for the Coming School Year (2021–22) and the Current School Year (2020–21) have been prepopulated.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include including LCFF funds) the LEA estimates it will receive.

• **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, associated with the actions included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the Learning Continuity and Attendance Plan (Learning Continuity Plan) (row 22):** This amount is the total of the budgeted expenditures, from all fund sources, for the planned actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the Learning Continuity Plan (row 23):** This is the total of the estimated actual expenditures, from all fund sources, for the actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the Learning Continuity Plan.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Kepler Neighborhood School
CDS code:	10 10108 0127514
LEA contact information:	Julie Rodriguez
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the

Projected General Fund Revenue for the 2021		Amount
Total LCFF funds	\$	4,301,954
LCFF supplemental & concentration grants	\$	897,000
All other state funds	\$	841,948
All local funds	\$	5,000
All federal funds	\$	622,378
Total Projected Revenue	\$	5,771,280
Total Budgeted Expenditures for the		Amount
Total Budgeted General Fund Expenditures	\$	5,492,419
Total Budgeted Expenditures in the LCAP	\$	3,436,730
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	946,084
Expenditures not in the LCAP	\$	2,055,689
Expenditures for High Needs Students in the		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	416,711
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	395,403

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>The total revenue projected for Kepler Neighborhood School is \$5,771,280 of which \$4,301,954 is Local Control Funding Formula (LCFF) funds, \$841,948 is other state funds, \$5,000.00 is local funds, and \$622,378 is federal funds. Of the \$4,301,954 in LCFF Funds, \$897,000 is generated based on the enrollment of high needs students (foster youth, English learner, and low income students).</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>Kepler Neighborhood school plans to spend \$5,492,419 for the 2021-22 school year. Of that amount, \$3,436,730 is tied to actions/services in the LCAP and \$2,055,689 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following such as : Salaries, Employee benefits \$708,432; Books & Supplies:\$300,919; Services & Operating expenses of \$1,046,338. Most of the expenditures were to cover normal school operations and to provide adequate staffing for school site and services. Kepler has additional expenditures used to purchase needed technology devices to support distance learning.</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020 – 21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020 – 21.</p>	<p>Kepler's administrators utilized existing resources to maintain instructional level of services by cutting projected expenses to up to \$21,480. Kepler shifted different channels to save on operational cost. For example, Kepler planned on doing multiple events such as pastries with peeps, coffee talks, expo's, and dances, which was projected to be at \$8,000. The monthly student meal cost decreased drastically due to distance learning option. Our drive thru meals were not utilized as much as by the parents that it would during traditional school years. Hence, cutting the school meal cost to up to \$13,480.</p>

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Kepler Neighborhood School

CDS Code: 10 10108 0127514

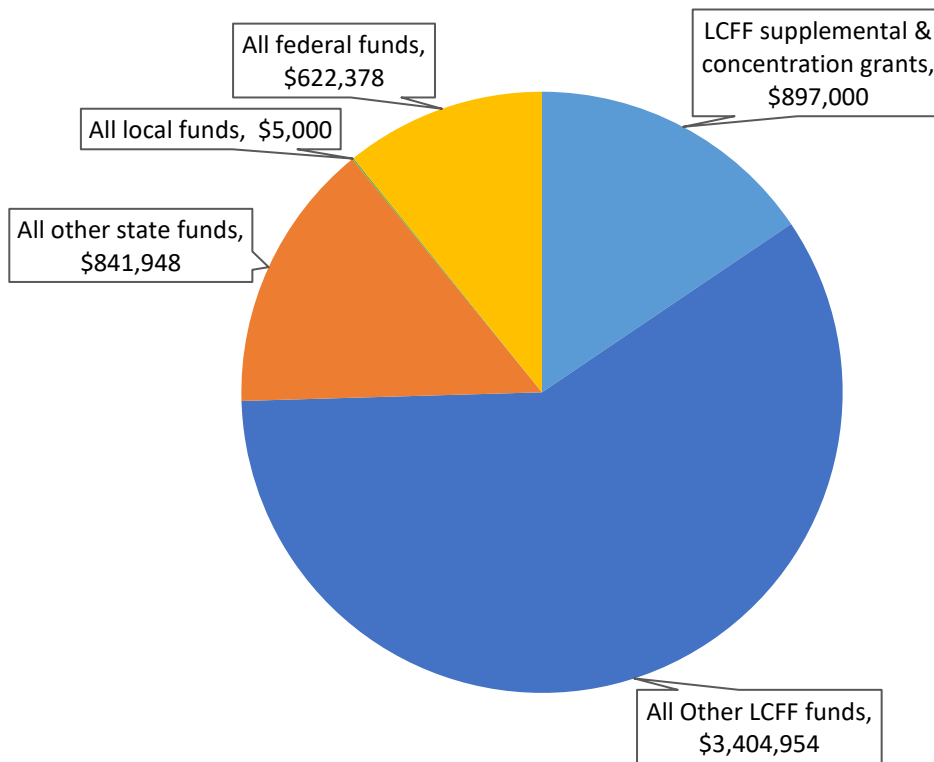
School Year: 2021 – 22

LEA contact information: Julie Rodriguez

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

Budget Overview for the 2021 – 22 School Year

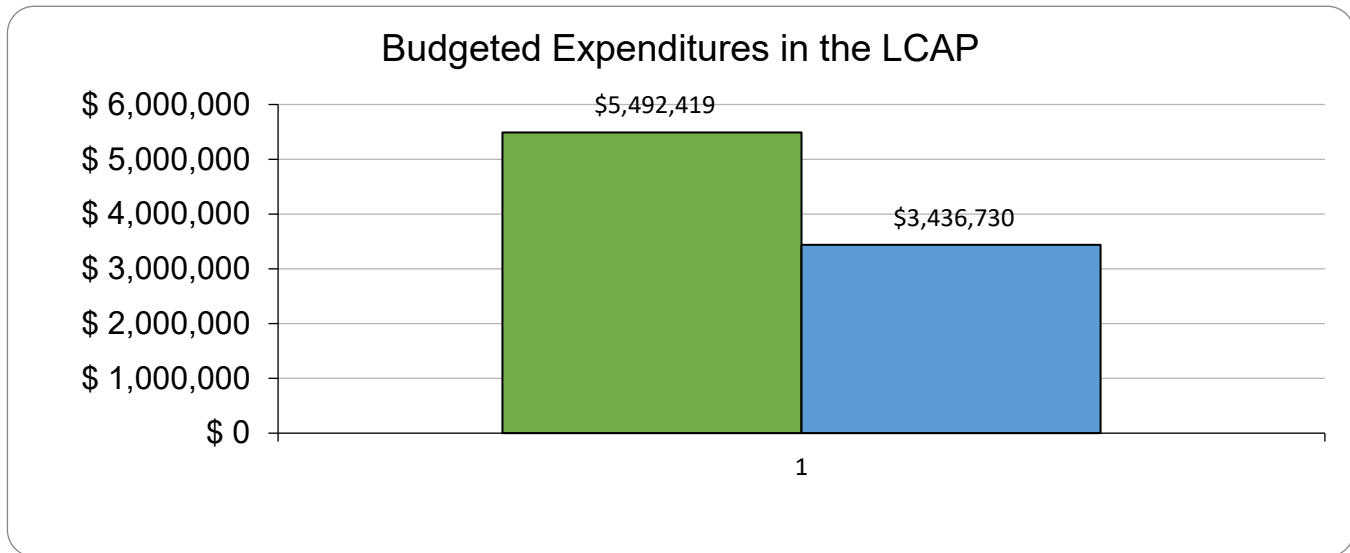
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Kepler Neighborhood School expects to receive in the coming year from all sources.

The total revenue projected for Kepler Neighborhood School is \$5,771,280.00, of which \$4,301,954.00 is Local Control Funding Formula (LCFF), \$841,948.00 is other state funds, \$5,000.00 is local funds, and \$622,378.00 is federal funds. Of the \$4,301,954.00 in LCFF Funds, \$897,000.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Kepler Neighborhood School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

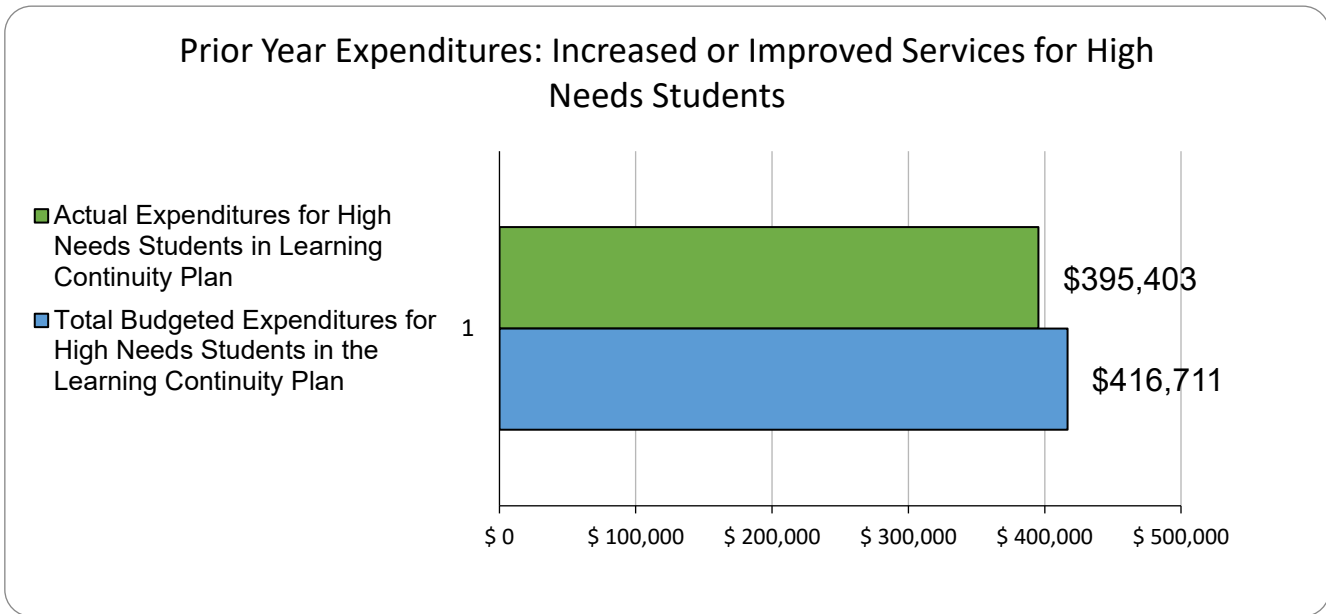
Kepler Neighborhood School plans to spend \$5,492,419.00 for the 2021 – 22 school year. Of that amount, \$3,436,730.00 is tied to actions/services in the LCAP and \$2,055,689.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total revenue projected for Kepler Neighborhood School is \$5,771,280 of which \$4,301,954 is Local Control Funding Formula (LCFF) funds. \$841,948 is other state funds.

