



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kinetic Academy	Bre Lionetti Executive Director	brelionetti@knieticacademy.org (710) 465-4565

Plan Summary 2023-24

General Information

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

Kinetic Academy is a direct-funded, independent, public charter school reauthorized by Huntington Beach City Elementary in Fall of 2021 to serve grades TK-8. The school serves approximately 327 students in grades TK-8 that includes 60% White, 22% Hispanic, 6.7% Asian, 1.2% African American, 8.3% 2+ Races, 21% Socioeconomically Disadvantaged, 2% English Learners, and 12% Students with Disabilities. The Unduplicated percentage for 2022-23 is approximately 29%.

MISSION

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

VISION

STEAM Project Based Learning (PBL): Kinetic Academy has integrated technical and academic education to prepare students for post-secondary education in both high tech and liberal arts fields via an emphasis on science, technology, engineering, art, and math (STEAM). As STEAM focuses on integration of content, pairing STEAM with PBL can hit not only STEAM content, but also content outside of the core STEAM subjects.

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

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

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

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

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

Kinetic Academy provides all students with Project-based Learning (PBL) Instruction, with CA Standards-aligned curriculum. All educators implement inquiry-based teaching that incorporates both problem-based learning and project-based learning.

Reflections: Successes

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

Local Data

All five local indicators for the 2022 CA Dashboard were “Met”

[State Data/CA Dashboard 2022:](#)

English Language Arts Indicator (“High” +19.6 DFS) SED “Low” -10.8 DFS; Hispanic “Medium” +2.8 DFS; White “High” +24.9 DFS

Our Winter MAP data shows that 70% of our elementary students were meeting the average (50th percentile) or higher. At the middle school level, we saw the same results minus our 8th grade which is a small group of 12 students, so the percentages can be skewed. In Language, we saw that 60% of all students (Kinder - 8th Grade) were meeting the average (50th percentile) or higher. We use these data points to refer students in need of additional support to Reading Intervention. Our goal in Reading Intervention, is to target the skills that students need so that they are able to get to that average percentile or higher.

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.

Local Data

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

[State Data/CA Dashboard 2022:](#)

Chronic Absenteeism (“High” 11.2%) SED “Very High” 20.6%; White “High” 10.8%; Hispanic “Medium” 10%; SWD “Medium” 6.5%
This is an area that we have struggled with and are putting a lot of effort into improving. We hired a Director of Student Services in early 2023 who is tasked with coordinating parent outreach for students who are in the range of being classified as “chronically absent” conferences with parents, meeting with students to assess their challenges with getting to school, etc. In addition, we have outlined a plan to keep attendance at the forefront of students, parents and even teachers so there is constant recognition of excellent attendance.

Suspension Rate (“Medium” 2.4%) SED “High” 5.1%; Hispanic “High” 4.2%; SWD “Medium” 2.2%; White “Medium” 1.9%

We firmly believe the data from 2022 was not indicative of the schoolwide discipline profile for Kinetic. The suspensions during that year were in our middle grades as we were expanding our model. We implemented supports for students at the beginning of the school year and saw an immediate drop in negative behaviors and an increase in positive behaviors, especially at the middle school. As we look at our local 2023 data in this area, we have dramatically decreased suspensions.

Mathematics Indicator (“Medium” -10.3 DFS) Hispanic “Low” -29.8 DFS; SED “Low” -35.7 DFS; White -4.6 DFS

Based on the results from the 2022 administration of SBAC and release of the Dashboard, we worked with teachers to provide a variety of interventions targeted to the SED student group. To further reverse the impacts of the pandemic on learning loss, we will be holding a 3-week summer intervention called “WAVES Workshop” for our high-need students in both ELA & math.

LCAP Highlights

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

As 2023-24 will be the third year of the plan, we look forward to assessing the impact of the social emotional supports and academic program as our second eighth grade cohort will culminate.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Kinetic Academy has not been identified by the State of California for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Staff: The school staff was surveyed monthly to gauge needs and also obtain input on current programs. Staff regularly participated in these surveys. Feedback was also collected from staff during staff meetings held throughout the school year. The leadership team met regularly to discuss school goals, needs and how we were meeting goals/needs.

