

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kingsburg Elementary Charter School District

CDS Code: 10-62240

School Year: 2023-24

LEA contact information:

Matt Stovall

Assistant Superintendent

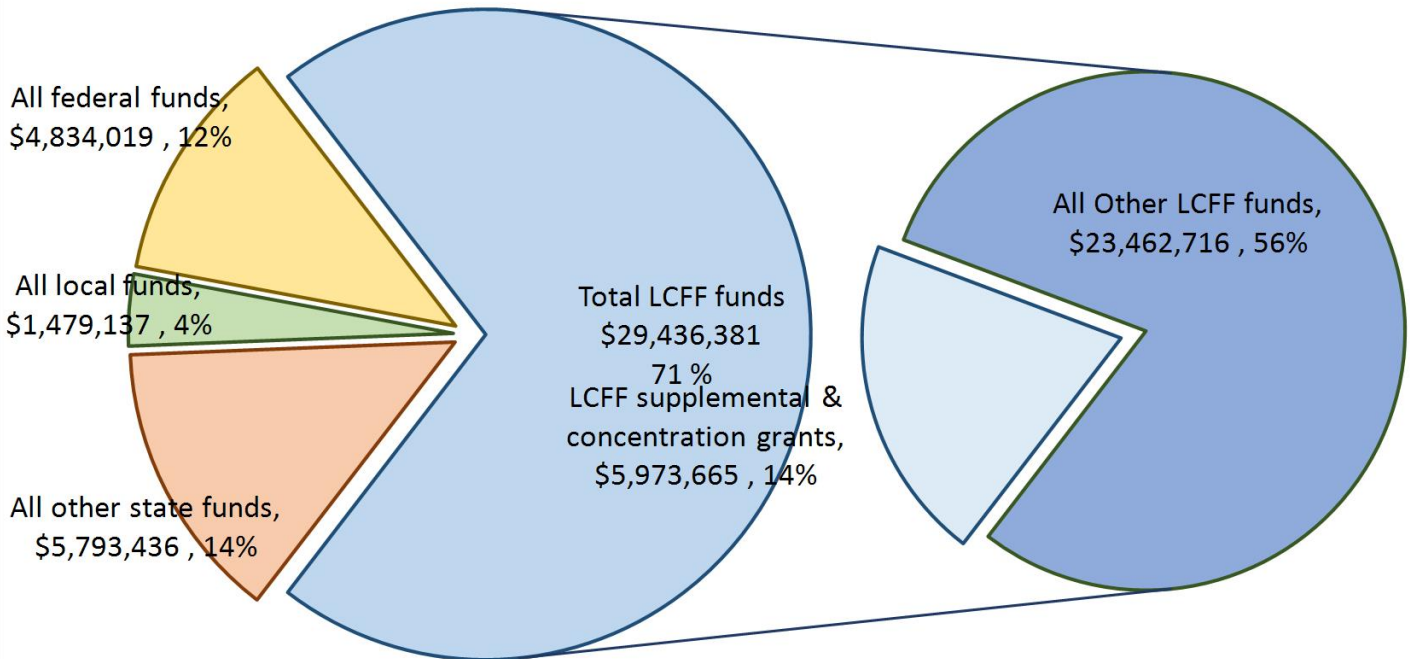
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559-897-2331

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 2023-24 School Year

Projected Revenue by Fund Source

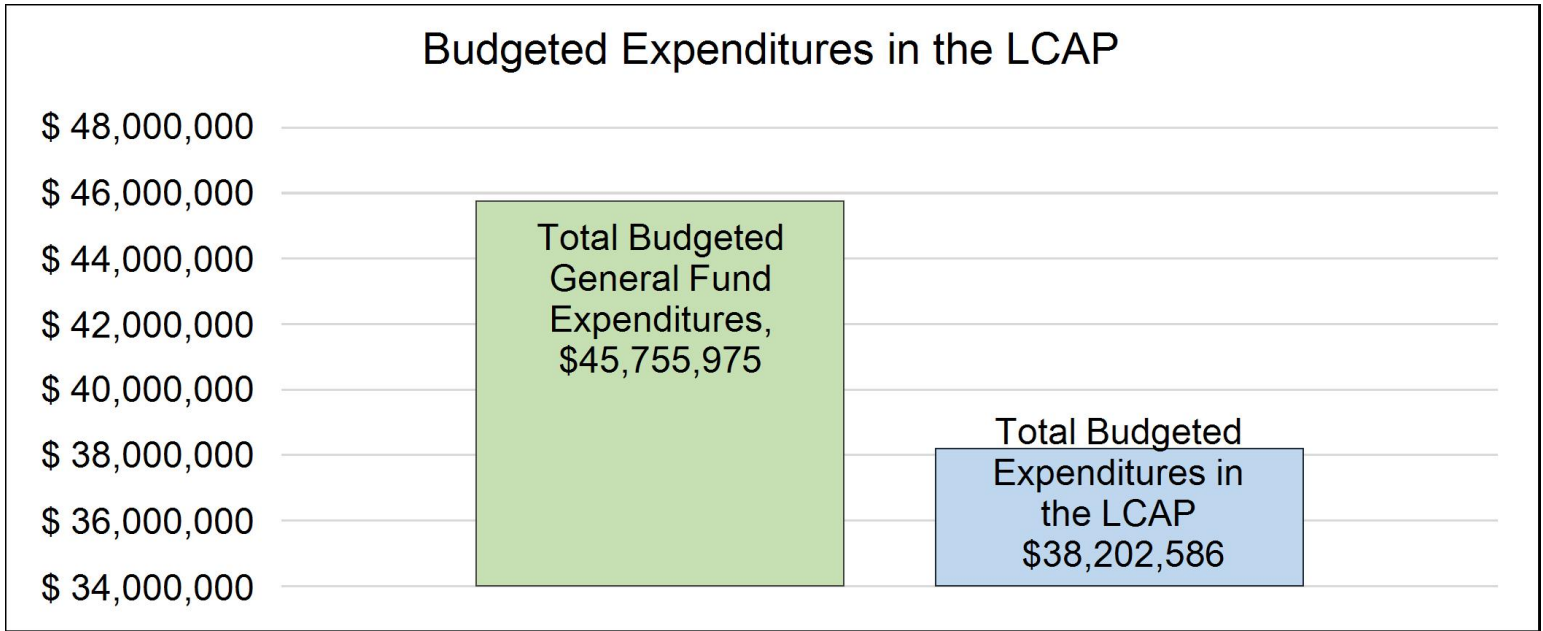


This chart shows the total general purpose revenue Kingsburg Elementary Charter School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kingsburg Elementary Charter School District is \$41,542,973.09, of which \$29,436,381 is Local Control Funding Formula (LCFF), \$5,793,436.33 is other state funds, \$1,479,137.03 is local funds, and \$4,834,018.73 is federal funds. Of the \$29,436,381 in LCFF Funds, \$5,973,665 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kingsburg Elementary Charter School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kingsburg Elementary Charter School District plans to spend \$45,755,975 for the 2023-24 school year. Of that amount, \$38,202,586 is tied to actions/services in the LCAP and \$7,553,389 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted General Fund Expenditures that are not included in the Local Control Accountability Plan will be used to enhance the district's vision of "We will find a way for all students to learn" and to "Keep the family together." Such expenditures include the Learning Recovery Emergency Block Grant, the California Community Schools Partnership Program, HVAC at school sites, central office support, increased operational costs, TK enhancements, and for economic uncertainties.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