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

In 2021 – 22, Kepler Neighborhood School is projecting it will receive \$897,000.00 based on the enrollment of foster youth, English learner, and low-income students. Kepler Neighborhood School must describe how it intends to increase or improve services for high needs students in the LCAP. Kepler Neighborhood School plans to spend \$946,084.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Kepler Neighborhood School 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 Kepler Neighborhood School 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, Kepler Neighborhood School's Learning Continuity Plan budgeted \$416,711.00 for planned actions to increase or improve services for high needs students. Kepler Neighborhood School actually spent \$395,403.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$21,308.00 had the following impact on Kepler Neighborhood School's ability to increase or improve services for high needs students:

Keplers administrators utilized existing resources to maintain instructional level of services by cutting

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kepler Neighborhood School	Julie Rodriguez, Executive Director	j.rodriguez@keplerschool.org 559-495-0849

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

Kepler students demonstrate growth in personal character and mastery of academic standards in all content areas.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Number of students meeting growth goal in Math, Reading, and English Language Usage will increase by 10%	CAASPP 2019-2020 was suspended.
Number of Unduplicated Students meeting growth goal in Math, Reading, and English Language Usage will increase by 10%	CAASPP 2019-2020 was suspended.
Number of students scoring in the Met/Exceeded range for Reading and Math will increase by 10%	CAASPP 2019-2020 was suspended.
Number of unduplicated students scoring in the Met/Exceeded range for Reading and Math will increase by 10%	CAASPP 2019-2020 was suspended.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
------------------------	-----------------------	---------------------

Modified: Expansion of Professional Development days for all teaching staff to include 10 days prior to school opening and at student early release weekly.	\$35,000 LCFF	\$35,000 LCFF
Professional Development specific to implementation of ELA and Math curriculum K-8.	\$0	\$0
Obtain and implement Reading curriculum for grades TK-3.	\$0	\$0
Ensure all core academic teachers hold certification appropriate to the content they teach.	\$1,383,169 LCFF	\$1,403,428 LCFF
MTSS program inclusive of Math and Reading support for all students identifying need on Interim assessments.	\$8,000 LCFF	\$8,000 LCFF
Students complete NWEA assessment three times annually.	\$10,000 LCFF	\$7820 LCFF

Participate in Fresno County SELPA, hire in-house staff to support students with special needs, provide full time Special Education Director on-site.	\$159,386 LCFF	\$159,386 LCFF
Provide academic support in extended time learning opportunities (after school).	\$58,400 LCFF	\$51,377 LCFF
EL students will receive targeted instruction based on the state standards in the least restrictive environment possible. Inclusive of direct instruction and General Education teachers support.	\$0	\$0
Modified: The role of the Site Director has changed to Chief Executive Officer. Kepler will hire a full-time instructional coach.	\$105,000 LCFF	\$105,000 LCFF
An outside consultant will be used to provide leadership coaching around academic improvements and provide professional	\$79,152	\$79,152

development.	LCFF	LCFF
Modified: Director of Students Services will oversee all behavior and academic intervention programs, analyze data and support teachers in differentiated instruction.	\$95,000 LCFF	\$95,000 LCFF

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 funds budgeted for Goal 1 actions and services were implemented to support students, families, teachers, and staff. There was a slight increase in the cost of core academic teachers based on moving up in salary and the increased costs of health and welfare benefits. The cost of NWEA MAP licenses and academic support in extended time learning opportunities and tutoring (after school) targeted toward English Learners, Foster Youth, and low income students was not as high as budgeted. The actions and services were implemented as presented.

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

The successes of implementing Goal 1 actions and services in meeting the goal that Kepler students demonstrate growth in personal character and mastery of academic standards in all content areas is evidenced by the increased scores of NWEA MAP and increased growth in personal character as demonstrated by student growth in social emotional health and well-being. This was significantly noted by the students wanted to return to school full-time, and the support the students showed to each other and staff as evidenced by increased verbal affirmations during live lessons and drive by parades honoring each other and staff. The challenges of implementing Goal 1 actions and services in meeting the goals is that the CAASPP assessments were suspended for 2019-2020, and NWEA MAP Spring assessment was not administered in the Spring of 2020.

Goal 2

Kepler teachers and staff foster student strengths and differentiate to support academic, creative, social, and emotional needs of every student.

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
All students TK-8 have access to a Physical Education instructor.	All students TK-8 had access to a Physical Education instructor.

All Middle School and 5th grade students participate in daily elective courses. TK-4 students will have enrichment classes that change monthly	All Middle School and 5th grade students participated in daily elective courses. TK-4 students will have enrichment classes that change monthly.
All students in middle school will participate in foreign language electives.	All students in middle school participated in foreign language electives.

100% of students participate in Service Learning Projects that will be embedded within each of our classrooms. Average score on the S-L rubric is 3 out of 5.	100% of students participated in Service Learning Projects that will be embedded within each of our classrooms. Average score on the S-L rubric is 3 out of 5.
Reduce number of suspensions by 10%, reduce number of chronic absences by 10%.	2019-20 Suspension Rate was decreased by 11.3% 2019-20 Chronic Absenteeism was 13.53%
All EL students will receive direct support as appropriate to their level based on the ELPAC. 20% of students will be reclassified annually.	All EL students received direct support as appropriate to their level based on the ELPAC. 14% of students were reclassified annually.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Kepler staff will ensure facilities remain in good repair.	\$55,600 LCFF	\$73,755.93 LCFF
Elective teachers will be hired and provide instruction to students on a regular basis.	\$79,152 LCFF	\$79,152 LCFF
Modified: Classroom teachers will coordinate and implement our Service Learning program, develop student engagement rubrics, and train/support instructional staff to support S-L program.	\$0	\$0
Our School Culture Coordinator who will support Restorative Justice techniques, provide training to students, staff, and families to ensure broad support.	\$56,500	\$0
Hire EL instructor, to provide direct instruction to EL students as needed.	\$40,000 LCFF	\$66,783.88 LCFF

Appropriate EL students complete the ELPAC each Spring.	\$6,600 LCFF	\$6,600
---	-----------------	---------

Develop Advisory program for all Middle School Students that meets daily. Advisor will follow students through grade levels 6-8th grades to provide for strong relationship building.	\$0	\$0
Modified: Director of Student Services will oversee all behavior and academic intervention programs, analyze data and support teachers in differentiated instruction.	\$95,000 LCFF	Previously Included
Modified: An Administrative Assistant will directly support the Director of Student Services supporting behavior and academic intervention as well as Special Education Services.	\$26,000 LCFF	\$26,000 LCFF
An Attendance Clerk will work to support our chronic absenteeism goals, and directly support the Site Director around strengthening curriculum implementation and instruction.	\$32,000 LCFF	\$32,000 LCFF

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 funds budgeted for Goal 2 actions and services were implemented and used to ensure Kepler teachers and staff foster student strengths and differentiate to support academic, creative, social, and emotional needs of every student. There was an increased cost to retain custodial/maintenance staff to ensure school facilities are safe, clean, and in good repair. During a global pandemic, it is important to protect the health and safety of the students, teachers, and staff. In regard to the increased cost to hire fully credentialed teachers to provide designated ELD to EL students and to support general education teachers with integrated ELD in the core content areas this relates to the increased cost of salaries and health and welfare benefits. The decreased cost of the Restorative Justice Coordinator is because the position was eliminated, and the cost of the position was redirected to the salaries, health, and welfare benefits to the remainder of the staff as were the responsibilities of the position.

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

The successes of implementing Goal 2 actions and services in meeting the goal that Kepler teachers and staff foster student strengths and differentiate to support academic, creative, social, and emotional needs of every student was watching the teachers and staff address the needs of the students in a personal and meaningful way. Students connected with the teachers and staff, and the teachers and staff went above and beyond to ensure that the needs of every student were met. The challenges of implementing Goal 2 actions and services were for the teachers, staff, and students to learn how to provide, support, and ask for support in the areas of academics, creativity, and social emotional needs while in a distance learning environment. The students initially felt that the pandemic was temporary, but once it was made nearly permanent, the students learned to partner with the teachers and staff and learned to advocate for their own needs.

Page 6 of 30

Goal 3

Kepler parents, staff, and community are valued, contributing members to Kepler School programs and culture.

State Priorities:

Priority 3: Parental involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: Social Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Suspension rates will decrease by 10%, with a specific emphasis on unduplicated populations.	Suspension Rate Decreased by 11.3%
Maintain at least 95% ADA. Decreasing chronic absenteeism rates will decrease by 10%, with a specific emphasis on unduplicated populations.	94% ADA 13.53% Chronic Absenteeism
Collect stakeholder surveys annually (student, family, staff) that demonstrate 90% satisfaction rates.	90% Satisfaction Rates
Overall, the school will see a reduction of reported discipline concerns by 15%.	Yes, the school realized a reduction of reported discipline by 19.5%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Hire Restorative Justice Facilitator Coordinator, who will focus on building positive school culture.	\$56,500 LCFF	\$0

Plan and hold multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development.	\$0	\$0
Train students, staff, and families on restorative practices and techniques.	\$32,000 LCFF	\$32,000 LCFF
Expand weekly teacher communication to families.	\$16,934 LCFF	\$16,934 LCFF
Collect and use data on stakeholder surveys annually (students, parents, and staff).	\$0	\$0
Hold monthly opportunities for in-person family/leadership interactions. These events will be held at various times each month to accommodate various family schedules.	\$0	\$0
Hold Expo's twice annually to demonstrate student work, encourage community participation and relationship building.	\$10,100 LCFF	\$0
Ensure written communications include appropriate translations.	\$0	\$0
Ensure appropriate in-person translations at all parent meetings and community events.	\$0	\$0
Use student database software to track and analyze discipline data.	\$20,000 LCFF	\$5,000 LCFF
Modified: All teachers will meet throughout the school year to provide input around school decisions and assist in implementation.	\$0	\$0

Modified: An Administrative Assistant will work to support our chronic absenteeism goals, and directly support the Site Director around strengthening curriculum implementation and instruction.	\$28,000 LCFF	\$32,000 LCFF
--	------------------	------------------

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 funds budgeted for Goal 3 actions and services were implemented and used to ensure Kepler parents, staff, and community are valued, contributing members to Kepler School programs and culture. The responsibility of hosting parent workshops transitioned from the Restorative Justice Coordinator to the Director of Student Services. The workshops were well-attended and were definitely a success. The decreased cost of the Expo’s was explained by the fact that the Expo held in the Fall was not a cost to the Charter School. It was held during the school day and did not incur costs. In the Spring, the Expo was cancelled due to the pandemic. Additionally, the decreased cost of Edu-Climber was due to the decreased cost of the program to track and analyze student discipline data. Finally, the increased cost of the Administrative Assistant was the increased cost of health and welfare benefits. Overall, Kepler remained in close communication with the Kepler parents, staff, and community through newsletters, surveys, and positive recognition. Plans in 2021 include School Site Council and other opportunities for parents, staff, and community to participate in the governance of the Charter School.