Students: Middle school students participated in various surveys to find out what interests they had regarding activities and also electives. In addition, 4th - 7th grade students participated in the California Healthy Kids Survey if they had parental consent.

Parents: Multiple surveys were conducted over the year to engage parents and receive input to consider for the LCAP, in addition to the school administering the California Healthy Kids Survey to parents. All surveys were sent electronically via Parent Square with reminders to participate. At the Coffee Chats held, parents were also reminded to participate in surveys and given the links to access

Community: Kinetic’s Local Site Council met monthly throughout the year to discuss school goals and progress. LCAP was specifically discussed at the May and June meetings to obtain feedback from all educational partners. The LCAP draft along with a survey to provide feedback was sent to the Kinetic Community via Parent Square.

Board: Progress on various LCAP goals was shared regularly at board meetings. The public hearing was held on June 8th.

A summary of the feedback provided by specific educational partners.

Staff: The staff expressed the need for a comprehensive and consistent English Language Arts program to be utilized across elementary and middle school. In addition, the staff shared the desire to have a curriculum where Project Based Learning was built into the program.

Students: Middle school students expressed interest in more electives as well as social activities. Elementary students wanted more activities at recess/lunch.

Parents: Parent surveys continue to be high, with the majority of parents being satisfied. Areas that were felt could be addressed more was the Social Emotional along with counseling. Middle School parents have shared the desire to have an advanced math or Algebra class for 8th grade students.

Administrators including Special Education: Administration is concerned about retention of teachers and staff. This is a priority to help maintain cohesion over the years. The learning gaps shown in our special populations has been a concern.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Staff: We have piloted an English Language Arts program as well as a Science program this year at various grade levels.

We have budgeted to incorporate an ELA program that will extend from TK - 8th grade. Additionally, a new science curriculum is being added to the elementary school, which will match the middle school's program; Amplify. This program suits Kinetic's needs as it has a strong element of Project Based Learning built within the curriculum.

Social Emotional behaviors of students have also been discussed by teachers and staff repeatedly. Implementing a school wide SEL program is a need.

Students: We will enhance and expand elective offerings. We have purchased a gaga ball pit for both campuses and have incorporated more activities for students to participate in during recess and lunch.

Parents: A counselor has been contracted with and we will offer all middle school students counseling support if they choose to participate. Elementary students will be referred for counseling sessions. We are also implementing a school wide Social Emotional Learning program

Administrators: A salary schedule for teachers is being established and implemented for the 2023/2024 school year. A summer program is also being offered to students that are in need and considered at risk to help close learning gaps and prevent summer slide.

Goals and Actions

Goal 1. Conditions of Learning

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Facilities in Good Repair (Facility Inspection Tool – FIT)	100% Facilities in “Good Repair” as measured by the FIT	<p>“Exemplary”</p> <p>FIT January 2022</p> <p>(SARC, January 2022)</p>	<p>“Good”</p> <p>FIT January 2023</p> <p>(SARC, February 2023)</p>		100% rating in “good repair”
Fully Credentialed Teachers and Appropriately Assigned	100% teacher fully credentialed and appropriately assigned	<p>88.2% teachers fully credentialed and appropriately assigned</p> <p><i>*NOTE: This data has been updated to reflect the TAMO data for 2020-21 by the CDE.</i></p> <p>(CA Dashboard Local Indicators Board presentation - June 2022)</p>	<p>TBD - % teachers fully credentialed and appropriately assigned</p> <p><i>*NOTE: As of this reporting, the California Statewide Assignment Accountability System (CalSAAS) has not provided updated credentialing or assignment data for the 22-23 academic year.</i></p>		100% of teachers fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23																																								
Access to standards-aligned curricular and instructional materials	100% of students with access to standards-aligned curricula	100% of students with access to standards-aligned curricula (SARC , January 2022)	100% of students with access to standards-aligned curricula (SARC , February 2023)		100% of students with access to standards-aligned curricula																																								
Implementation of academic content standards	2019 California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>HISTORY</td><td>4</td></tr> </table>	ELA	5	ELD	4	MATH	5	NGSS	5	HISTORY	4	2022 California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>HISTORY</td><td>5</td></tr> </table> (CA Dashboard Local Indicators Board presentation - June 2022)	ELA	5	ELD	4	MATH	5	NGSS	5	HISTORY	5	2023 California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>HISTORY</td><td>4</td></tr> </table> (CA Dashboard Local Indicators Board presentation - June 2023)	ELA	5	ELD	4	MATH	5	NGSS	4	HISTORY	4		2024 California Dashboard Local Indicator for Implementation of Standards <table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>HISTORY</td><td>5</td></tr> </table>	ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	5
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Student Access to Broad Course of Study (i.e. Spanish, Art, Physical Education)	100% of students have access to a broad course of study	100% of students have access to a broad course of study (CA Dashboard Local Indicators Board presentation - June 2022)	100% of students have access to a broad course of study (CA Dashboard Local Indicators Board presentation - June 2023)		100% of students access to a broad course of study																																								