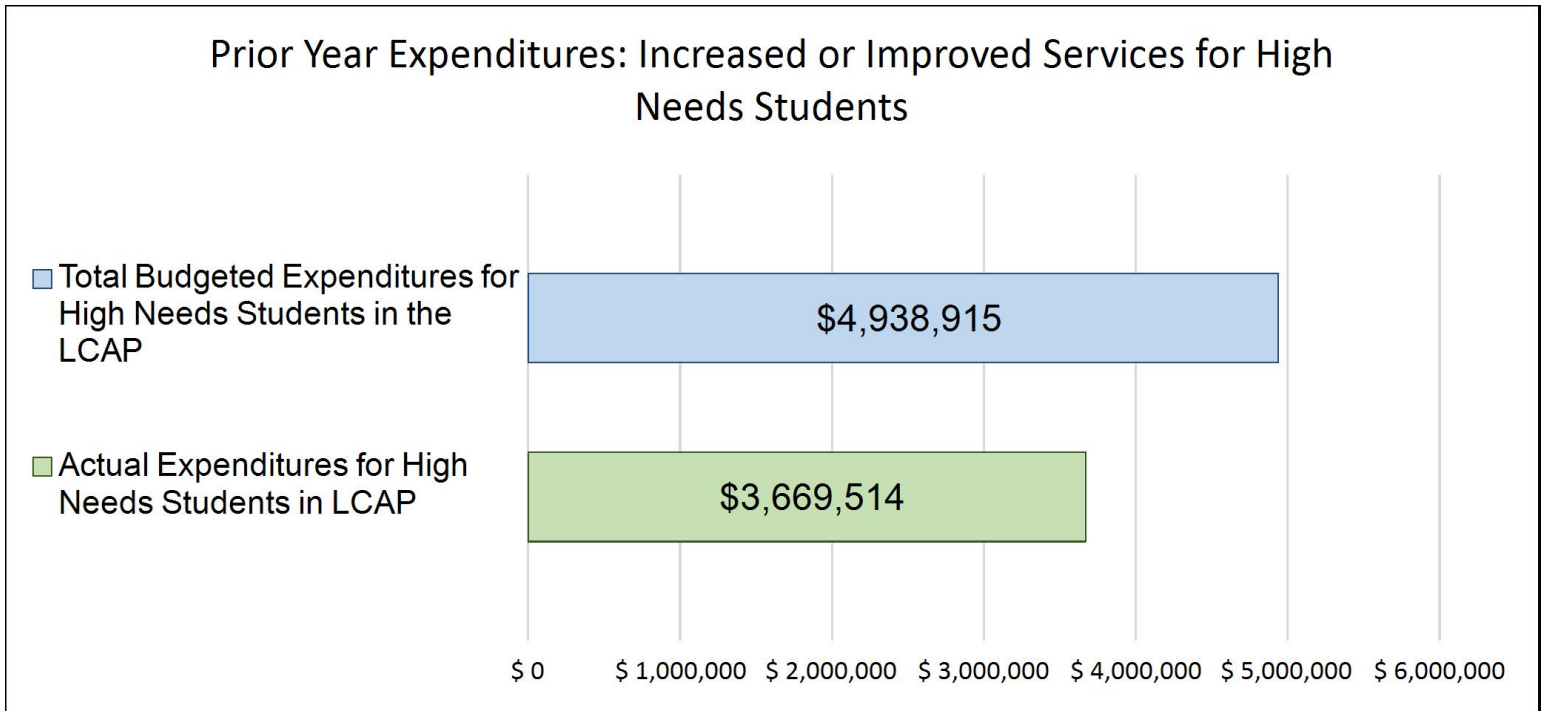
In 2023-24, Kingsburg Elementary Charter School District is projecting it will receive \$5,973,665 based on the enrollment of foster youth, English learner, and low-income students. Kingsburg Elementary Charter School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kingsburg Elementary Charter School District plans to spend \$7,909,511 towards meeting this requirement, as described in the LCAP.

The District recognizes that it will have a carryover percentage of 8.44% from the 2022-2023 school year; thus, the District will hire intervention teachers and intervention paraprofessionals in order to further support our English Learners, low-income students, and foster youth. Due to limited space at Ronald W. Reagan Elementary, the District will build an intervention center, here at the school with the most need, in order to provide an appropriate

learning space for our students. In addition to our intervention plans, the District will also hire English Learner classroom paraprofessionals for each school site in order to provide additional classroom support throughout the day.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Kingsburg Elementary Charter School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kingsburg Elementary Charter School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Kingsburg Elementary Charter School District's LCAP budgeted \$4,938,915.38 for planned actions to increase or improve services for high needs students. Kingsburg Elementary Charter School District actually spent \$3,669,514.40 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-1,269,400.98 had the following impact on Kingsburg Elementary Charter School District's ability to increase or improve services for high needs students:

The actual expenditures for high needs students in the LCAP using LCFF funds is less than the planned expenditures in the LCAP; however, utilizing the one-time COVID-19 money, ELOP money, and AMIM money, the actual total amount spent on our high needs students far surpasses the planned amount. Our high needs students received additional support and opportunities from many different funding sources available.

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 |
|--|--|-----------------------------------|
| Kingsburg Elementary Charter School District | Matt Stovall Assistant Superintendent | mstovall@kesd.org 559-897-2331 |

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.

The Kingsburg Elementary Charter School District 2,171 student enrollment serves a unique rural community of approximately 12,662 people in the Central San Joaquin Valley. It is a town where parents, the school community, and the citizens of Kingsburg have committed themselves to a high standard of education for their children. The community’s city government and the school district have cooperated to co-develop city parks in conjunction with school playgrounds, co-sponsored afterschool programs, and participate in each other’s planning teams. Local citizens and businesses have donated tennis courts, trees, playground equipment, and even school supplies and clothing for students in need. The student population of the district is a mixture of children of farmworkers and farmers, doctors, nurses, and custodians, small and large business owners, factory workers, salespeople, and educators. The diversity is broad, however, as diverse as the backgrounds may be, the town’s citizens are singularly committed to the education of its children. The school district, in existence since 1874, takes pride in meeting the needs of all its students, and as a result, the district enjoys the overwhelming support of its parents, teachers, staff, and the community at large.