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

The successes of implementing Goal 3 actions and services in meeting the goal that Kepler parents, staff, and community are valued, contributing members to Kepler School programs and culture was evidenced by their active participation in workshops and surveys. During the pandemic, the parents and staff reported that they had a better understanding of the challenges faced by Kepler and felt that their voice mattered in the decision making process. The challenges of implementing Goal 3 actions and services were the in-person, personal connection and interaction that comes only from meeting in person. Since many activities, meetings, and events moved to a virtual platform, Kepler realized an uptick in participation, but felt that the connectedness to the Charter School was more difficult to foster.

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
Provide 3 Intervention Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$21,280	\$23,203	Y
Provide paraprofessionals to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$46,543	\$56,253.39	Y
Provide Personal Protective Equipment (PPE) to students, teachers, staff, and administrators.	\$0	\$0 Donated	N
Provide cleaning and sanitation supplies and staff to ensure the school is clean and sanitized.	\$37,596	\$ 32,728.75	N

Hire additional staff to ensure the health and safety of students, teachers, staff, and administrators including campus access to include a custodian, a school nurse.	\$96,934	\$ 111,620.83	N
Administer BPST to students in grades TK-2 and NWEA MAP to students in grades 3-8 at least three times per year. Administer IXL to students in grades 2-8 to monitor progress frequently.	\$0	\$0	N
Provide after-school tutoring for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$39,309	\$39,309	Y
Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. (SPIRE, Bridges Math, ST Math, Eureka Math, Reading Horizon, KU Writing, Smithsonian, IXL).	\$10,492	\$11,031	Y
Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being.	\$ 0.00	\$ 76,252	N
Provide before and after school care in the classroom monitored by school staff to provide a safe, healthy environment for students to support the social emotional well being of students to improve social emotional skills and mental health. Priority for before and after school care will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$0	\$0	Y
Provide individual student supplies only used by one student.	\$0	\$0	N

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 actions were implemented and expended for in-person instruction. Any differences were expended for the increased costs associated with distance learning especially staffing.

Analysis of In-Person Instructional Offerings

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

Kepler opened for hybrid instruction in the Fall of 2020 but ended up returning to distance learning before Fall Break due to an increase in COVID cases in Fresno. Kepler opened for hybrid instruction in the Spring of 2021 and is serving the most vulnerable students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, and students who need to attend in person based on Kepler’s tiered re-engagement plan. The attendance rate for in-person learning is 96%, and the attendance rate for distance learning was 95%. The greatest success of returning to in-person learning was the growth of school culture and positive school climate. The students, teachers, staff, and parents were very happy to be back on campus. Several families did choose to remain in distance learning for the remainder of the year since the routine was set and older siblings could babysit younger siblings if their schools did not open.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

<p>Provide 3 Intervention Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.</p>	<p>Previously Listed</p>		<p>Y</p>
---	--------------------------	--	----------

<p>Provide paraprofessionals to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.</p>	<p>Previously Listed</p>		<p>Y</p>
<p>Administer BPST to students in grades TK-2 and NWEA MAP to students in grades 3-8 at least three times per year. Administer IXL to students in grades 2-8 to monitor progress frequently.</p>	<p>Previously Listed</p>		<p>N</p>
<p>Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. (SPIRE, Bridges Math, ST Math, Eureka Math, Reading Horizon, KU Writing, Smithsonian, IXL).</p>	<p>Previously Listed</p>		<p>Y</p>
<p>Provide after-school tutoring for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.</p>	<p>Previously Listed</p>		<p>Y</p>
<p>Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being.</p>	<p>Previously Listed</p>		<p>N</p>

Provide paper, envelopes, stamps to students who need to use paper packets.	\$1,000	\$0	N
Provide HIPPA compliant Zoom to host parent meetings and classes.	\$0	\$0	N
Provide professional development to teachers and staff on distance learning tools, technology, restorative justice practices, and trauma informed instruction.	\$3,096	\$0	N
Provide technological support to students, families, teachers, and staff.	\$38,186	\$75,326	N

Provide increased utilities to include telephones, internet, and electricity.	\$60,000	\$60,901.41	N
Provide constant communication to students, families, teachers, and staff through the Remind Application.	\$0	\$0	N
Purchase and repair additional computers for students, teachers, and staff to ensure devices for distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$19,072	\$19,072	Y
Purchase and provide hotspots to ensure students have connectivity for distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$2,000	\$2,000	Y
Purchase and provide Wi-Fi to ensure staff and teachers have connectivity.	\$0	\$0	N
Support school climate and culture through weekly drawings and rewards for school competitions.	\$2,000	\$2,000	N
Ensure the Athletic Director provides mentorship and social emotional support for students. Priority for mentorship will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$61,144	\$62,822.20	Y

Purchase Bark for Schools and Impero to ensure that students are safe and supervised when working online.	\$0	\$0	N
Provide ELD Teacher to provide designated ELD support to EL and to support EL with interventions and supplemental, academic supports in general education classes in order to increase EL student achievement and reclassification rate.	\$17,257	\$16,241.88	Y
Provide individual school supplies to students to use at home during distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$60,000	\$0	Y

Ensure the School Counselor provides support, counseling, and resources to students to ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Priority for counseling will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$16,846.80	\$19,063.28	Y
Ensure the DSS Administrative Assistant tracks behavior and academic interventions.	\$7,784	\$9,063.42	Y
Ensure the Attendance Clerk/Parent Liaison support families to ensure student attendance and engagement.	\$53,802	\$76,215.08	Y

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.

The actions were implemented and expended for distance learning. Kepler was committed to ensuring that 100% of students, teachers and staff had devices, connectivity through Wi-Fi or hotspots. All positions, especially, teachers, office staff, counselors, athletic director, and paraprofessionals, focused on ensuring mental health and well-being, school connectedness, student engagement, mentoring, and additional academic support. Kepler also incorporated additional technology and technological support to ensure parents and students had access to the programs.

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.

In regard to the successes of the distance learning program in the 2020-21 school year. Continuity of instruction was a priority as evidenced by the pacing guides and lesson plans; moreover, Kepler implemented NWEA MAP assessments in ELA and Math three times per year to monitor student progress. Kepler was committed to ensuring that 100% of students, teachers and staff had devices, connectivity through Wi-Fi or hotspots. All students utilized the technology; therefore, Kepler did not need to use paper packets and mailing. Kepler ensured student participation through daily attendance checks, phone calls and emails to students and parents, and ensured student progress through weekly grade checks, assessment results, work completion, and participation in intervention

Page 15 of 30

programs including small group, individual, and/or after-school tutoring. The professional development on distance learning at Kepler actually began in April of 2020 and has continued throughout the 2020-21 school year. Teachers have received professional development and planning time to lesson plan, develop expected time value for student work, analyze student work completion, and determine equity in the amount of work it takes an average student to complete an assignment.

Kepler provided professional development and resources to increase the skills of teachers to change their instructional delivery from site-based classroom to distance learning. Kepler identified teachers who are Distance Learning Coaches who provided professional development, individual support, and technological support. Kepler provided professional development and resources to increase the skills of staff to set-up and utilize Google Classroom, Google Meets, and Zoom meetings, to track and monitor student progress through live contacts, synchronous instructional minutes, and asynchronous instructional minutes, identify time value and assignment completion, engaging students in a virtual world, focus on standards and skills, how to deliver instruction, cross-curricular alignment, and how to develop and optimize class time. Administrators monitored teachers by attending live lessons, verifying student participation and attendance in synchronous and asynchronous instructional activities, teacher feedback, and grading. This year, the professional development planned for restorative justice practices and trauma informed instruction was completed internally by the Director of

Student Services rather than by an external consultant. In addition, Kepler provided support to teachers and staff by building and nurturing staff relationships to reduce the strain of isolation and the fatigue of the digital environment. This was achieved through weekly meetings, activities, competitions, welcoming rituals, engagement with colleagues, and optimistic closures. All students, parents, teachers, and staff had and still have access to full-time, daily technological support to ensure the success of learning which has increased the costs.

Kepler adapted the roles and responsibilities of all staff as a result of COVID-19 because all staff transitioned to working remotely. Since the roles and responsibilities of Charter School staff were designed for full-time, in-person, classroom-based instruction, all roles and responsibilities shifted to distance learning in a virtual environment. Charter School staff is accustomed to wearing many hats and working together relentlessly to ensure the success of all students. Campus supervisors helped make phone calls to families. Paraprofessionals provided intervention under the direction of a credentialed teacher. Administrators taught classes in the event of a teacher absence. Teachers provided technological support. IT shifted to providing training and problem solving on devices and connectivity directly to students, parents, staff, and teachers. Food service shifted to providing grab and go lunches. Teachers shifted to providing distance learning to include using a virtual platform, digital resources, scanning and uploading assignments, video recording lessons, tracking synchronous and asynchronous instructional activities, and much more. The counselor shifted to providing support for stress and fatigue for teachers and staff, trauma training, and monitoring students.

Kepler serves 2.8% English Learners (EL), 77% Socioeconomically Disadvantaged (SED) students, 8.9% Students with Disabilities (SWD), 1.4% Foster Youth, and 2.1% Homeless students. Kepler continues to provide ELD to all students who are identified as EL through integrated ELD in the live lessons with paraprofessionals present in the live lesson to provide immediate support and designated ELD in ELA class provided by the fully credentialed teacher. EL students also receive tutoring support for their lessons

Page 16 of 30

through the live lesson platform or in person. Kepler has continued to provide high-quality special education services to SWD. The special education department completed amendments to the IEPs if necessary, sent Prior Written notices to parents, and held IEPs for parents who requested in person (with social distancing), telephone, Google meetings, or Zoom meetings. The Director of Student Services monitors contact with students and parents through contact logs created by teachers and interventionists. The SWD received services through HIPPA compliant Zoom meetings by Kepler staff or contracted service providers. For push-in services, the Specialized Academic Instructors attend the Google Meets with the students to understand the classroom teachers' expectations and to provide immediate support. For pull-out services, the Specialized Academic Instructors provide services to support the classroom expectations and to progress toward each student's IEP goals. Kepler has a Liaison who provides support to foster youth and homeless students by providing families with access to services, opportunities to be fully involved in their child's education, school supplies, interventions, and additional academic support. The school counselor continues to address the needs of all students, especially Foster Youth, Homeless Youth, EL, and SED students by sending updates and videos to students, verifying needs via a Google questionnaire, and reaching out to students who are struggling. Students who are Foster Youth, Homeless Youth, EL and/or SED are prioritized for interventions, assignment support, and direct support by teachers and paraprofessionals during office hours where students can work one-on-one in the afternoon so the teacher and student can work through assignments together. During live lessons, the paraprofessionals attend live

lessons with students to provide direct support. In addition, students can access online interventions like SPIRE, Bridges Math, ST Math, Eureka Math, Reading Horizon, KU Writing, Smithsonian, and IXL 24 hours a day, 7 days a week.