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Facilities: Building Leases & Safety/Maintenance	The following actions are essential in order to provide all students, and staff with a safe, clean and well-maintained school site: <ul style="list-style-type: none"> • Facility Site (leasing costs) • Prop 39 Facility costs for grades 6 - 8 • Provide maintenance and repairs to ensure a clean and safe facility 	\$ 614,759	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ● Custodial Supplies ● Custodial Contract- Building Maintenance ● Office Furniture ● Utilities 		
1.02	Staffing: Certificated Teachers	<p>Kinetic Academy will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ul style="list-style-type: none"> ● 17 Core Classroom Teachers who are appropriately credentialed and assigned (TK - 8th Grade) ● 3.75 Non-Core Enrichment Teachers for Spanish, Art and Physical Education. ● 2 Part Time Specialist Teachers (Reading & Math Intervention/Coaches) 	2,061,180	Yes
1.03	Professional Services: Special Education	<p>Kinetic Academy contracts with outside providers to implement service time to adhere to IEPs.</p> <ul style="list-style-type: none"> ● 1 Part-Time Psychologist (contracted) ● 1 Part-Time Speech Pathologist (contracted) ● 1 Occupational Therapist (contracted) 	\$ 135,000	Yes
1.04	Staffing: Administration	<p>Administrative Team: in charge of meeting weekly; to review school data; student achievement data; enrollment, assess impact of academic and social-emotional interventions; attendance, and ensure school-wide policies and procedures are adhered to:</p> <ul style="list-style-type: none"> ● Executive Director ● Student Services Director ● 2 School Site Principals ● Special Education Coordinator ● Office Manager for Elementary School ● Office Manager for Middle School ● Enrollment and Special Projects Coordinator 	\$916,643	Yes
1.05	Staffing: Classified Support Staff	<p>Classified staff:</p> <ul style="list-style-type: none"> ● 1 Full-time Custodian ● 1 Part-time Enrollment and Special Projects Coordinator ● 1 Part-time Health Assistant 	\$308,930	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ● 5 Part-time Yard Supervisors: (3 Elementary/2 Middle) ● 2 Part-time Special Education Instructional Assistants ● 2 Part-time Classroom Aides ● 1 Part-time Transitional Kindergarten Aide ● 1 Part-time Food Service Manager 		
1.06	Contracted Support Services	Contracted Personnel & Professional Services <ul style="list-style-type: none"> ● IT Support ● Charter School Management Corporation ● School Nurse 	\$ 201,684	No
1.07	Social Emotional/Behavioral Support/Interventions	Kinetic Academy will continue the use of the schoolwide Social Emotional Learning (SEL) program: Conscious Discipline Kinetic Academy will use Student Services Admin to manage the SST and 504 process. A Teacher will serve as the SST Coordinator. Kinetic Academy will work with 1 Counselor to provide one-on-one and small group counseling.	\$25,000	Yes