In 1996, the Kingsburg Joint Union Elementary District became the second charter school district in the state. The charter is a reflection of the support expressed by the district’s employees and the citizens of Kingsburg. It also reflects the constant efforts of the district to prepare students to become productive citizens in the 21st century. The district’s mission is simple, “We will find a way for ALL students to learn,” is lived daily in taking to heart the challenge of preparing children to communicate effectively, work collaboratively, think creatively and critically, gather, use, and produce information; make informed, responsible decisions; become life-long learners, and enthusiastically embrace challenges and responsibilities.

Placed in the context of creating professional learning communities, these overriding concepts are encouraged by the support of parents and families, drawing its standards from the traditional small-town atmosphere so cherished by the citizens of Kingsburg. Indicators of this support include: 100% of the parents sign the Parent/Student/Charter District Compact, 100% of the credentialed employees in the district support working in the charter district, and 100% of the classified employees support working in the charter district. It was held by all

stakeholders in the initial charter petition and continues to be held today, that being a charter would set the school district apart and make it even more special in the educational community. The district's unique grade level configuration by grade span instead of neighborhood schools, allows students to attend school together as they move up through the different levels. Washington School is home to all of the district's TK, kindergarten, and first grade students. Roosevelt serves students in first grade. Lincoln serves students in grades two and three, and Reagan School is home to all of the district's fourth, fifth, and sixth grade students. Students in grades seven and eight attend Rafer Johnson Jr. High School, proudly named after long-time Kingsburg resident and olympic gold medalist, Rafer Johnson.

The innovative and effective education programs, which include music and art as well as career technology and STEAM implementation have contributed to KECSD students performing well on the performance levels on state indicators as per the California School Dashboard, especially when compared to our local surrounding school districts. The charter fosters innovation in the area of literacy development and technology. The opportunity to have more flexibility with programs and staffing, combined with open enrollment were powerful motivators in meeting the needs of students and parents in the rural backdrop of Kingsburg.

Open enrollment has been a signature practice of the charter since its inception. Parents and students are welcome from all districts, and students that reside in Kingsburg have the opportunity to transfer to any other district without going through the transfer process. The charter allows us to affect the lives of more families and students. In this community, parents truly feel they are ultimately responsible for the education of their children. Through our charter, the district becomes partners in the education of its students. The individual responsibilities of each group – parents, district, and students – are enumerated in the Charter District/Parent/ Student Compact, making it everyone's job to ensure student growth and achievement. Each year, this compact represents 100% parent and student participation.

Kingsburg is structured as a community-aligned school system instead of a neighborhood school system. All of the students move through the grade levels as one unit. This allows each grade level to provide the most effective education program because of the unity formed with each stakeholder in the district and community. For families that want an alternative type of education program, students may attend Central Valley Home School. It is the desire of the community (frequently reiterated in annual parent surveys) to maintain its TK-8 continuity structure. By mandated necessity, as seen by the community, the structure of the district's schools dictates that if one school is a charter, the expectation is that all schools have charter status, thus virtually requiring the need that if there is going to be a charter, then it must be an all-charter district.

Kingsburg Elementary Charter School District has demonstrated what a "stand-alone" district can accomplish as a charter. Through our flexibility, the implementation of researched-based programs and change has allowed us to ensure the highest quality of education and educational opportunities are quickly put in place for our students. The community and staff have embraced the charter status and developed into a community-wide professional learning community that proudly stands together for each member of the community. One example of this commitment is exemplified by the development of Island Community Day School. Instead of sending students to county programs, Kingsburg wants to keep its students to rehabilitate them through restorative justice and maintenance of their academic programs. Kingsburg is the only TK-8 district in Fresno County with a Community Day School. It is worth noting that the district received approval of its fifth multiple-year cycle as an all-charter district.

The district's status as an all-charter district has become a core value in both our school system and the community at large. Another way to look at the district's involvement as a charter may be to note that no child who has started kindergarten in this school district has ever known or experienced a school system that is not a charter system. From our mindset to our conversations to even the visual representations on the side of our school buses, we proclaim Kingsburg Elementary Charter School District as a source of pride from who we are and what we have become. Being a charter district represents a clear and encouraging call to a 'can-do' spirit and willingness to pursue what is best for children.

Reflections: Successes

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

Reflection on the 2020-2021 and 2021-2022 and 2022-2023 School Years

In 2022-2023, Lincoln School was recognized as a California Distinguished, and the staff was recognized for its accomplishments at Anaheim. Also, Rafer Johnson Jr. High received the Bonner Character and Civic Education Award.

After reviewing the data in the California School Dashboard for the testing year of 2021-2022, our district discovered the following successes for the 1,425 students that took the assessment. In ELA, our district scored 10.5 points higher than the state average. In Math, our district scored 14.6 points higher than the state average. In the area of Chronic Absenteeism, our district scored 27.8 percent higher than the statewide average. For the Suspension Rate category, our district had 0.6% less suspensions than the statewide average. When analyzing our overall Math and ELA test scores, our district scored higher than the state average in the following subgroups: SWD, EL, Hispanic, Homeless, SED, & Two or More Races.

In March 2021, and in response to COVID-19 and schools reopening, the State Board of Education approved California school districts the opportunity to use alternative tests to gauge student learning in place of taking the annual CAASPP Summative Assessments.

After reviewing the state's criteria for an alternative assessment, KECSD determined the district's best assessment tool available was the CAASPP Summative Assessment for ELA and math. After reviewing the results of 1,372 students in grades 3 through 8, and collecting input from the students, staff, and parents, the district agreed that one of our greatest areas of progress was the ability to fully reopen our schools on April 6, 2021. On April 6, students were invited to attend school in person, for a shortened four-hour day. During that time and until the end of the school year, 76% of the KECSD student population attended school in person and 24% opted to attend classes remotely. Included in the 24% who participated in 100% distance learning, were Central Valley Home School students which are composed of approximately 180 students whose primary teachers are their parents or guardians.

The majority of the students were administered the CAASPP Summative Test in person. A small percentage of students took their tests remotely. Overall, student results decreased for both ELA and math and the district did not meet its goals set before COVID. However, data collected from the state indicated that for both ELA and math, KECSD students surpassed the state averages. Overall, students did

significantly better in ELA than in math. Forty-nine percent of the district's students scored at the level expected by the state in ELA and 35.06% in math. This was a 6.73% decrease in ELA and an 8.89% decrease in math. It is important to note that the state end-of-the-year tests were shortened, due to the unique circumstances and time period.

A Report from the CA Reading Coalition ranks KECSD amongst the highest in the state when it comes to grade 3 reading results - A recent report titled, The CA Reading Report Card and conducted by the CA Reading Coalition ranked the Kingsburg Elementary Charter School District as number three in the State of California when it comes to teaching students how to read. The CA Reading Coalition ranked California school districts based on student achievement in English Language Arts for a key subset of third grade students. CA Districts were ranked by the percent of socio-economically disadvantaged students and Hispanic/Latino (Latinx) students who "met or exceeded" grade level for the CAASPP third grade ELA test. The data combined the two most recent CAASPP cycles (2018 and 2019 - no test in 2020) to account for variation between years.