The challenges have been juggling all the changes listed above in order to ensure high-quality, rigorous education for all students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide SIOP model and forms and functions assessments for EL and provide professional development to ELD teachers.	\$0	\$0	N
Provide robust parent education to ensure a partnership in the students' academic success especially during distance learning, the importance of student attendance and engagement, tools of Restorative Justice, supporting social emotional and	\$0	\$0	Y

mental health for the family, and access to tools to support student distance learning which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.			
Provide teachers with realia to support academic vocabulary acquisition of English Learners to increase EL student achievement and reclassification rate.	\$0	\$0	Y

Provide 3 Intervention Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Previously Listed	Y
Provide paraprofessionals to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Previously Listed	Y
Administer BPST to students in grades TK-2 and NWEA MAP to students in grades 3-8 at least three times per year. Administer IXL to students in grades 2-8 to monitor progress frequently.	Previously Listed	Previously Listed	N
Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. (SPIRE, Bridges Math, ST Math, Eureka Math, Reading Horizon, KU Writing, Smithsonian, IXL).	Previously Listed	Previously Listed	Y
Provide after-school tutoring for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative,	Previously Listed	Previously Listed	Y

and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.			
Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being.	Previously Listed	Previously Listed	N

Purchase Bark for Schools and Impero to ensure that students are safe and supervised when working online.	\$6,294	\$6,294	N
Director of Student Services will oversee behavior and academic intervention programs especially for Foster Youth, Homeless Youth, EL, and SED students during the instructional day and after school, monitor the MTSS programs for interventions, ELD program, analyze data, and support teachers in differentiated instruction to increase program services, ensure English language acquisition, social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	\$23,924	\$23,871.47	Y
Provide instructional coach who will provide individualized coaching to teachers in the area of instructional strategies to address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students so that teachers have the skills to increase and support social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	\$17,256.80	\$17,256.80	Y
Provide elective teachers to expand learning opportunities within the school day by providing access to experiences and enrichment to close the achievement gap and offer students the same opportunities available to all students to increase student achievement, attendance, connectedness, and self-esteem.	\$0	\$0	Y
Ensure Service Learning program continues remotely to support social emotional well-being through community, school connectedness, personal and community responsibility.	\$20,000	\$20,000	Y
Host two Expo's (virtually) to demonstrate student work, encourage community participation, and build relationships with students, families, and staff.	\$0	\$0	Y

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.

There were no substantive differences between the planned actions and/or budget expenditures for addressing student learning loss. In fact, mitigating student learning loss has been of paramount importance to Kepler.

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.

The successes of mitigating student learning loss in the 2020-21 school year have been achieved through a relentless effort to ensure students receive the interventions that they need to be successful. This has been achieved through paraprofessionals, teachers, supplemental intervention materials and online programs, and tutoring opportunities for students. The students have not been allowed to fail. The success of the program lies with the relationships and partnerships with the parents and families. The families trust Kepler to educate their children. The workshops provided to parents have allowed parents the opportunity to understand how to support their children. The challenges of student learning loss were addressing the social emotional well-being as students experienced isolation, depression, and “Zoom Fatigue.” Kepler focused on a new social emotional learning curriculum and activities as well as increasing student engagement.

Analysis of Mental Health and Social and Emotional Well-Being

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

The successes in monitoring and supporting mental health and social emotional well-being in the 2020-21 school year included daily contact with students, mentorship, professional development on STAT, mindfulness to support teachers and staff to address personal mental health and social emotional well-being to better support students who have experienced trauma. The greatest success for supporting mental health and social emotional well-being was hosting multiple acknowledgement activities throughout the school year to recognize academic achievement and character development. This practice gave the students a boost in confidence and something

to look forward to. A challenge was to provide enough resources to students, parents, teachers, and staff on stress management,

mindfulness, and restorative justice practices and social services in the community because the system was stretched thin.

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.

Kepler is committed to ensuring student engagement and positive attendance. The outreach plan for engagement and attendance was clearly articulated to students and parents prior to the start of school to include the procedures for tiered reengagement strategies for students who are absent from distance learning. If a student was not attending school or participating in synchronous or asynchronous instructional strategies, the teacher reported the student as absent, and the office staff called home immediately. Translation in English and Spanish is provided. If there was no response, a teacher, administrator, counselor also followed-up with parents. Still no response, the office staff sent home a certified letter encouraging the parents to reach out to the teacher(s) to set up a re-engagement plan. A home visit also took place with two employees with appropriate safety precautions to meet with the student and/or parent to encourage attendance at school and develop the re-engagement plan. Other strategies that were used was contact from a former teacher or other employee with a positive relationship with the student, the school counselor reaching out to student and parent to offer services, an employee reaching out to mentor the student, and an administrator reaching out to the parent to develop the re engagement plan. The tiered re-engagement strategies included identifying a mentor employee for daily check in, setting up interventions and/or tutoring, student served as a peer mentor to a student in a lower grade, setting up an SST meeting, ensuring that the relationship with the teacher and the class peers took priority to ensure student engagement and school connectedness, and ensuring there was time every day for daily live interactions with the teacher and class peers. The challenge was that the contact was remote losing the connectedness which comes from face to face, in person conversations.

Analysis of School Nutrition

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

The success of the school nutrition program was that Kepler provided nutritionally balanced meals during distance learning to students and during lunch times during in-person instruction. The challenge was ensuring that students who were experiencing food insecurity came to pick up meals and visited a local food bank. Often, Kepler had more meals prepared than we had students pick them up.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well-Being	Provide professional development on STAT, mindfulness to support teachers and staff to increase personal mental health and social emotional well-being to better support students who have experienced trauma. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	\$0	\$0	Y
Mental Health and Social Emotional Well-Being	Provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced stress. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	\$0	\$0	Y
Mental Health and Social Emotional Well-Being	Restorative Justice Coordinator will increase student engagement and school connectedness by supporting restorative justice techniques, providing training to students, staff, teachers, and families, and building an active culture inclusive of all students. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	\$0	\$0	Y
Mental Health and Social Emotional Well-Being	Provide Advisory course to provide for strong relationship building, school connectedness, attendance, and engagement. Special attention will	\$0	\$0	Y

	address the needs of			
--	----------------------	--	--	--

	Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.			
Mental Health and Social Emotional Well-Being	Host multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development.	\$0	\$0	N
School Nutrition	Provide PPE for Food Servers and cleaning/disinfecting supplies.	\$1,000	\$1,000	N

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.

There were no substantive differences between the planned actions and/or budget expenditures for the additional plan requirements.

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.

Kepler has learned many lessons from implementing in person and distance learning programs in 2020-21. The development of the LCAP includes focus on student achievement, mental health and social emotional well-being in a safe, inclusive, and supportive environment, and parent and community involvement and engagement, especially for our significant subgroups. Kepler has specifically addressed actions and services to improve instruction and achievement for Socioeconomically Disadvantaged students and Hispanic students.

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

Student learning loss will continue to be assessed through the use of NWEA MAP assessments in English and Math, student attendance, grades, work completion, and other assessments. The administrators, teachers, and staff will continue to monitor the progress of students through data teams and analysis. They will then develop and adjust interventions for students to ensure that students with learning loss, especially those with unique needs, are provided intensive or strategic interventions on a daily basis.

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 description of the actions and services identified as contributing toward meeting the increased or improved services requirement. Kepler considered the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students first when developing the LCAP. Kepler was principally directed on educating and supporting the most vulnerable youth served. Kepler designed the LCAP to effectively address the distance learning program, devices and connectivity, communication with students and families, social emotional support for students, and addressing the learning loss or potential learning loss of the students. The actions in the LCAP were developed to meet the needs of students in response to the COVID-19 pandemic. The actions listed in the LCAP were effective in meeting the needs of these students as recommended by Stronger Together, research, and best practices. These actions included professional development on online instruction, trauma informed instruction, STAT, and mindfulness; purchasing computers and hotspots; interventions and after-school tutoring provided by teachers and paraprofessionals; social emotional professional development and supports for students, teachers, and staff; intervention instructional materials; staff support to include mentorship, counseling, engaging with families, tracking student interventions, teaching electives, coaching teachers, overseeing student interventions; robust parent education; and, resources to support teachers, staff and families.

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.

Page 24 of 30

Kepler has taken an analytical approach in the development of the 2021-2024 LCAP. Kepler analyzed the Charter School thoroughly in the 2020-21 school year during the Charter Petition Renewal Process which examined the California School Dashboard data, CAASPP data, verifiable data, and DataQuest for dropout rate and suspension rate, as well as internal data on attendance, suspensions, and satisfaction rate. This included the successes of Kepler in comparison with the State. Kepler has included stakeholders in the process of developing the LCAP with parents, teachers, and staff through School Site Council, parent workshops, professional development sessions, and surveys, and with students through daily engagement and surveys. Kepler is committed to evaluating the 2019-20 LCAP and the 2020-21 LCP in order to evaluate whether the actions and services are truly effective in meeting the LCAP goals and fulfilling the mission to inspire joy and purpose in learning to develop well-educated, ethical, caring, and innovative members of the community.

Through this process, Kepler has learned how to effectively provide high-quality, rigorous distance learning, but the strength of the program is to continue to provide instruction in a seat-based model. Students need to be at school with their peers, teachers, and staff to best learn rather than in isolation. Kepler has learned that the focus of mental health and social emotional well-being is vital to the academic and overall success of the students. With specific attention to English Learners, Homeless and Foster Youth, and Socioeconomically Disadvantaged students, Kepler will continue with a rigorous professional development program, social emotional learning, and mental health supports like counseling, parent engagement, and trauma informed instruction.

Page 25 of 30

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

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

- 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.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kepler Neighborhood School	Julie Rodriguez, Executive Director	j.rodriguez@keplerschool.org 559-495-0849

Plan Summary [2021-22]

General Information

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

Kepler Education, Inc., a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, operates Kepler Neighborhood School, which is currently authorized by the Fresno County Board of Education. Kepler currently serves 373 students in grades TK-8 who benefit from small class sizes, an inclusive community, a diverse school population, and a focus on individualized learning. Parents choose Kepler for a more personal educational experience for their children. Kepler is committed to being transparent and remaining accountable to its stakeholders.

Kepler is committed to providing a high-quality, rigorous educational program which prepares students in both character and academic education. Kepler provides a personalized learning environment with small class sizes which fosters strong relationships between teachers and students. Kepler is committed to utilizing restorative justice techniques including morning meetings to build community and character. Kepler is committed to service learning to educate students about their impact within the community. Kepler is committed to providing interventions and enrichment opportunities to ensure that every student achieves their fullest potential. Kepler is committed to utilizing a personalized approach to bring every student to grade level or higher.

Kepler believes that all students can achieve their fullest potential with consistent, targeted support and a strong school community working together with families. Kepler is in a strong position to continue meeting our goals as we prepare Kepler students for success. Kepler is focused on preparing grade TK-8 students in both character and academics by providing a high-quality, rigorous educational program. Kepler provides a personalized learning environment in downtown Fresno, California, for students who reside throughout Fresno County.