Action #	Title	Description	Total Funds	Contributing
1.08	Training & Development: Certificated Professional Development - External	<p>Kinetic Academy will provide and require all teachers to attend 9 days of Professional Development prior to the school year.</p> <p>Professional Development throughout the year will be held regularly on early release days as well as 2 dedicated student free days.</p> <p>Kinetic Academy provides all teachers with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. The schoolwide professional development areas that will be of focus include:</p> <ul style="list-style-type: none"> ● Project-based Learning (PBL): PBL Works: Focus on deeper learning, real-world connections, student choice, sustained inquiry, consistent and meaningful reflection, critique and revision ● Schoolwide Social Emotional Learning Curriculum and/or Program and Implementation with Fidelity <p>The following is a list of workshops and/or conferences that Administration, teachers and/or staff will attend:</p> <ul style="list-style-type: none"> ● CCSA Conference ● El Dorado SELPA Workshops ● Legal Workshops/Seminars- YMC ● OCDE Workshops ● SEL Training(s) ● ELA Training (Amplify) ● Science Training (Amplify) ● PBL- Applied Coaching ● School Safety Conference 	\$30,000	Yes
1.09	Technology: Student Devices	<p>With the additional grade 6 class, additional resources will be needed, as well as replacement tech as described below:</p> <ul style="list-style-type: none"> ● Replacement Parts for Student Computers ● 1 Laptop charging carts (Grade 6) ● 50 Student Ipads 	\$50,000	No
1.10	Technology: Classroom/Teacher/Staff	<p>With the additional grade 6 class, additional resources will be needed, as well as replacement technology:</p> <ul style="list-style-type: none"> ● 3 Teacher computers 	\$4,000	No

Action #	Title	Description	Total Funds	Contributing
	Technology	<ul style="list-style-type: none"> • 2 Document cameras • 3 LCD Projectors • LCD Projector Bulb 10 replacements for existing devices • Apple TV Device • Lease for 2 Copy Machines 		
1.11	Food Service	Kinetic will provide Breakfast and Lunch to all students daily	\$ 154,875	

Goal Analysis for 2022-23

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.

All actions were implemented as planned and the following additions were made:

Added two part-time intervention teachers

.75 Lunch support

Certified Counselor/Psychologist instead of intern

Science training will occur during 2023-24 to align with the purchase of a new science curriculum

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted amount and the estimated actual expenditures for 2022-23.

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

Like other schools recovering from the impacts of the pandemic, we have encountered some staffing challenges. However, in continuing the actions into the 23-24 academic year, we will have a more in-depth analysis of the effectiveness based on data in Fall 2023.

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.

ACTIONS: Certificated Staffing - Kinetic will be adding another certificated position in the middle school program.