Lincoln School was recognized as a 2022 California Pivotal Practice (CAPP) Award Program winner. The California Pivotal Practice Award Program was designed in partnership with our education associations to celebrate districts and schools that have completed an online application highlighting an innovative practice that was implemented during the 2020–21 school year when California required schools to offer distance learning due to the COVID-19 pandemic.

Washington School was recognized by the Bonner Advisory Board for being validated for the Virtues and Character Recognition Award 2022.

The goal of behavioral improvement is one of many priorities and is built upon through PBIS, and an increase in consistent behavioral support and research-based programs. In recent school years, alternatives to suspensions have increased through additional behavioral staff support and the use of a research-based SEL curriculum. In addition, school administration is directed to contact special education administration when a student is being considered for suspension, where a discussion takes place to determine if another course of action would be more effective. While the suspension is not avoidable, the use of alternatives to suspension has increased which will result in root cause analysis, plan implementation, and monitoring.

Based on data from early literacy assessments, including guided reading and the district's Tier 2 intervention program developed by the Minnesota Center for Reading Research, PRESS/Path to Reading Excellence in School Sites, KECSD will continue to implement, with fidelity, guided reading in grades TK-3. Beginning in the fall of 2022, staff serving students in grades 4-6 will receive training in guided reading. In August of 2022, the district will provide Tier 2 intervention training (PRESS/Path to Reading Excellence in School Sites) to all new teachers in grades TK-3 and the district's paraprofessionals.

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.

Upon reflection from our educational partners on the many ways, the pandemic may be continuing to affect families from our school community such as stress from loss of wages, food insecurity, the likelihood of contracting Covid 19, family separations due to quarantining, lack of childcare and other family stressors, the school community's mental health and well being became and continues to be a priority. We know some of our most vulnerable children have and will continue to suffer the most and longest from the pandemic. The learning gap, especially for children in poverty, English learners, Foster Youth, and Students with Disabilities will only increase in time without intervention. Our focus on a multi-tiered system of support or MTSS will equip the district with tools to help identify children who need additional support, deliver greater instructional intensity, and check to see if it's working.

The district-wide professional development focus for the past number of years has been on early literacy and teaching reading. Data from the most recent CAASPP Summative Assessments, local assessments, and educational partner input meetings, indicate that students need additional support focused on math. On the California School Dashboard, our students scored in the Low category. Students scored 13.35% lower in math when compared to ELA in the standards met or exceeded category on the CAASPP Summative Assessments. This is also true when analyzing how the district's English Learners performed on the end of the year summative assessments. In response to qualitative and quantitative data from all educational partners, KECSD is collaborating with the Fresno County Superintendent of Schools Office to provide intense and ongoing professional development focused on math, for all teachers. The district's local office of education consultants, outside vendors, as well as district staff will provide the training. The district's academic coaches will follow up with additional support.

Data from the most recent DRA assessments for grades K-3 indicate a need for continued reading support and to ensure students all participate in continued guided reading instruction. Administrators will continue to conduct walk-through observations centered on reading to ensure best practices are implemented. Walk-through observations will be followed up by administrators to review their observations, strengths, and also opportunities for improvement.

LCAP Highlights

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

The recommendations from the US Centers for Disease Control and Prevention (CDC) and the California Department of Public Health (CDPH) about COVID-19 prompted abrupt school closures and a sudden transition to distance learning in spring 2020. This disrupted student learning and engagement, resulted in lost learning time, and exacerbated pre-existing inequalities in students' access to resources. KECSD's educational partners saw the need for additional staff to provide additional support to our EL students. We will provide seven additional bilingual paraprofessionals to assist these students. Also, to support our EL, LI, FY, and all our neediest students, we will provide

one new academic coach, and intervention teachers and/or intervention paraprofessionals to strengthen our RTI programs at each school site. We will provide an intervention classroom at Reagan Elementary.

KECSD will continue to adapt our existing MTSS, which includes Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) frameworks to identify and address students' needs. These tiered systems play an essential role in personalizing learning, promoting student engagement, and connecting students to the necessary support to be successful in school and at home. The district will maintain a school psych intern, a non-paid counselor intern, and a non-paid school psych practicum all secured during the 2020-2021 school year, as well as two BSA's or behavioral support assistants to provide extra support for our students in need.

Response to Intervention (RTI) - KECSD has developed a three-tiered approach to providing services and interventions to students who struggle with learning and behavior. The District's (RTI) model is an evidence-based process to provide intervention early and often with increasing intensity. Students receive curriculum and educational interventions that are proven to be effective with most students. Students' progress is monitored over time to evaluate the effectiveness of instruction and learning to ensure student success. Students are provided additional intervention if needed and, if necessary, identify if a learning disability is present, and initiate a special education referral when needed. This district-wide signature practice helps to ensure early intervention services are provided to struggling students who need extra support.

Positive Behavioral Interventions and Supports (PBIS) - KECSD believes that a one-size-fits-all approach to learning is less effective than interventions based on the individual student needs. KECSD has a district-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behavior to create a positive learning environment. Instead of using a random approach of individual behavioral management plans, a continuum of positive behavior support for all students within every school in the district is implemented in areas including the classroom and non-classroom settings (e.g. hallways, buses, and restrooms).

The use of (PBIS) provides students the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support for positive behavior. Every school in the District has developed expectations and rules for every part of the campus.

Signature Practices - KECSD's developed signature practices including Sheltered Instruction Observational Protocol (SIOP), Professional Learning Communities (PLC), Response to Intervention (RTI), and Positive Behavioral Intervention and Supports (PBIS) to help students achieve three primary goals (of the KECSD) Local Control Accountability Plan (LCAP): Prepare all students for mastery of the common core standards and acquire 21st Century Learning Skills, increase English Language Development, and ensure that all students are prepared for college and a future career.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

The Kingsburg Elementary Charter School District ensured multiple opportunities to engage with our community of educational partners during the development of the LCAP. At the beginning of the school year we had our 212 presentations, where principals from each of our schools shared student data and discussed academic and intervention programs with their individual staff, parents, community members, and leadership teams. The data aligned with the LCAP's Eight State Priorities. The data was used to help develop the LCAP, address educational partner needs, and was also shared with the District LCAP Parent Advisory Committee (PAC), School Site Council (SSC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) as a review of the School Plan for Student Achievement or SPSA and again during the annual District Title I meetings. All Rafer Johnson Junior High School students and Reagan Elementary School students had the opportunity to participate in an online survey taken during the school day and KECSD parents were invited to participate in an online survey, giving our educational partners an additional opportunity to voice their opinions and provide input. KECSD also meets with their SELPA monthly to review the budget, legislation, updated legal information and procedural changes, special education programs and supports, social-emotional and mental health programs and supports, and to collaborate with other LEAs. Each LEA has the opportunity to provide input in the revisions of the SELPA Local Plan. During the 2022-2023 school year, the SELPA met with its LEAs weekly. Additionally, frequent communication on an as-needed basis was welcomed and utilized, including input on how to leverage the LCAP to provide support for students with unique needs.