Kepler is filling a community need and meeting the interests of the community. Kepler has small class sizes with an average student to teacher ratio of 22:1. Kepler has longer school days for all students in TK-8. Kepler provides interventions to all students who are academically low performing during the school day through a daily Universal Access (“UA”) period. Kepler incorporates Accountability Monday, a mandatory study session once per week, for students in grades 3-8 with missing or incomplete assignments. Kepler hosts After School Tutoring, a mandatory tutoring program, for students in grades 3-8 who have a D or F in any subject. Kepler provides deeper extension opportunities to all students who are academically high performing. Kepler has instituted PBIS framework and restorative justice practices to create a safe setting where students are able to learn, and teachers are able to teach; these practices are highlighted for students during the daily morning meeting in grades TK-5 and in Advisory in grades 6-8. Kepler provides technology with a student to device

ratio of 1:1. Kepler incorporates enrichment opportunities during the school day through broad access to courses. Kepler rounds out the Charter School experience by offering sports to interested players. These strategies fill a community need and meet the interest for the community.

The Charter School is a diverse, 21st Century School. As of the 2019-20 school year, Kepler's enrollment by student group was as follows: 77% socioeconomically disadvantaged ("SED") students, 2.8% English Learners ("ELs"), 0.7% Reclassified Fluent English Proficient ("RFEP") students, 8.9% students with disabilities ("SWD"), 1.4% foster youth ("FY"), 2.1% homeless students. As of the 2019-20 school year, enrollment by race and ethnicity at Kepler was 14.1% Black or African American, 56.6% Hispanic, 7.3% two or more races, 20.7% white, 0.7% Asian, and 0.2% Native American.

More specifically, the aforementioned strategies address the needs of students that the Charter School serves. The significant subgroups that the Charter School serves are Hispanic students, SED students, SWD, and white students. The Charter School also anticipates that Black students will soon become a significant subgroup as well. The majority of the students at the Charter School are SED. The above strategies that Kepler utilizes are designed to be effective in meeting the needs of all of Kepler's students and all of its subgroups. Specifically, the small class size ensures that no student's needs are overlooked. The longer school day ensures that students have more time for instruction, interventions, and enrichment. The built-in accountability for missing or incomplete work and tutoring continuously works to close the achievement gap. The social-emotional support for students through Kepler's focus on PBIS and restorative justice ensures that the whole child is supported, especially as to mental health and personal well-being. The widespread use of technology and the device-to-student ratio of 1:1 closes the digital divide and gives every student the opportunity to become proficient in digital skills that are critical in the 21st century.

Reflections: Successes

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

Based on a review of the 2019 California School Dashboard and local data, Kepler achieved the following successes:

In 2018 and 2019, Kepler received "yellow" and "green" performance levels on five indicators, which are not all the two lowest performance levels of "red" and "orange." In 2018 and 2019, Kepler received performance levels that were higher than the State, i.e., in 2018, Kepler's "yellow" level in both ELA and math (based on the California Assessment of Student Performance and Progress ("CAASPP")) was higher than the State's "orange" level in both ELA and math; and in 2019, Kepler's "yellow" level in math was higher than the State's "orange."

Table i.1: 2018 and 2019 State and Kepler Performance on Statewide and Local Indicators

Indicator	2018 State	2018 Kepler	2019 State	2019 Kepler
Statewide Indicators				
CAASPP ELA		Above State		
CAASPP Math		Above State		Above State
Suspension Rate				Above State
Chronic Absenteeism				
English Learner Progress Indicator	65.2%	Fewer than 11 students – data not displayed for privacy	48.3% Medium	Fewer than 11 students – data not displayed for privacy
Basics: Teachers, Instructional Materials, Facilities		Standard Met		Standard Met
Parent and Family Engagement		Standard Met		Standard Met
Local Climate Survey		Standard Met		Standard Met
Access to a Broad Course of Study		Standard Met		Standard Met
Implementation of Academic Standards		Standard Met		Standard Met

As indicated above, as measured by performance level, Kepler shows evidence of success on both statewide and local indicators. Specifically, in 2018, Kepler outperformed the State on the Dashboard indicators for ELA and math and matched the State’s performance level in chronic absenteeism. In 2019, Kepler outperformed the State on the Dashboard indicators for math and suspension rate.

The following table displays the State’s performance levels in ELA and math for numerically significant subgroups on the 2018 and 2019 Dashboards, compared to the performance levels achieved by Kepler in those same indicators for those same subgroups. In 2018, Kepler’s Hispanic students achieved the same performance level as the State on both the ELA and math indicator. Kepler’s SED students achieved the same performance level as the State on the ELA indicator and one performance level higher than the State on the math indicator. SWD were not a numerically significant subgroup at Kepler until 2019-20. Kepler’s white students achieved one performance level higher than the State on the ELA indicator and on the math indicator.

In 2019, Kepler’s SED achieved the same performance level as the State on the math indicator. Kepler’s SWD achieved the same performance level as the State on both the ELA and math indicators. Kepler’s white students continued to outperform the State by one performance level on both the ELA and math indicator.

Table i.2: 2018 and 2019 State and Kepler Performance on CAASPP ELA and Math by Significant Subgroups

Indicator	2018 State	2018 Kepler	2019 State	2019 Kepler
CAASPP ELA				
Latinx	Yellow	Yellow	Yellow	Orange
Socioeconomically Disadvantaged	Yellow	Yellow	Yellow	Orange
Students with Disabilities	Black	Black	Orange	Orange
White	Green	Blue	Green	Blue
CAASPP MATH				
Latinx	Orange	Orange	Yellow	Red
Socioeconomically Disadvantaged	Orange	Yellow	Yellow	Yellow
Students with Disabilities	Black	Black	Orange	Orange
White	Yellow	Green	Green	Blue

Kepler has also achieved the following successes:

- School climate and culture is engaging, welcoming, and inclusive as evidenced by the ABC news story <https://abc30.com/education/fresno-school-welcomes-students-back-with-new-safety-precautions-7647298/> As students arrive to the Charter School, they participate in a schoolwide morning greeting with music and high-fives (elbow taps). The goal is that each student will have spoken with three positive adults before they arrive in the classroom.

- Kepler's classroom environments are print-rich and inviting with only a 22 student average. Students receive individualized support with small class sizes.
- Kepler offers personalized support to ensure students feel safe, comfortable, and learn. This includes an interventionist to provide individual and small group academic instruction, and a full time school counselor to provide for students' mental health and well-being through wraparound services, to refer families to community resources, and to establish relationships with the most vulnerable youth including foster and homeless youth.
- Kepler students are "Serving to Learn, Learning to Serve." Service Learning is an integral part of Kepler which makes it unique in the community. Students embody and practice service learning as evidenced by the KMPH news story <https://kmph.com/features/fresno-county-superstar/superintendent-honors-kepler-school-volleyball-team-for-lifesaving-moment>
- Kepler students have opportunities for enrichment like painting murals, coding, 3-D printing, performing, rapping, and visiting community events.
- Kepler students are making a year's growth every year academically and are closing the achievement gap as evidenced by the NWEA MAP assessments.
- The Charter School is serving all students who wish to attend.
- The Charter School is a diverse, 21st Century School.
- Parents, guardians, and the community as a whole have also benefited:
 - 100% of parents agree (46.2% Strongly Agree; 53.8% Agree) that Kepler encourages students to challenge themselves in class no matter their race, ethnicity, nationality, or cultural background (Spring 2020 Survey).
 - 100% of parents agree (23.1% Strongly Agree; 76.9% Agree) that Kepler communicates with parents in a timely and ongoing basis (Spring 2020 Survey).
 - The Charter School has strong parent/guardian and community investment in the Charter School.
 - Nearly all (90%) of parents are satisfied with the academic instruction their child is receiving at Kepler (Spring 2021 Survey).
- The Charter School provides a range of professional development opportunities to its teachers and staff. Professional development opportunities are paramount at Kepler. All staff members have completed required trainings, including all mandated and legally required workshops. Kepler's teachers work collaboratively to best serve students at Kepler and also through learning together in focused trainings. These trainings have included and will continue to include: curriculum and supplemental extensions, data analysis, instructional strategies to promote academic engagement, instructional strategies to support homeless and FY, instructional strategies to support ELs, instructional strategies to support SWD, increasing academic achievement in English, history, math, and science, classroom management, de-escalation strategies, Positive Behavior Intervention and Supports ("PBIS"), restorative justice, social emotional learning ("SEL"), and the development of diversity, equity, and inclusion goals.

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.

Kepler has identified areas that need significant improvement based on a review of Dashboard and local data. Kepler is committed to developing a broad goal to improve the academic achievement of all students but to also focus specifically to improve the academic achievement of Hispanic and SED students because there has been a performance gap with these two significant subgroups. The steps that will be taken to address these areas of achievement in the goals, actions, and services.

Increase ELA Performance overall and for numerically significant subgroups. CAASPP ELA and final NWEA assessments will be used to determine all students' achievement in ELA. In 2019, 31.09% of students met or exceeded the standards assessed on CAASPP. The following Kepler subgroups performed lower than the State on that metric: white (61.67%), Latinx (17.60%), and SED (20.73%). On the same metric, SWD performed higher than the State (20.59% versus the State's performance of 16.35%).

Increase math performance overall and for numerically significant subgroups. CAASPP Math and final NWEA assessments will be used to determine all students' achievement in math. In 2019, 23.33% of students overall met or exceeded the standards assessed on CAASPP. The following Kepler subgroups achieved below the State, as measured by the same metric: Latinx (10.32%) and SED (13.25%). The following subgroups exceeded the State's performance on the same metric: SWD (17.64%, versus the State's performance of 12.61%) and White students (56.67%, versus the State's performance of 54.23%).

Maintain Suspension Rate at less than 2%. Support Social Emotional Learning, ("SEL"), Diversity, Equity, and Inclusion ("DEI") and alternatives to suspension will be used to monitor student behavior. In 2018-19, 1.2% of Kepler students were suspended compared to 3.5% of students statewide.

Decrease Chronic Absenteeism to 12% or lower. Increase Average Daily Attendance (ADA) rate to 95% or higher. In 2019, Kepler had a Chronic Absenteeism rate of 22.3% compared to the State rate of 12.1%. Kepler's average daily attendance rate over the last four years was 94.5%.

In addition, Kepler recognizes the importance of social emotional well-being of students and an active partnership with parents/guardians, staff, teachers, and community members. The goals reflect Kepler's commitment to student mental health and an active school community.

LCAP Highlights

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Kepler which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: 1) Kepler will improve the Distance from Standard ("DFS") for all students as measured by the SBAC and reported on CA School Dashboard by June 2022, with a growth target of 40 points for SED and Hispanic students. Kepler will improve grade level RIT scores for all students in reading and math with a growth target of 10 points for SED and Hispanic students as measured by NWEA MAP from Fall 2021 to Fall 2022; 2) Kepler will support the social emotional well-being of all students through character

development and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students utilizing restorative justice practices and service learning opportunities; and, 3) Kepler parents/guardians, teachers, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers, and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council which includes parents of English Learners. The School Site Council will meet four times per year to inform the process. Parents, classified staff, certificated staff, and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff, and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Kepler based on student achievement data to include SBAC, ELPAC, NWEA MAP, BPST, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Hispanic, socioeconomically disadvantaged, students with disabilities, and white students. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards. The LCAP 2021-24 was developed with input from key stakeholders including parents/guardians, staff, teachers, administrators, and community members. The stakeholders agreed that Kepler develop three new goals in order to address the specific areas where growth is needed. In light of the feedback received from the Charter Renewal Petition, collaborative work with FCOE, and the action plan developed and approved by the Kepler Board, the LCAP goals were developed. The goals also address the eight State priorities, which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of State Standards, and 8) Course Access.