Goal 2. Student Achievement

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																		
Reclassification Rate for English Learners	0% for 2019-20	0% Reclassification Rate (Source: DataQuest 2020-21)	TBD - % Reclassification Rate 2021-22 (Source: Ed-Data 2021-22)		20% Reclassification Rate																		
English Learners Demonstration of Annual Progress on ELPAC	Data suppressed due to privacy	N/A (Source: DataQuest 2020-21) NOTE: Data for suppressed due to privacy - fewer than 11 students	N/A (Source: English Learner Progress Indicator 2022 CA School Dashboard) NOTE: Data for suppressed due to privacy - fewer than 11 students		60% demonstrate progress on ELPAC																		
CAASPP English Language Arts	Schoolwide 2019 ELA 75% Met/Exceeded 2019 Dashboard "Blue" <ul style="list-style-type: none"> Students with Disabilities 62% 	N/A CA Dashboard will resume for accountability purposes in 2022 Local Assessment NWEA Reading administered in May 2021 (86% students in Grades 3-6)	<u>CAASPP ELA SBAC 2022</u> <table border="1"> <thead> <tr> <th>Group</th> <th>Met/Exceeded</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>59.8%</td> <td>+19.6</td> </tr> <tr> <td>SWD</td> <td>34.6%</td> <td>-30.6</td> </tr> <tr> <td>SED</td> <td>40%</td> <td>-10.8</td> </tr> <tr> <td>Hispanic</td> <td>51.5%</td> <td>+2.8</td> </tr> <tr> <td>White</td> <td>63.1%</td> <td>+24.9</td> </tr> </tbody> </table>	Group	Met/Exceeded	DFS	All	59.8%	+19.6	SWD	34.6%	-30.6	SED	40%	-10.8	Hispanic	51.5%	+2.8	White	63.1%	+24.9	In place: Afterschool hw club Interventions Changes: Afterschool ELOP to SWD, EL, SED	65% Schoolwide ELA Meets/Exceeds <ul style="list-style-type: none"> 45% Students with Disabilities 50% Socioeconomically Disadvantaged NOTE: Previously reported "target": Schoolwide ELA 77% Meets/Exceeds 2023 Dashboard "Blue" <ul style="list-style-type: none"> Students with Disabilities 70%
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24																					
	<ul style="list-style-type: none"> Socioeconomically Disadvantaged 71% 	49% At/Above Grade-level (Source: SARC 2020-21)	<table border="1"> <tr> <td>2+ Races</td> <td>38.5%</td> <td>-16.1</td> </tr> </table>	2+ Races	38.5%	-16.1	During schoolday support?	<ul style="list-style-type: none"> Socioeconomically Disadvantaged 75% 																		
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CAASPP Mathematics	Schoolwide 2019 Math 71% Met/Exceeded 2019 Dashboard "Blue" <ul style="list-style-type: none"> Students with Disabilities 48% Socioeconomically Disadvantaged 47% 	N/A CA Dashboard will resume for accountability purposes in 2022 Local Assessment NWEA Mathematics administered in May 2021 (91% students in Grades 3-6) 56% At/Above Grade-level (Source: SARC 2020-21)	CAASPP Math SBAC 2022 <table border="1"> <thead> <tr> <th>Group</th> <th>Met/Exceeded</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>51.6%</td> <td>-10.3</td> </tr> <tr> <td>SWD</td> <td>23.1%</td> <td>-75.3</td> </tr> <tr> <td>SED</td> <td>37.2%</td> <td>-35.7</td> </tr> <tr> <td>Hispanic</td> <td>48.5%</td> <td>-29.8</td> </tr> <tr> <td>White</td> <td>52.4%</td> <td>-4.6</td> </tr> <tr> <td>2+ Races</td> <td>46.2%</td> <td>-27.7</td> </tr> </tbody> </table>	Group	Met/Exceeded	DFS	All	51.6%	-10.3	SWD	23.1%	-75.3	SED	37.2%	-35.7	Hispanic	48.5%	-29.8	White	52.4%	-4.6	2+ Races	46.2%	-27.7		55% Schoolwide Math Meets/Exceeds <ul style="list-style-type: none"> 30% Students with Disabilities 45% Socioeconomically Disadvantaged NOTE: Previously reported "target": Schoolwide Math 73% Meets/Exceeds 2023 Dashboard "Blue" <ul style="list-style-type: none"> Students with Disabilities 55% Socioeconomically Disadvantaged 55%
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CAST	2019 Grade 5 CAST 62% Met/Exceeded	N/A (Source: DataQuest 2020-21) NOTE: CAST was not administered in 2020-21 due to COVID	50% Met/Exceeded 2022 Grade 5 CAST (Source: CDE CAASPP Science 2022)		60% Schoolwide Grades 5 & 8 CAST NOTE: Previously reported "target" Schoolwide Grade 5 CAST 70% Meets/Exceeds																					