In January, the district leadership team (administrators, department heads, EL/Expanded Learning Director, and academic coaches) reviewed the LCFF and the 2022-2023 LCAP. The ultimate purpose of these meetings was to evaluate and review the strengths and weaknesses of the most recent LCAP, goals for each of the priority areas, and identify the specific actions the district took to achieve those goals as aligned to the budget. During that time members of the leadership team were given an opportunity to provide additional input addressing each of the eight state priorities and the additional district priority. The same agenda and presentation were implemented, in-person during the month of January and February 2023 at each school site to provide additional educational partner engagement. These educational partners included certificated and classified staff, School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, District LCAP, Parent Advisory Committee, and the Parent/Teacher Organizations. (Please Note: The District does not have a collective bargaining unit.) During the spring the KECSD Governing Board was also provided with a list of services and actions generated by educational partner engagement meetings.

In January and April, the DELAC met and discussed student needs in regard to the current learning situation and the future LCAP. The Parent Advisory Committee met to discuss the LCAP in January and April. In April, the DELAC and PAC committees submitted questions regarding the new LCAP to the KECSD superintendent. The superintendent provided written responses back to both committees. Both committees met again in May to share the superintendent's response to their questions. In March a special parent survey, specific to the LCAP was administered to parents. This robust questionnaire provided the district with the necessary data for the leadership team to analyze and determine the next steps based on community needs and goals communicated through the survey. During March and April 2023, the district and site administrators met with their staff and departments to discuss proposed LCAP expenditures as reflected in the data collected

during the prior engagement activities. In January and February, a staff survey was administered to provide feedback and data for the leadership team to reflect upon when prioritizing the LCAP expenditures.

In April 2023, the LCAP writing team (members of the district leadership team) was formed to begin writing a draft of the LCAP plan to be placed on the district website for review. During the months of April and May, site, and district advisory committees had an opportunity to provide additional input and review the LCAP draft. All significant subgroups of students were represented by their parents or guardians, including English Learners, foster youth, students identified as low-income, and students with special needs.

The Public Hearing of the LCAP took place on May 30th, at the KECSD district office, during the regularly scheduled Board meeting. The LCAP draft was also posted on the District's website for public comment. Comments were able to be provided through email, surveys, phone, community meetings, and in person. A copy of the LCAP was also made available at the KECSD District Office. The KECSD Governing Board approved the LCAP during the June 12th, 2023 meeting. The budget was adopted and the local indicator and outcome information was also presented at the May 30th, meeting and again on June 12th.

Through the educational partner engagement process, the school community worked together as a professional learning committee to analyze data and provide input on the next steps to address student needs. The District used the following quantitative data for the goal-setting process:

- Attendance Rates
- Suspension Rates and Expulsion Rates
- CA Dashboard
- ELPAC data
- Professional Development Sign-in Sheets
- Teacher Observation Walk-Through Data

The following data was not included in the LCAP as some metrics do not apply to KECSD because we are a TK-8 school. Non-applicable metrics include the high school metrics; A-G course completion/college readiness, CTE sequence of study, AP scores, EAP scores in ELA and math, high school dropout rate, and graduation rate. All other metrics are applicable and will be reported in this LCAP.

A summary of the feedback provided by specific educational partners.

A summary of the feedback provided by specific educational partners
After analyzing data from our educational partners (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff, and students), a noticeable pattern and trend existed. Data from both certificated and classified staff members were collected using a google form and spreadsheet. Input from other educational partner groups (PAC, DELAC, SSC and ELAC) was also taken into account. There was an overwhelming request for intervention for our neediest students and mental health services, due to school closures and COVID. The top priorities for each of the LCAP's four goals included:

Goal 1:

Special Education resources/services - Credentialed SPED preschool teacher & Specialized classes for most needy students (ERSP/SDC) (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Staffing (Properly Credentialed Teachers) (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Intervention/Teacher Training (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Facilities - Continue to upgrade/maintain (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Supplemental resources to Close the Achievement Gap (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Goal 2:

Mental Health - MTSS - Maintain BSA/site & counselor at every site - full-time (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Paraprofessionals to support student learning. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Academic Coaches - Provide coaching for staff. Add SPED Coach. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Professional Development (Provided by outside sources.) Ongoing SEL & Behavior PD for teachers and paras (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Interpreters for English Learner families (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Goal 3:

Technology - Maintain, repair and acquire additional technology hardware/software (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

21st Century Learning - Instructional support/training (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Intervention (Afterschool) (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Summer Programs - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Goal 4:

Mental Health, School Culture and Climate - Full time counselors & BSA's at every site- Maintain staff-add psych or two interns (maintain) = (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Add specialized behavior support (BCBA) = (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Additional supplemental support for special education/MTSS = (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Health Aides-Increase to full school day/District Nurse = (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

Learning Directors - Extra support for the school community (PBIS, EL Site Coordinator, etc.) = (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff)

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

The expansion of mental health services and the hiring of mental health support such as behavioral support assistants are a result of educational partners sharing their concerns and input on the need for additional mental health support. Many different groups, including the district's Director of Special Education, school psychologists, counselors, teachers, administrators, parents, and community leaders were advocates for the continuation of providing mental health services. The district's LCAP reflects the support of continuing mental health services beyond those provided for special education. This is reflected in Goal 2 - Action 2.4 and in Goal 4 - Action 4.1.

Positive Behavior Interventions and Supports (PBIS) are also highlighted in the KECSD LCAP. Data from student surveys indicating the need to keep PBIS in place and its positive impact to keep Kingsburg schools a safe and welcoming place was noted. The PBIS multi-tiered support systems framework addresses at least five critical areas of LCAP. These include academic outcomes, Common Core State Standards, school culture and climate, parent involvement, and student engagement. The district recognizes its responsibility as a gateway for students to receive mental health services. Children with behavioral and mental health needs are often under-identified and underserved, resulting in increased disciplinary, safety, and delinquency problems both on school campuses and in the community. MTSS which includes PBIS and RTI will provide the necessary framework for early identification and intervention for students in need. Goal 4 - Action 4.3

The school community is grappling with the disruption of learning that occurred over the past few years. The question of how to catch kids up after disruption of their learning is a concern from all groups that shared input. Groups have voiced their request to extend the school day and year by providing afterschool intervention, intersessions, and summer programs for the foreseeable future. As a result, focused afterschool intervention programs for students at risk, intersession, and summer programs for students will continue to help fill gaps and accelerate learning for the district's most vulnerable students and those not yet proficient. This is reflected in Goal 2 - Action 2.9.