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.

Kepler Neighborhood School is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Kepler Neighborhood School is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Kepler Neighborhood School is not eligible for CSI.

Stakeholder Engagement

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

The process of how Kepler engaged stakeholders for input before finalizing the LCAP included the following: **DATES**

Posted the LCAP on the website with a link to a feedback email. 5/25/2021

Administrative team reviewed and responded to the feedback emails. 5/21/2021-6/22/2021

Reviewed the goals and actions with middle school students. 6/9/2021

Emailed the Annual Update, LCAP and BOP to teachers and staff for review. 5/25/2021

Reviewed the goals and actions with teachers and staff during Professional Learning Communities. 6/7/2021

Collaborated with FCSS Differentiated Assistance Team meetings. 2/8/2021-2/22/2021

Reviewed the goals and actions with parents/guardians at School Site Council meeting. 5/26/2021

Emailed the LCAP and the Annual Update to all stakeholders with a link to a feedback email. 5/21/2021

Reviewed the goals and actions with the Board at Board meetings. 6/9/2021

Consultation with FCSS Charter SELPA. 5/21/2021

The Kepler Team has garnered information about the action plan addendum from teachers, staff, and administrators during Professional Learning Communities during the first two weeks of February 2021 and with the Kepler Board on February 17, 2021. Parents and guardians received the information via Remind, the website, and in the school office. The purpose was for all stakeholders to take ownership of the action plan addendum and its implementation. All stakeholders have been encouraged to provide the Kepler Team with continuous feedback throughout the process and implementation.

Following the stakeholder meetings, the administrative team analyzed the feedback in order to include salient points in the LCAP. The most important areas of priority were academic achievement through professional development, full-time, in-person instruction, student social

emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to play a more active role in the Charter School decision making process.

The public hearing was held on: 6/9/2021

The LCAP was approved on: 6/23/2021

A summary of the feedback provided by specific stakeholder groups.

Parents/Guardians/Caregivers

1. How satisfied are you with the way learning is structured at Kepler school? 68.2% Satisfied with Distance Learning
2. How satisfied were you with Kepler's in-person educational program? 90% Satisfied with In-Person Learning
3. Do you think your child should spend less or more time learning in school right now? 52.5% Just right for Distance Learning
4. How concerned are you about your child's social emotional well-being right now? 72.5% Concerned about social emotional well-being

Teachers/Staff

1. Kepler promotes personnel participation in decision making that affects school practices and policies. 61.6% Agree
2. Do you need professional development on working with diverse racial, ethnic, or cultural groups? 53.8% Yes
3. Do you need professional development on supporting students exposed to trauma? 76.9% Yes
4. Do you need professional development on meeting the social, emotional, and developmental needs of youth? 73.1% Yes
5. Kepler is a supportive and inviting place for staff to work. 73.1% Agree

Students

I feel safe and supported at Kepler. 80% Agree

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

Based on the stakeholder feedback received, the goals and actions were developed to address academic achievement through professional development, full-time, in-person instruction, student social emotional health and well-being, and opportunities for parents/guardians, teachers, staff, and community members to play a more active role in the Charter School decision making process.

Kepler reflected on the input and was grateful for the opportunity to collaborate on the LCAP and the process of developing the LCAP so that the Charter School can home in on the goals and actions that are the most important for the students as measured by the stakeholders.

Goals and Actions

Goal 1

Goal #	Description
1	Kepler Neighborhood School will improve the Distance from Standard (“DFS”) for all students as measured by the SBAC and reported on CA School Dashboard by June 2022, with a growth target of 40 points for SED and Hispanic students. Kepler will improve grade level RIT scores for all students in reading and math with a growth target of 10 points for SED and Hispanic students as measured by NWEA MAP from Fall 2021 to Fall 2022.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and examination of data, Kepler developed Goal 1 to increase student achievement in ELA and Math on the SBAC, implementing an infrastructure for ongoing analysis of formative and summative assessment data in order to measure program efficacy; ensure maximization of physical, human, and financial resources; and to provide research-based intervention programs to ensure student academic achievement.

Measuring and Reporting Results

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
SBAC ELA	2019	DFS				2024	DFS
	Overall	-38.8				Overall	+81.2
	Hispanic	-65.5				Hispanic	+54.5
	SED	-63				SED	+57
	SWD	-91.7				SWD	+28.3
	Black	-88.5				Black	+31.5
	White	+34.3				White	+64.3
	SBAC ELA OUTCOMES					SBAC ELA OUTCOMES	
	2019						
	SBAC Assessment Results						

2024
SBAC Assessment Results

NWEA MAP
ELA RIT
Scores

NWEA - Fall 2020

Grade	Black or African American Average RIT by Grade Level	Hispanic or Latino Average RIT by Grade Level	ALL Kepler RIT Average by Grade Level	Normal Grade Level RIT
1	153.8	160.4	159.5	155.9
2	167.9	173.1	172.3	175.0
3	169.5	176.5	175.6	186.6
4	206	187.6	193.1	196.7
5	185.7	193.4	190.1	209.1
6	202.6	197.2	202.9	210.2
7	210.5	211.1	213.1	214.2
8	211.2	204.3	209.8	218.0
K	161.3	158	161.0	136.6
Average RIT	181.1	184.4	185.8	

NWEA MAP ELA RIT Spring 2024

	BLK	HSP	ALL	RIT
K	166.6	166.6	166.6	136.6
1	185.9	185.9	185.9	155.9
2	205	205	205	175.0
3	216.6	216.6	216.6	186.6
4	226.7	226.7	226.7	196.7
5	239.1	239.1	239.1	209.1
6	240.2	240.2	240.2	210.2
7	244.2	244.2	244.2	214.2
8	248.0	248.0	248.0	218.0

IXL ELA

2021 Local Formative Assessment - IXL

Grade	SUM of ELA skills practiced	SUM of ELA skills proficient	% of Proficiency
1	611	438	71.69%
2	1094	759	69.38%
3	190	102	53.68%

2024 Local Formative Assessment - IXL

Grade	SUM of ELA skills practiced	SUM of ELA skills proficient	% of Proficiency
1	611	489	80%
2	1094	875	80%

4	394	234	59.39%
5	542	337	62.18%
6	339	186	54.87%
7	399	231	57.89%
8	440	259	58.86%
K	624	467	74.84%
Grand Total	4633	3013	65.03%

3	190	152	80%
4	394	315	80%
5	542	434	80%
6	339	271	80%
7	399	319	80%
8	440	352	80%
K	624	499	80%
Grand Total	4633	3706	80%

SBAC MATH

2019	DFS
Overall	-65.3
Hispanic	-102.8
SED	-87.8
SWD	-113.6
Black	-117.4
White	+17.6

SBAC MATH OUTCOMES
2019
SBAC Assessment Results

2019	DFS
Overall	+54.7
Hispanic	+17.2
SED	32.2
SWD	+6.4
Black	+2.6
White	+47.6

SBAC MATH OUTCOMES
2024
SBAC Assessment Results

NWEA MAP MATH RIT

NWEA Fall 2020 Math

NWEA MAP MATH RIT Spring 2024

	BLK	HSP	ALL	RIT
--	-----	-----	-----	-----

Scores	Grade	Black or African American Average RIT by Grade Level	Hispanic or Latino Average RIT by Grade Level	ALL Kepler Students Average RIT by Grade Level	Normal Grade Level RIT	K	166.6	166.6	166.6	136.6				
	1	152.5	160.6	159.2	160						185.9	185.9	185.9	155.9
	2	166.6	182.7	174.9	175						205	205	205	175.0
	3	168.9	179.2	177.1	188.5						216.6	216.6	216.6	186.6
	4	193.6	190.7	190.3	199.5						226.7	226.7	226.7	196.7
	5	189.4	191.4	191.2	209.1						239.1	239.1	239.1	209.1
	6	202.0	199.4	203.9	214.7						240.2	240.2	240.2	210.2
	7	209.4	205.5	211.3	220.2						244.2	244.2	244.2	214.2
	8	217.1	208.2	212.5	224.9						248.0	248.0	248.0	218.0
	K	170.2	164.3	168.0	139.6									
	Average RIT	180.9	186.4	186.5										

IXL MATH	2021 Local Formative Assessment - IXL				2024 Local Formative Assessment - IXL			
	Grade	SUM of Math skills practiced	SUM of Math skills proficient	% of Proficiency	Grade	SUM of Math skills practiced	SUM of Math skills proficient	% of Proficiency
	1	725	503	69.38%	1	725	580	80%
	2	1290	825	63.95%	2	1290	1032	80%
	3	379	192	50.66%	3	379	304	80%
	4	574	309	53.83%	4	574	460	80%
	5	898	466	51.89%	5	898	718	80%

	6	1465	725	49.49%				6	1465	1172	80%
	7	1591	767	48.21%				7	1591	1273	80%
	8	1620	619	38.21%				8	1620	1296	80%
	K	773	575	74.39%				K	773	618	80%
	Grand Total	9315	4981	53.47%				Grand Total	9315	7452	80%
EL Reclassification Rate	14% 2019-20 CA Dashboard							>20% 2023-24 CA Dashboard			
Access to Standards Aligned Instructional Materials	100% 2019-20 Textbook Inventory							100% 2023-24 Textbook Inventory			

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Engage NY Fidelity	Ensure fidelity to the base program Engage New York (NY) to fully implement the high-quality curriculum.	[\$ 5,000.00]	N
2	1.2 Eureka Math Fidelity	Ensure fidelity to the base program Eureka Math to fully implement the high-quality curriculum.	[\$ 5,000.00]	N
3	1.3 ELA Culturally Responsive Strategies	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Culturally responsive strategies in ELA, such as constructed writing response, are needed to scaffold student learning and differentiate instruction for unduplicated students as a part of a	[\$ 500.00]	Y

		balanced literacy approach. / Kepler will provide culturally responsive strategies for students and will result in increased academic achievement and enhanced learning. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.		
4	1.4 Math Culturally Responsive Strategies	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Culturally responsive strategies in math, such as math journals, are needed to scaffold student learning and differentiate instruction for unduplicated students as a part of a balanced literacy approach. / Kepler will provide culturally responsive strategies for students and will result in increased academic achievement and the enhanced learning. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$ 500.00]	Y
5	1.5 Data Informed Instruction	Use data to inform instruction, increase teacher/staff /administration capacity to access, disaggregate, analyze, and utilize to inform instruction.	[\$ 0.00]	N
6	1.6 Administer NWEA MAP	Administer and report local assessments including NWEA MAP aligned to the assessment schedule.	[\$ 0.00]	N
7	1.7 Adjust Master Schedule	Adjust master schedules to allow for additional time for intervention, teacher collaboration, and focus on base program.	[\$ 0.00]	N
8	1.8 Professional Learning Communities	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Host weekly Professional Learning Communities (PLC) to review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of unduplicated students./ Kepler will monitor the academic growth of unduplicated students using data analysis tools and assessment	[\$2,000.00]	Y

		results as a way to increase student achievement. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.		
9	1.9 Engage NY PD	Ensure a trainer/consultant provides professional development to teachers and administrators on Engage NY.	[\$20,000.00]	N
10	1.10 Eureka Math PD	Ensure a trainer/consultant provides professional development to teachers and administrators on Eureka Math.	[\$34,200.00]	N
11	1.11 Differentiation PD	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Ensure a trainer/consultant provides coaching on culturally responsive pedagogy, UDL, balanced literacy, scaffolding, and differentiation for teachers, staff, and administrators / Kepler will provide coaching on best practices and will result in increased academic achievement and the enhanced learning through more targeted direct instruction. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$6755.00]	Y
12	1.12 Administrative PD	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Ensure trainer/consultant provides ongoing training/coaching to support administration on data analysis, supporting teachers and staff through implementation of Engage NY and Eureka Math, using culturally responsive strategies to scaffold student learning and differentiate instruction. / Kepler will provide coaching to administrators to monitor the growth of unduplicated students. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$ 18,000.00]	Y
13	1.13 Administrative Training/Coaching	Administrative training and support in additional coaching with calibration walks, data, and curriculum.	[\$0.00]	N