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Curriculum & Consumables for Core Classes	<p>Kinetic Academy will purchase curricula for all grade levels and replace the following curriculum and/or supplemental instructional materials for classroom use:</p> <ul style="list-style-type: none"> ● ELA Amplify Program (TK - 8)/ELD ● Bridges Math Replacement Consumables (TK- 5) ● Harcourt Math Replacement Consumables (6-8) ● Harcourt Math Program (Grade 6) ● Science Amplify Program (TK - 6) ● Science Amplify Replacements (6-8) ● TCI Replacement Consumables (K - 8) ● TCI Program (Grade 6) 	\$ 150,000	No
2.02	Curriculum & Consumables for Specials & Elective Classes	<p>Curriculum and Classroom Supplies for</p> <ul style="list-style-type: none"> ● <i>Art</i> ● <i>Spanish</i> ● <i>PE Equipment</i> ● <i>Theater</i> ● <i>Middle School Electives</i> ● <i>Junior Achievement</i> 	\$ 11,000	No
2.03	Supplies and Consumables Classrooms and for Project Based Learning Units	Classroom Supplies and materials to support PBL	\$ 17,000	No
2.04	Curriculum: Technology Subscriptions	<p>Reflex Math See Saw Dreambox Forefront Go Guardian</p>	\$ 15,000	No
2.05	EL Assessment, Integrated & Designated ELD	Staff will administer the ELPAC assessment, monitor the progress of the EL and the progress of the reclassified EL for 4 years. (<i>Pulls out for designated ELD</i>)	\$1295	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The school will provide integrated ELD to the students using an ELA/ELD approved curriculum. All EL will receive targeted instruction utilizing Specially Designed Academic Instruction in English (SDAIE). Academic supports will be provided as needed.</p> <p><i>[NOTE: Kinetic's EL population has not exceeded 10 students in the last three years.]</i></p>		
2.06	Academic Interventions	<p>Kinetic Academy utilizes intensive and strategic academic interventions in reading and math for all students, focusing on the significant subgroups (Latino, SPED, SWD, EL), in order to close the achievement gap. This will involve the following:</p> <ul style="list-style-type: none"> ● Intervention in reading (K-8) using the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Reading Intervention Program during the instructional day. ● Academic intervention in math (grades K-5) using Bridges Intervention curriculum to increase numeracy and automaticity during the instructional day. ● After School Homework Club (Elementary & Middle School) ● Summer Program for targeted 2nd - 5th Grade students to focus on increasing ELA and math skills ● Outgoing 6th - 8th grade middle school students will be provided Community Service/Leadership opportunities for helping 2nd - 5th grade students in the classroom. 	\$30,000	Yes

Action #	Title	Description	Total Funds	Contributing
2.07	Assessments: Local Assessments	<p>Kinetic Academy staff will continue to administer multiple types of internal assessments, in order to progress monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA MAP: ELA/Math: 3 times/year for grades K-8 • Project-based Learning (PBL) multidisciplinary presentation (Science or Social Studies focus with ELA, Math and writing): K-8 (3 times/year) • TK/Kinder students are assessed in the summer prior to the start of the school year in the following areas: Phonics, Number Recognition, ELA & Math, and again on a trimester basis. • Dibels (incorporated in Amplify) 	\$4,500	No

Goal Analysis for 2022-23

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.

All actions were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted amount and the estimated actual expenditures for 2022-23.

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

Like other schools recovering from the impacts of the pandemic, our students have demonstrated growth in the core subject areas for which we have local assessments. By continuing these actions into the 23-24 academic year, we will have a more in-depth analysis of the effectiveness based on state data in Fall 2023.

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.

METRICS: We have modified our “end of plan” targets in ELA, math and science to reflect a more attainable target for the end of 2024. While we hope our students exceed this new target, it is important to maintain realistic expectations for state-mandated assessments post-pandemic.