Parents from the district's DELAC and Parent Advisory Committee meetings requested training for our paraprofessionals. Paraprofessionals will be provided training for the 23-24 school year, so they can better serve our EL, LI and FY students. This is reflected in Goal 2 - Action 2.1. Also, they have requested additional mental health support and support for students with special needs. The District has secured additional counselors over the past year to provide extra support and continue to analyze and review students with special needs to ensure a continuity of services and IEP goals are met. The district's DELAC expressed a concern and need to provide more opportunities for the district to be culturally responsive. As a result, the district researched culturally responsive literature books and shared them with the DELAC, members of the leadership team, school board, and the literacy committee. Members of each group had the opportunity to take books home, read them, and share their reflections. Overall, all groups expressed a need to be more culturally responsive and the district added responsive books to each site's classroom libraries. The district appreciates and values input from all of its educational partners, especially our parent and guardian groups whose partnership is paramount to the work that we do.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | <p>Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.</p> <p>The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.</p> |

An explanation of why the LEA has developed this goal.

The quality of education does not only depend on high-quality teachers as reflected in the performance of their duties but also the effective coordination of the school environment. A school’s physical characteristics have a variety of effects on teachers, students, and the learning process. Poor factors can adversely affect student behavior and lead to high levels of frustration among teachers and poor learning attitudes among students. A conducive environment for learning, such as one with comfortable classroom set-ups, well-maintained facilities, relevant use of teaching materials, and interesting classroom activities, will further motivate the students to learn.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|----------------|---|
| State Standardized Assessments as measured by the ELA and math CAASPP scores. | TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20 Discontinued because CAASPP returned. | ELA - % Met/Exceeded the Standard All: 49.46% EL: 9.60% LI: 40.30% SWD:10.61% Homeless: 42.10% Data Year: 2021 | ELA - % Met/Exceeded the Standard All: 49.33% EL: 14.28% LI: 42.34% SWD: 13.7% Homeless: 39.22% Data Year: 2022 | | ELA - % Met/Exceeded the Standard All: 54% EL: 13% LI: 45% SWD:15% Homeless: 46% Data Year: 2024 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|----------------|---|
| | Grade Equivalent STAR Reading Scores Spring 2021: Grade 2: 2.7 Grade 3: 3.1 Grade 4: 5.3 Grade 5: 5.6 Grade 6: 5.8 Grade 7: 5.8 Grade 8: 9.0 | Data Source:CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 35.06% EL: 5.60% LI: 24.56% SWD:8.33% Homeless: 25.97% Data Year: 2021 Data Source:CAASPP Test Results Webpage (This is our new baseline.) | Data Source: CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 35.98% EL: 9.52% LI: 28.60% SWD: 13.60% Homeless: 31.38% Data Year 2022 Data Source: CAASPP Test Results Webpage | | Data Source:CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 41% EL: 9% LI: 31% SWD:11.33% Homeless: 29% |
| State Standards Implemented as measured by implementation of the State Reflection Tool. | According to the 2021 State Reflection Tool,the average points for implementation of State Standards is 4.0. | According to the 2022 State Reflection Tool,the average points for implementation of State Standards is 3.5. The decrease is due to the addition of the new visual and performing arts standards which the district has not fully implemented. | According to the 2023 State Reflection Tool,the average points for implementation of State Standards is 3.9. We are still below our goal due to the addition of the world language standards which the district has not fully implemented. | | KECSD will maintain its status of "standards met" for Implementation of State Standards and increase its average point score to 4.5, as measured using the State's Reflection Tool. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|----------------|--|
| A broad course of study as measured by a review of teacher and master schedules. | 100% broad course of study was provided to all students as measured using the 2021 State Reflection Tool. | 100% broad course of study was provided to all students as measured using the 2022 State Reflection Tool. | 100% broad course of study was provided to all students as measured using the 2023 State Reflection Tool. | | The district will maintain its rating of 100% of its students will receive and have access to a broad course of study. |
| Properly credentialed teachers with no misassignments or vacancies, as measured by Credentials or SARC review. | According to the 2021 State Reflection Tool for 2020-2021 Misassigned Teachers of EL = 0% - Total Teacher Misassignments = 0 - Vacant Teacher Positions = 0 | According to the 2022 State Reflection Tool for 2021-2022 Misassigned Teachers of EL = 0% - Total Teacher Misassignments = 0 - Vacant Teacher Positions = 0 | According to the 2023 State Reflection Tool for 2022-2023 Misassigned Teachers of EL = 0% - Total Teacher Misassigned = 4 full time teachers who are on a Short Term Staff Permit (STSP), 1 half time teacher (0.5 FTE) that is on a Provisional Internship Permits (PIP), and 1 full time Speech/Language Pathologist on a Variable Term Waiver. - Vacant Teacher Positions = 0 | | The district will maintain its rating "standards met" with no misassignments or vacancies. Misassigned Teachers of EL = 0% |
| Sufficient core instructional materials as measured by annual board resolution of | 100% sufficient core instructional materials as per the 2021 State Reflection Tool. | 100% sufficient core instructional materials as per the 2022 State Reflection Tool. | 100% sufficient core instructional materials as per the State Reflection Tool. | | 100% sufficient core instructionals. Percent Of Students Without Access To Their Own Copies Of |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|---|
| sufficiency of instructional materials. | Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0 | Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0 | Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0 | | Standards-Aligned Instructional Materials For Use At School And At Home 0 |
| Facilities "Maintained" as measured by the SARC's FIT Report. | 100% facilities in good repair as measured by the 2020 SARC FIT report. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0 | 100% facilities in good repair as measured by the 2021 SARC FIT report. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0 | 100% facilities in good repair as measured by the 2022 SARC FIT report. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0 | | 100% facilities in good or exemplary repair, as measured by the SARC FIT. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0 |
| English Learner access to state standards/ELD as measured using the State Reflection Tool. | 100% of the district' s English Learner students had access to the state standards/ELD as measured using the 2021 State Reflection Tool. | 100% of the district' s English Learner students had access to the state standards/ELD as measured using the 2022 State Reflection Tool. | 100% of the district' s English Learner students had access to the state standards/ELD as measured using the 2022 State Reflection Tool. | | 100% of the district's EL students will have access to state standard/ELD, as measured using the State Reflection Tool. |
| Reading Performance as measured by the | | | 59.18% of KECSD's K-3 students achieved | | 55% of the district's K-3 students will be at |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|--|----------------|--|
| Developmental Reading Assessment (DRA). | | | the standard met or standard exceeded level on the 3rd Trimester DRA assessment. | | the standard met or standard exceeded level. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|--|----------------|--------------|
| 1.1 | Closing the Achievement Gap | <p>According to the 2022 most recent CA School Dashboard results and given that our EL, Foster Youth, and Low-Income student population state indicator falls below the whole group or all students in both math and ELA, and this special population has traditionally not had equality in academic learning outcomes, KESD will provide supplemental resources that support the core curriculum aligned to the CA standards. Based on this data KESD has found that our low-income and English learner students need additional support and scaffolds within in the classroom to be successful.</p> <p>Through the Cycle of Inquiry used in all of our Professional Learning Communities, it has been determined that Supplemental/Intervention materials used during Multi-tiered Systems of Support, Response to Intervention (RTI), and after-school programs to support and scaffold instruction for the EL, FY, LI pupil population, is making a significant difference.</p> <p>The CA School Dashboard results indicate that all of our students in the EL, FY, LI subgroup have made positive growth (and are moving closer to the standard on the end of the year state test for both ELA and math since the inception of these two signature practices. Therefore, by providing supplemental resources to support scaffold instruction in MTSS and RTI models, the district expects to close the achievement gap and increase student achievement for the district’s EL, Foster Youth, and Low-income student group, with an increase of 1% to 2% for each year, up to 2023-2024, as reflected on the Smarter</p> | \$2,054,383.80 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|---|--------------|--------------|
| | | Balanced Assessments. This action is designed to meet the needs most associated with English learners. Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. | | |
| 1.2 | Intervention and Teacher Training | Provide intervention services for all students not yet at the level of proficiency expected by the state. | \$488,036.00 | No |
| 1.3 | Supervisor of Operations | Maintain Assistant Supervisor of Operations Position | \$107,000.70 | No |
| 1.4 | Transportation | <p>As demonstrated in parent surveys and educational partner input meetings, the district's EL, Foster Youth, and Low-Income student groups have the most difficulty getting to school because of transportation issues related to lack of resources and reliable transportation. This results in increased chronic absenteeism and decreased attendance as well as missed instructional time. Data released from the California Department of Education broke down absenteeism rates by the reasons for students missing school. Lack of transportation to school was among the most common reason students missed school, as per the 2017-2019 study and prior to distance learning in March 2020, due to the pandemic. To address this need, the district will continue to make available transportation services to ensure these specific student groups do not miss school and are able to participate in afterschool activities.</p> <p>Data from the district's most recent culture and climate survey, implemented during the 2022 school year, include in the comment section, where students and parents voiced their appreciation for their children's opportunity to participate in athletics, intervention, enrichment, and other after school programs. In other parent group meetings, such as DELAC and PAC, parents have requested the continuation of after-school activities, as they are enjoyed by their</p> | \$634,437.56 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>families and promote student engagement. Based on the results of the locally developed school climate survey taken during the 2022-2023 school year, 75.8%% of the 401 students taking the survey in grades 4, 5, and 6 indicated that they felt safe at school, and 86% responded that there was an adult at their school that would help them if they needed assistance. For students in grades 7 and 8, of the 385 students responding to the survey more than 78% indicated that they felt that school was a safe place, and 83% reported that they feel comfortable going to a teacher/staff member for anything that they needed.</p> <p>Transportation (\$634,437.56)</p> <p>The Kingsburg Elementary Charter School District (KECSD) is committed to providing quality education to its students; and student school attendance and participation in afterschool activities is vital to a student’s academic success. In addition, if our district does not provide transportation for its after-school programs, many of our students would not have the opportunity to attend after-school enrichment, intervention, and other programs, as we do not have "neighborhood schools" and many students would not have the ability to secure their own transportation. Our schools are set up by unique grade level configurations and grade spans. This means many of our students are transported by bus. To ensure all our Low Income, English Learners, and Foster Youth are provided equal access and opportunities regardless of their home to school transportation status and ensure equity and participation in afterschool programs such as intervention, enrichment, and athletics, KECSD will provide additional transportation services to students. KECSD transportation services covers approximately 95 square miles and transports over one thousand four hundred students daily; District transportation is an integral part of ensuring student access to daily educational services and interventions before and after school. Prior to 18-19 students (K-8) had to reside over one and one-quarter (1 ¼) miles outside of the nearest bus stop to be eligible for transportation. Grades K-3: one and one-quarter (1 ¼) miles Grades 4-8: one and one-half (1 ½) miles</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|------------|-------------------|---|-----------------|--------------|
| | | <p>It is the intent of the Kingsburg Elementary Charter School District to maintain the busing area to the following: Grades K-3: three-quarter ($\frac{3}{4}$) miles Grades 4-8: one (1) mile</p> <p>It is our expectation that these services will result in increased performance of our English Learners, Foster Youth, and Low-Income students on the ELA and Math CAASPP over the course of the next three years as well as maintain low chronic absenteeism rates for all student groups. This action is designed to meet the needs most associated with English Learner, Foster Youth, and Low-Income students because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> | | |
| 1.5 | Staffing | Provide properly credentialed staff as part of basic services to ensure all students have access to teachers who are properly credentialed. | \$10,529,070.29 | No |
| 1.6 | Special Education | Provide services and resources to all students with Individualized Education Plans and who qualify for special education. | \$2,554,696.85 | No |
| 1.7 | Basic Services | Provide basic services, additional support and intervention to ensure all students are successful in accessing the state standards. | \$3,265,727.53 | No |
| 1.8 | Facilities | Continue to upgrade and maintain classrooms and facilities, as needed. | \$6,828,929.56 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------|---|----------------|--------------|
| 1.9 | Preschool | Provide high quality preschool services and resources to prepare students for kindergarten and beyond. | \$284,679.70 | No |
| 1.10 | Lunch Program | Provide a quality meal program to ensure all students receive a healthy and nutritious breakfast and lunch, every school day. | \$1,148,699.17 | No |