14	1.14 Assessment System	<p>Develop of clear and concise assessment system:</p> <ul style="list-style-type: none"> a. establish routine/systems/protocols b. create a data teams- grade level and vertical and administrative data teams c. train educational staff and administration to access data and develop data literacy focusing on IXL, NWEA MAP, SBAC, BPST and other local assessments d. train educational staff (including - instructional coach, paraprofessionals) and administrators on data literacy e. train support staff with PowerSchool SIS to accurately input demographic data 	[\$ 8,450.00]	N
15	1.15 Monitor Fidelity of Eureka Math	<p>Monitor fidelity of curriculum implementation as evidenced by lesson plans, pacing guides, master schedule, and walk-throughs</p> <ul style="list-style-type: none"> a. Provide timely feedback and support to teaching staff 	[\$83,000.00)	N
16	1.16 Data Presentation	<p>Prepare and present data to stakeholders</p> <ul style="list-style-type: none"> a. quarterly to Kepler Board and PAC b. bi-monthly to the County Accountability Team 	[\$18,900.00]	N
17	1.17 Administrative Attendance at PD	A member of the administrative team will attend Professional Development opportunities provided to staff to ensure shared understanding and implementation of strategies.	[\$7,560.00]	N
18	1.18 Weekly Administrative Team Meetings	<p>Administration Team will meet weekly to discuss:</p> <ul style="list-style-type: none"> a. school operations b. data and school performance c. walk-through results, d. plan staff meeting agendas to do for the week, e. benefiting communication issues and follow through, system implementation and accountability ideas f. structure agendas for admin meetings framed by the 4 PLC questions 	[\$84,993 .00]	N
19	1.19 Quarterly Administrative Team Meetings	<p>Administration will meet quarterly to:</p> <ul style="list-style-type: none"> a. review PD schedules-when, how, how often, content 	[\$84,537.00]	N

		<p>b. audit and report demographic data (maybe more frequently at the start of the school year)</p> <p>c. check data cycles, assessment calendars and see if changes or adjustments need to be made</p>		
20	1.20 Annual Administrative Team Meetings	<p>Administration will meet annually at the beginning and closing of the school year to discuss:</p> <p>a. review and modify protocols/tools/checklists</p> <p>b. develop detailed planning of the school year leaving room to change when necessary</p> <p>c. determine data review cycles,</p> <p>d. create calendars (i.e., assessment calendars, master calendars, etc.) and master schedule, classroom schedules</p> <p>e. determine curricular needs for next school year</p>	[\$84,538.00]	N
21	1.21 Procedures and Protocols	<p>Kepler administration will immediately:</p> <p>a. create protocols/tools/checklists to ensure staff understand what is expected of them</p> <p>b. create ways to communicate with staff (principal newsletter, staff meetings, when that communication will happen, how, how often, who)</p> <p>c. determine our evaluation cycles- who, when how often, and the format for evaluating educational staff</p> <p>d. review and update the Kepler schedule (assessment calendar including data checkpoints and accountability check-in, master calendar)</p>	[\$84,537.00]	N
22	1.22 Kepler and FCSS Meetings	<p>Administration will meet with FCSS coaches, as per contracted days for:</p> <p>a. consultant check-ins</p> <p>b. classroom walk-through and feedback coaching</p> <p>c. FCSS network meetings</p> <p>d. continue to develop and refine of the PLC model</p>	[\$ 0.00]	N
23	1.23 Staffing	Kepler currently staffs:	[\$1,517,262.00]	N

		CEO Chief Business Officer PRINCIPAL Director of Student Services 16 TEACHERS Psychologist NURSE 2 SPED Teachers Dean of Students HR/Compliance Admin 2 ADMIN ASSISTANT ACCOUNTING CLERK 2 IT REGISTRAR 1.4 CUSTODIANS School Assistant 2 Interventionist 2 PARAEDUCATORS Teachers Aide FOOD HELPER 2 SUBSTITUTE TEACHERS Spanish Teacher 6 School Aides Nurse Asst		
24	1.24 Intervention Teachers	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated	[\$30,000.00]	Y

		students are some of the lowest performing on state and local assessments. / Provide 3 Intervention Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.		
25	1.25 Paraprofessionals	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Provide paraprofessionals to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. / This is a continued action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$10,000.00]	Y
26	1.26 After-School Tutoring	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Provide after-school tutoring for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. / This is a continued action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$60,000.00]	Y
27	1.27 Intervention Instructional Materials	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic	[\$ 5,000.00]	Y

		backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. (SPIRE, Bridges Math, ST Math, Eureka Math, Reading Horizon, KU Writing, Smithsonian, IXL). / This is a continued action that was supported by stakeholder feedback as a way to support the academic needs of our students.		
28	1.28 Instructional Coach	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Provide instructional coach who will provide individualized coaching to teachers in the area of instructional strategies to address the needs of unduplicated students so that teachers have the skills to increase and support social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$60,000.00]	Y
29	1.29 ELD	All ELs will receive integrated ELD in core content areas. All ELs will receive designated ELD daily for 30 minutes at the appropriate level taught by an appropriately credentialed and assigned teacher.	[\$60,789.00]	N
30	1.30 SIOP	Provide SIOP model and forms and functions assessments for EL and provide professional development to ELD teachers.	[\$ 80.00]	N

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.

Goal 2

Goal #	Description
2	Kepler will support the social emotional well-being of all students through character development and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between teachers and students utilizing restorative justice practices and service learning opportunities.

An explanation of why the LEA has developed this goal.

The feedback from the stakeholders, especially parents, guardians, and caregivers as well as from the teachers and staff indicated the need to prioritize the social emotional well-being of the students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	96% 2019-20 P-2 Attendance				>96% 2023-24 P-2 Attendance
Chronic Absenteeism Rate	22.3% 2019-20 CA Dashboard				<10% 2023-24 CA Dashboard

Middle School Dropout Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest
Suspension Rate	1.2% 2019-20 CA Dashboard				<1% 2023-24 CA Dashboard
Expulsion Rate	<1% 2019-20 DataQuest				<1% 2023-24 DataQuest
Facilities in Good Repair	Good 2020-21 FITT Report				Good 2023-24 FITT Report
Broad Course of Study	100% of students have access to broad course of study 2019-20 Master Schedule				100% of students have access to broad course of study 2023-24 Master Schedule

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Clean, Safe Facility	Ensure the facility is clean and in good repair as measured by the FITT report.	[\$ 60,000]	N
2	2.2 Student Health	Ensure that universal precautions by the School Nurse and all staff to ensure the health of students	[\$ 90,000.00]	N
3	2.3 SEL Curriculum	Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being.	[\$ 0.00]	N
4	2.4 After School Care	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic	[\$0.00]	Y

		backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Provide after-school tutoring for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. / This is a continued action that was supported by stakeholder feedback as a way to support the academic needs of our students.		
5	2.5 Positive School Climate	Support school climate and culture through weekly drawings and rewards for school competitions.	[\$ 2,000.00]	N
6	2.6 Positive Daily Attendance	Implement a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	[\$ 2,000.00]	N
7	2.7 Attendance Policy	Implement the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits.	[\$ 38,000.00]	N
8	2.8 Chronic Absenteeism	Implement a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.	[\$ 35,000.00]	N
9	2.9 PBIS Morning Meetings/Advisory	A positive and rewarding school environment with morning greetings, morning meetings/Advisory, and PBIS.	[\$ 0.00]	N
10	2.10 Implement Alternatives to Suspension	Implement restorative justice practices, trauma-informed instruction, positive classroom management practices, and alternatives to suspension for SED and Hispanic students.	[\$ 0.00]	N
11	2.11 School Counselor	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Retain school counselor to provide counseling, social skills groups, student, and family support for SED and Hispanic students / This is a continued action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$ 75,000]	Y

12	2.12 AD Mentorship	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Ensure the Athletic Director provides mentorship and social emotional support for students. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$ 2,500.00]	Y
13	2.13 School Supplies	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Provide individual school supplies to students to use at home to ensure continuity of learning and increase student achievement. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$ 10,000]	Y
14	2.14 Elective Teachers	Provide elective teachers to expand learning opportunities within the school day by providing access to experiences and enrichment to close the achievement gap and offer students the same opportunities available to all students to increase student achievement, attendance, connectedness, and self-esteem.	[\$ 60,000.00]	N
15	2.15 Service Learning	Ensure Service Learning program continues remotely to support social emotional well-being through community, school connectedness, personal and community responsibility.	[\$ 0.00]	N
16	2.16 "Show What You Know Nights"	Host two "Show What You Know Nights" to demonstrate student work, encourage community participation, and build relationships with students, families, and staff.	[\$ 2,500.00]	N
17	2.17 Trauma Informed Instruction	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local	[\$.0.00]	Y

		assessments. / Provide professional development on STAT, mindfulness to support teachers and staff to increase personal mental health and social emotional well-being to better support students who have experienced trauma. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.		
18	2.18 Resources for Social Emotional Well-Being	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced stress. / This is a new action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$0.00]	Y
19	2.19 Restorative Justice	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Increase student engagement and school connectedness by supporting restorative justice techniques, providing training to students, staff, teachers, and families, and building an active culture inclusive of all students. / This is a continued action that was supported by stakeholder feedback as a way to support the academic needs of our students.	[\$0.00]	Y
20	2.20 Advisory Courses	According to statewide data, low income, English learners, homeless, Hispanics and students with disabilities graduate at a lower rate than all students and have lower statewide assessment results. / Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performing. /Unduplicated students are some of the lowest performing on state and local assessments. / Provide Advisory course for strong relationship building, school connectedness, attendance, and engagement to	[\$665,829]	Y

		improve behavior, attendance and academic achievement. / This is a continued action that was supported by stakeholder feedback as a way to support the academic needs of our students.		
21	2.21 Student Acknowledgement	Host multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development.	[\$ 0.00]	N

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.