Goal 3. Family Engagement & Positive School Climate

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Create and sustain Opportunities for Parent Input in Decision-Making	9 Local Site Council meetings per year	9 Local Site Council meetings (Expected as of June 2022)	6 Local Site Council meetings (Expected as of June 2023)		9 Local Site Council meetings per year
Parent Participation Rate in Annual Healthy Kids Survey	Survey data unavailable due to repurposing of surveys for COVID engagement/family support	54% survey completion by parents (April 2022)	33% survey completion by parents (69 parents out 218 families (May 2023)		70% survey completion by parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Participation Rate in Annual Healthy Kids Survey	Survey data unavailable due to repurposing of surveys for COVID engagement/family support	Student Survey Participate Rate Elementary (%)64% Middle (6/7) 58% (April 2022)	Student Survey Participation Rate Elementary (4th/ 5th) 69% Middle (6/7/8) 94% (May 2023)		Student Survey Participate Rate Elementary (%) 70% Middle (6/7/8) 70%
Maintain Attendance Rate exceeding 90%	93% Attendance Rate (Local Data)	94% Attendance Rate (As of April 28, 2022)	94% Attendance Rate (As of April 28, 2023)		95% Attendance Rate
Decrease Chronic Absenteeism	Schoolwide 3.4% Chronic Absenteeism Indicator (Yellow) <ul style="list-style-type: none"> 9.8 % Students with Disabilities 7% Socioeconomically Disadvantaged 3.8% Hispanic 	Schoolwide 7.2% Chronic Absenteeism Rate 2020-21 (Source: DataQuest) 5.6% Hispanic/Latino 7.2% White NOTE: CA Dashboard Indicator not published for 2021-22 due to COVID	Schoolwide 11.2% Chronic Absenteeism Rate 2021-22 (Source: CA School Dashboard Chronic Absenteeism Indicator 2022) 20.6% SED “Very High” 10% Hispanic “Medium” 6.5% SWD “Medium” 10.8% White “High” 27.3% Two or More Races		Schoolwide 2% Chronic Absenteeism Indicator (Green) <ul style="list-style-type: none"> 5% Students with Disabilities 3% Socioeconomically Disadvantaged 1% Hispanic
Maintain Suspension Rate below the State average	Schoolwide 0.7% Suspension Rate (Green) <ul style="list-style-type: none"> 1.9% Hispanic 2.4% Students with Disabilities 	0% Suspension Rate (Source: DataQuest 2020-21) NOTE: CA Dashboard Indicator not published for 2021-22 due to COVID	2.4% Suspension Rate (Source: Suspension Rate Indicator CA School Dashboard 2022) 4.2% Hispanic “High” 5.1% SED “High” 2.2% SWD “Medium” 1.9% White “Medium”		Schoolwide 0.5% Suspension Rate (Blue) <ul style="list-style-type: none"> 1% Hispanic 1% Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Expulsion Rate below the State average	0% Expulsion Rate	0% Expulsion Rate (Source: DataQuest 2020-21) NOTE: CA Dashboard Indicator not published for 2021-22 due to COVID	0% Expulsion Rate (Source: Ed-Data 2021-22)		0% Expulsion Rate
Dropout Rate (2020-21 first year of middle grades program)	0%	0% Middle School Dropout 2020-21	0% Middle School Dropout 2021-22		0% Middle School Dropout Rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Student Engagement: Positive School Culture	<p>Kinetic Academy will provide the following opportunities to engage students and help create/maintain a positive student culture:</p> <p>After School Clubs:</p> <ul style="list-style-type: none"> ● Yearbook Club ● Kids Run the OC ● Art Classes ● Academic Enrichment <p>Student Leadership Opportunities:</p> <ul style="list-style-type: none"> ● Student Council (Elementary School) ● ASB (Middle School) ● Green Team at both campuses ● Community Service : Hour of Kindness <p>Events:</p> <ul style="list-style-type: none"> ● Space Night ● Book Fair ● Hour of Code ● Jump Rope for Heart 	\$9,000	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ● Assemblies: Kinetic Birthday, Mr. Peace, STEAM ● Art Show ● Field Day at both campuses ● 5th Grade Girls Tea ● 5th Grade Guy Talk ● Kinder/5th/8th Grade Promotions ● Lunch with a Loved One ● Move Up Day ● Talent Show ● Pi-Bee Event ● Middle School Dance <p>Recognitions:</p> <ul style="list-style-type: none"> ● Host Award Assemblies ● Awards for student attendance: Monthly, Trimester, Annual 		
3.02	Student Engagement: Field Trips	<p>In order to provide students with relevant learning experiences outside of the classroom that align with our school’s Project-based Learning educational model, our school will host and/or provide multiple field trips throughout the year.</p> <p>The goal is to maintain 3 field trips per grade level annually.</p> <p>Some planned field trips are:</p> <ul style="list-style-type: none"> ● <i>AstroCamp (overnight for 5th grade)</i> ● <i>Catalina (overnight for 4th grade)</i> ● <i>Bolsa Chica Wetlands</i> ● <i>Santa Ana Zoo</i> ● <i>Orange County Zoo</i> ● <i>Pretend City</i> ● <i>Ocean Quest</i> ● <i>Riley’s Farm</i> ● <i>Discovery Cube</i> ● <i>CA Science Centered Field trips</i> ● <i>San Juan Capistrano Mission</i> ● <i>Ropes Course- Team Building</i> 	90,000	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Theater • College Visits for Middle School 		
3.03	Parent Engagement and Participation: Building Community & Decision-making	<p>Kinetic Academy will provide all parents with numerous opportunities to engage as partners in their child's education.</p> <ul style="list-style-type: none"> • Annual Parent Survey (CHKS) • Coffee Chats: informal meeting with parents to discuss school wide events, issues and concerns. • Monthly Dine-Outs at local restaurants to engage parents/families • Host school wide events: Assemblies, Back-to-School, Hour of Kindness, Lunch with a Loved One, Open House, PBL Presentations • Annual Parent Volunteer appreciation event: recognize parents who volunteer. • Kinetic Academy Annual Gala • Parent Education Nights • Kinetic Parent Organization • Kinetic Board Of Directors • Local Site Council 	2,500	No
3.04	Parent Engagement and Participation: Communications	<p>Kinetic Academy will provide all parents with information to engage as partners in their child's education.</p> <ul style="list-style-type: none"> • Translation Services: Provide Oral and Written Translation to parents who speak a language other than English • Use of <i>ParentSquare</i> to communicate with parents about their child and upcoming school events • School's website will be updated regularly that will include the school's calendar • Kinetic Academy will use social media to inform parents/public about school wide events • Kinetic Academy will provide parents of students in grades 1-8 with access to <i>PowerSchool Parent Portal</i> to access their child's 	4,000	No