Goal Analysis [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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal of providing basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

Action 1 - Closing the Achievement Gap, Action 3 - Supervisor of Operations, Action 4 - Transportation, Action 5 - Staffing, Action 6 - Special Education, Action 8 - Facilities, Action 9 - Preschool and Action 10 - Lunch Program - Implementation Status: 5 - Full Implementation and Sustainability. KECSD is continuing to see improvement with their EL, LI and FY students due to the strong PLC's and MTSS systems. Our supervisor of operations provides quality oversight and assistance to our night custodial staff. Transportation is offered to all our students by Southwest Transportation to and from school, and also with our after school programs and sporting events. Our district has solid ongoing HR practices, including procedures for hiring and recruitment, leading to highly qualified staff. Our special education provides individualized support to all of our students based on their identified needs. Our facilities are excellently maintained as indicated by the FIT report. Our preschool is run according to clear policies and procedures. The lunch program provides healthy meals as per their guidelines. No substantive difference in planned action compared to the actual implementation.

Action 2 - Intervention and Teacher Training; Action 7 - Basic Services Implementation Status: 4-Full Implementation. KECSD will continue to provide and refine our intervention supports to our students to continue to reduce the achievement gaps. A response to intervention system is set up at each of our school sites to target and support our EL, LI and FY students. No substantive difference in planned action compared to the actual implementation.