Goal 3

Goal #	Description
Goal #3	Kepler parents/guardians, teachers, staff, and community members will be contributing members of the school community as partners in education, communication, and collaboration to provide students with a well-rounded education.

An explanation of why the LEA has developed this goal.

The feedback received from the stakeholders indicated that there was a lack of contributions, communication, and collaboration with parents/guardians, teachers, staff, and community members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed Teachers	100% of teachers will be credentialed and appropriately assigned 2020-21 Credential Review				100% of teachers will be credentialed and appropriately assigned 2023-24 Credential Review
Student/Teacher/Parent Sense of School Safety and Connectedness	80% of students/teachers/parents sense of school safety and connectedness 2020-21 Climate Survey				90% of students/teachers/parents sense of school safety and connectedness 2023-24 Climate Survey
Satisfaction Survey	90% of parents are satisfied with the (in-person) educational program at Kepler 2020-21 Climate Survey				90% of parents are satisfied with the educational program at Kepler 2023-24 Climate Survey
Climate Survey	80% of students feel safe at school 2020-21 Climate Survey				90% of students feel safe at school 2023-24 Climate Survey
Work Survey	73.1% of teachers and staff feel content, supported, and included at work 2020-21 Climate Survey				80% of teachers and staff feel content, supported, and included at work 2023-24 Climate Survey
Parent Workshops	4 Parent Workshops				8 Parent Workshops

	2020-21 Agenda/Sign-in Sheets				2023-24 Agenda/Sign-in Sheets
School Site Council	Kepler will host 4 SSC meetings per year 2020-21 Agenda/Sign-in Sheets				Kepler will host 6 SSC meetings per year 2023-24 Agenda/Sign-in Sheets
Professional Learning Communities	2021 Baseline of Agendas, Reflections, and Sign-in Sheets 2020-21 Agenda/Sign-in Sheets				80% of teachers will value the PLCs as evidenced by reflections 2023-24 Agenda/Sign-in Sheets

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Parent Education	Provide robust parent education to ensure a partnership in the students' academic success especially during distance learning, the importance of student attendance and engagement, tools of Restorative Justice, supporting social emotional and mental health for the family, and access to tools to support student distance learning which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	[\$ 0.00]	N
2	3.2 Technology and Technological Support	Provide technology and technological support to students, families, teachers, and staff.	[\$ 100,000.00]	N
3	3.3 Remind Application	Provide consistent communication to students, families, teachers, and staff through the Remind Application.	[\$ 2300.00]	N

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
26.34%	\$897,000

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 the development of each action provided to Kepler schoolwide, the needs of foster youth, homeless youth, English Learners, and socioeconomically disadvantaged students were considered first as each action was analyzed to determine if the focus was specifically for these students or if these students should be prioritized to receive the services prior to all other students receiving the services. The LCFF regulations dictate that Kepler provides increased and improved services for these students that are above and beyond services provided to all students during the school year. With this plan, the LCAP 2021-24 estimated the amount of supplemental and concentration grant funding to be \$865,985 which is proportionate 26.72% to increase or improve services.

Additional information about the services is included in the Goal sections.

The contributing action titles are:

- 1.3 ELA Culturally Responsive Strategies
- 1.4 Math Culturally Responsive Strategies
- 1.8 Professional Learning Communities
- 1.11 Differentiation PD
- 1.12 Administrative PD
- 1.24 Intervention Teachers
- 1.25 Paraprofessionals
- 1.26 After-School Tutoring
- 1.27 Intervention Instructional Materials
- 1.28 Instructional Coach

2.4 Before/After School Care

2.10 Implement Alternatives to Suspension

2.11 School Counselor

2.12 AD Mentorship

2.13 School Supplies

2.17 Trauma Informed Instruction

2.18 Resources for Social Emotional Well-Being

2.19 Restorative Justice

2.20 Advisory Courses

Using the calculation tool provided by the state, Kepler has calculated that it will receive \$865,985 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 26.72%. Kepler has demonstrated that it has met the 26.72% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students.

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

The Minimum Proportionality Percentage (MPP) will be 26.72%. The Supplemental funds, actions, and services provide additional layers of service for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These supplemental funds are critical for Kepler to increase its support systems. This percentage serves as the benchmark with which Kepler will measure this plan to increase or improved services to unduplicated pupils as compared to services provided to all pupils. Through the goals set in the LCAP, Kepler believes sufficient services will be provided to meet or exceed the mandated minimum percentage.

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.

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

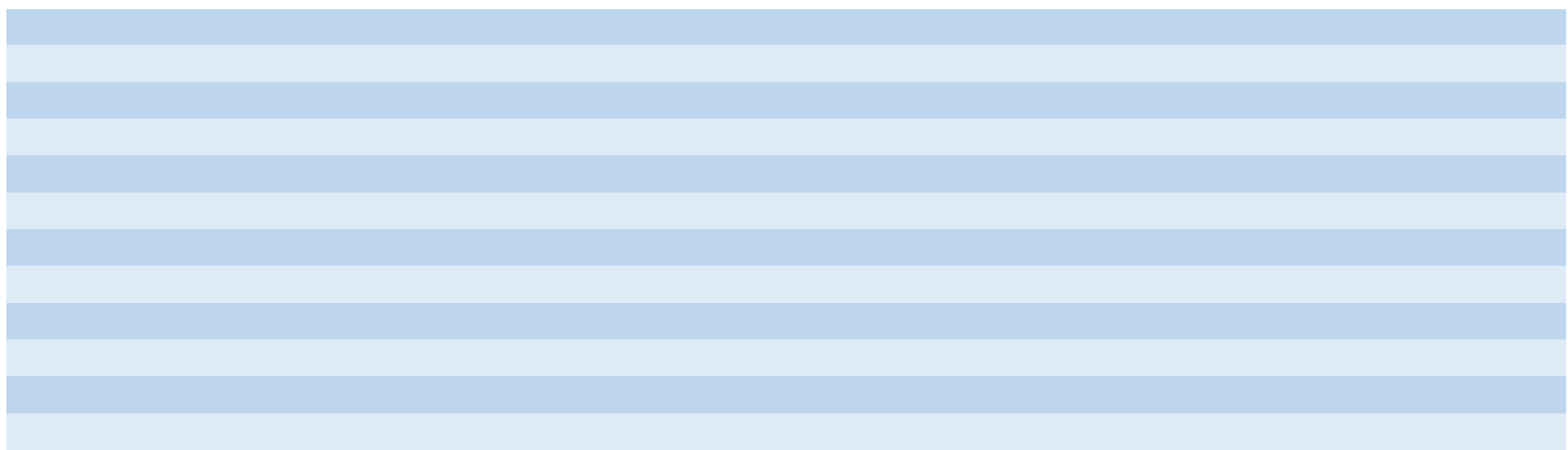
Developed by the California Department of Education, January 2020

Total Expenditures Table

Totals	LCFF Funds	Other State Funds
Totals	\$ 3,436,730	

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds
1	1	Engage NY Fidelity	All	\$ 5,000	
1	2	Eureka Math Fidelity	All	\$ 5,000	\$ -
1	3	ELA Culturally Responsive Strategies	Homeless, Foster youth, el	\$ 500	
1	4	Math Culturally Responsive Strategies	Homeless, foster youth, EI	\$ 500	
1	5	Data Informed Instruction	All	\$ -	\$ -
1	6	Administer NWEA MAP	All	\$ -	\$ -
1	7	Adjust Master Schedule	All	\$ -	\$ -
1	8	Professional Learning Communities	Homeless, Foster youth, el	\$ 2,000	
1	9	Engage NY PD	All	\$ 20,000	
1	10	Eureka Math PD	All	\$ 34,200	
1	11	Differentiation PD	Homeless, Foster youth, el	\$ 6,755	
1	12	Administrative PD	Homeless, Foster youth, el	\$ 18,000	
1	13	Administrative Training/Coaching	All	\$ -	
1	14	Assessment System	all	\$ 8,450	
1	15	Monitor Fidelity of Eureka Math	All	\$ 83,000	
1	16	Data Presentation	All	\$ 18,900	
1	17	Administrative Attendance at PD	All	\$ 7,560	
1	18	Weekly Administrative Team Meetings	All	\$ 84,993	
1	19	Quarterly Administrative Team Meetings	All	\$ 84,537	

1	20	Annual Administrative Team Meetings	All	\$	84,538
1	21	Procedures and Protocols	All	\$	84,537
1	22	Kepler and FCSS Meetings	All	\$	-
1	23	Staffing	All	\$	1,517,262
1	24	Intervention Teachers	homeless, foster	\$	30,000
1	25	Para Professional	homeless, foster	\$	10,000
1	26	After-School Tutoring	homeless, foster	\$	60,000
1	27	Intervention Instructional Materials	youth of homeless	\$	5,000
1	28	Instructional coach	All	\$	60,000
1	29	ELD	All	\$	60,789
1	30	SIOP	All	\$	80
2	1	Clean, Safe Facility	All	\$	60,000
2	2	Student Health	All	\$	90,000
2	3	SEL Curriculum	All	\$	-
2	2.6	Positive School Climate	All	\$	2,000
2	2.7	Positive Daily Attendance	All	\$	2,000
2	7	7 Attendance Policy	All	\$	38,000
2	8	Chronic Absenteeism	All	\$	35,000
2	9	PBIS Morning Meetings/Advisory	All	\$	0
2	11	School Counselor	All	\$	75,000
2	12	AD Mentorship	homeless, foster	\$	2,500
2	13	School Supplies	youth of All	\$	10,000
2	14	Elective Teachers	All	\$	60,000
2	15	Service Learning	All	\$	-
2	16	Expos	All	\$	2,500
2	20	Advisory Courses	All	\$	665,829
2	21	Student Acknowledgement	All	\$	0
3	3.1	Parent Education	All	\$	-
3	3.2	Technology & Technological Support	All	\$	100,000
3	3.3	Remind Application	All	\$	2,300
				\$	3,436,730



Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
		\$34,36,730		

Local Funds	Federal Funds	Total Funds
		\$ 5,000
\$ -		\$ 5,000
		\$ 500
		\$ 500
\$ -	\$ -	
\$ -	\$ -	
\$ -	\$ -	
		\$ 2,000
		\$ 20,000
		\$ 34,200
		\$ 6,755
		\$ 18,000
		\$ 8,450
		\$ 83,000
		\$ 18,900
		\$ 7,560
		\$ 84,993
		\$ 84,537

	\$	84,538
	\$	84,537
	\$	-
	\$	1,517,262
	\$	30,000
	\$	10,000
	\$	60,000
	\$	5,000
	\$	60,000
	\$	60,789
	\$	80
	\$	60,000
	\$	90,000
	\$	-
	\$	2,000
	\$	2,000
	\$	38,000
	\$	35,000
	\$	-
		75,000
		2,500
		10,000
	\$	60,000
	\$	-
	\$	2,500
	\$	665,829
	\$	-
	\$	-
	\$	100,000
	\$	2,300