Action #	Title	Description	Total Funds	Contributing
		<p>academic grades, progress, and attendance</p> <ul style="list-style-type: none"> • Kinetic Academy will utilize ZOOM to allow parents access to attend school meetings and conferences. • Community Open House: Participation of Teachers and Administrators to open both school campuses to the current parent and prospective community • Student-led conferences in the Spring 		

Goal Analysis for 2022-23

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.

All actions were implemented as planned, except for attendance incentives. Also, translation services were provided on an as-needed basis.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted amount and the estimated actual expenditures for 2022-23.

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

The events we offer to both students and parents are part of how we have cultivated a positive school culture at Kinetic Academy. We have high participation in evening events, such as Meet the Teacher Night, the middle school play, Open House. We have continued to offer meetings to parents virtually (Coffee Chats, Local Site Council meetings, Board Meetings) to help allow parents to attend meetings.

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.

No changes for 22-23.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$187,029	\$ 0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.09%	0%	\$0	5.09%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

After assessing the needs, conditions and circumstances of our low-income students throughout the grade-levels particularly in the areas of ELA and math achievement on state standards, it is of paramount importance that these students are provided full access to the curriculum and supported in a manner that supports both their academic growth and resilience in a manner that is inclusive.

In order to address the conditions of our low-income students, we ensure that both the certificated and classified staff have experience with supporting the needs of this student group academically, socially, and emotionally to facilitate their growth on standards and maintain connectedness to school. As such, actions being provided on a school-wide basis (1.03 Staffing: Certificated Teachers, 1.05 Staffing: Administration, 1.06 Staffing: Classified Support Staff, 1.08 Social Emotional/Behavioral Support/Interventions, 3.03 Student Engagement: Field Trips) are expected to benefit all students while at the same time addressing the unique needs of our UDP in a manner that is inclusive and supportive.

In addition, we are offering a summer academic program focusing in ELA and math to these students to help close the learning gap.

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

Historically, we have a diverse EL population with a variety of languages being represented. The needs of this small student population are unique as the goals of English language acquisition and mastery depend on a variety of factors. To address the needs of ELs, Kinetic provides academic programming (actions 2.03 EL Assessment, Integrated & Designated ELD, 2.04 Academic Interventions) to sustain continuous progress on standards. Additionally, targeted academic interventions are also available to our low-income and foster youth students to close any gaps in math and English/language arts. Our summer program is also being offered to specifically serve these students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable. Kinetic as the LEA does not receive the additional 15% concentration grant add-on.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	<i>Schools with a student concentration of greater than 55 percent</i>
Staff-to-student ratio of classified staff providing direct services to students	Not applicable for charter schools	<i>Not applicable</i>
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable for charter schools	<i>Not applicable</i>