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.

KECSD utilized its funding to meet or exceed planned expenditures in each action in Goal 1. The largest discrepancy was in action 1.1. In recent years we received a substantial increase in Federal pandemic funds, which has allowed us to use those funds to pay for actions currently in our LCAP. Once those monies run out, many of the actions will need to be paid for out of our LCAP supplemental and concentration funds. Due to receiving substantial increases in Federal pandemic funds, we were able to use those funds, which causes to spend less than what we budgeted for in the LCAP for Action 1.7. For action 1.5, we spent more on additional staffing, plus we received a retroactive raise this year. We plan to use the funds to implement a robust intervention program (intervention teachers, paras and an intervention building) for our EL, LI and FY students.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA’s goal: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

Action(s): Action 1: Achievement Gap, Action 2: Intervention, Action 5: Staffing, Action 6: Special Education, Action 7: Basic Services and Action 9: Pre-School

Effectiveness of Action(s): Effective

Metric(s): CAASPP Data

KECSD observed progress towards closing the achievement gap as indicated on our CAASPP data (% Met/Exceeded the Standard).

1. EL students increased 4.68% in ELA and 3.92% in Math.
2. LI students increased 2.04% in ELA and 4.04% in Math.
3. SWD students increased 3.09% in ELA and 5.33% in Math.

Analysis Statement: Due to our district's signature practice of Response to Intervention combined with our excellent staff, our student populations have increased their proficiency on the CAASPP assessments as indicated with the above metrics.

The actions outlined in Goal One helped make progress towards the LEA’s goal: The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Action 3: Supervisor of Operations, Action 4: Transportation, Action 8: Facilities and Action 10: Lunch Program

Effectiveness of Action(s): Effective

Metric(s): FIT Report

1. 100% facilities in good repair as measured by the 2022 SARC FIT report.

Analysis Statement: KECSD's maintenance and operations team continue to follow district guidelines, which have kept our facilities in excellent shape.

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.

KECSD will continue with the goals and actions in prior years, as they have been effective.

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.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. |

An explanation of why the LEA has developed this goal.

Every educator expects some summer slide with students. But combined with the shift to distance learning caused by COVID-19 and loss of instructional minutes during in-person learning for the most of the 2020-2021 school year, when we return to school in the fall of 2021, learning loss and gaps in achievement among students will likely be even more considerable. To address that loss, the district will focus on early identification of student needs based on data and focused interventions during tier one and two instruction, as well as during after school and summer programs.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|----------------|---|
| Full implementation of the California Content Standards as measured by local classroom walk through observation data. | 100% of the teachers implemented the CA Content Standards for ELA and math for the 2020-2021 school year. | 100% of the teachers implemented the CA Content Standards for ELA and math for the 2020-2021 school year. | 100% of the teachers implemented the CA Content Standards for ELA and math for the 2021-2022 school year. | | 100% of the teachers will implement the CA Standards for ELA and math. |
| Math Achievement Gap | TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20 | Results from the 2021 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students | Results from the 2022 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students | | "All" student subgroup will maintain a "green" rating on the CA Dashboard, with a score of 3 points above the the standard. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|--|--|----------------|--|
| | <p>Based on the 2019 CA Dashboard results for math, the following gaps exist:</p> <p>"All" students received a "green" rating or the second highest rating according to the 2019 CA Dashboard results and scored 15.2 points below the standard.</p> <p>EL students received a "yellow" rating on the 2019 CA Dashboard and scored 118.3 points below the standard. Gap equals 103.1 points</p> <p>Students with Disabilities (SWD) received an "orange" second lowest rating according to the 2019 CA Dashboard, with a score of 124 points below the standard. Gap equals 108.8 points below the standard.</p> | <p>who met or exceeded the standard in math:</p> <p>All: 35.06% SWD: 8.33% LI: 24.50% EL: 5.60% Homeless: 25.97% (This will serve as the new baseline.)</p> <p>According to data from the 2022, 3rd trimester data from the math interim assessments, students received the following scores:</p> <p>Kindergarten: ALL students scored 3% below standards</p> <p>1st Grade: ALL students scored 10% below standards</p> <p>2nd Grade: ALL students scored 16% below standards</p> <p>3rd Grade: All students scored 27.5% below standards</p> | <p>who met or exceeded the standard in math:</p> <p>Math - % Met/Exceeded the Standard All: 35.98% EL: 9.52% LI: 28.60% SWD: 13.60% Homeless: 31.38% Data Year 2022 Data Source: CAASPP Test Results Webpage</p> <p>Kindergarten: ALL students scored 5% below standards</p> <p>1st Grade: ALL students scored 20% below standards</p> <p>2nd Grade: ALL students scored 57% below standards</p> <p>3rd Grade: All students scored 36% below standards</p> <p>4th Grade: All students scored 26% below standards</p> | | <p>The gap between "All" subgroup and EL subgroup will decrease and EL students will receive a score of 90 points below the standard for math.</p> <p>The gap between "All" subgroup and SWD subgroup will decrease and students will receive a score of 110 points below the standard.</p> <p>Students will increase their results towards proficiency on the 3rd trimester math benchmark.</p> <p>Kindergarten: ALL students scored 1% below standards</p> <p>1st Grade: ALL students scored 7% below standards</p> <p>2nd Grade: ALL students scored 13% below standards</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|---|----------------|---|
| | <p>According to data from the 2021 3rd trimester data from the math interim assessments, students received the following scores:</p> <p>Kindergarten: ALL students scored 53% below standards</p> <p>1st Grade: ALL students scored 33% below standards</p> <p>2nd Grade: ALL students scored 25% below standards</p> <p>3rd Grade: All students scored 28% below standards</p> <p>4th Grade: All students scored 30% below standards</p> <p>5th Grade: All students scored 55% below standards</p> <p>6th Grade: All students scored 33% below standards</p> | <p>4th Grade: All students scored 30% below standards</p> <p>5th Grade: All students scored 20.5% below standards</p> <p>6th Grade: All students scored 29% below standards</p> <p>7th Grade: All students scored 36% below standards</p> <p>8th Grade: All students scored 27% below standards</p> | <p>5th Grade: All students scored 44% below standards</p> <p>6th Grade: All students scored 26% below standards</p> <p>7th Grade: All students scored 37% below standards</p> <p>8th Grade: All students scored 24% below standards</p> | | <p>3rd Grade: All students scored 24% below standards</p> <p>4th Grade: All students scored 27% below standards</p> <p>5th Grade: All students scored 17% below standards</p> <p>6th Grade: All students scored 26% below standards</p> <p>7th Grade: All students scored 33% below standards</p> <p>8th Grade: All students scored 24% below standards</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|----------------|---|
| | <p>7th Grade: All students scored 37% below standards</p> <p>8th Grade: All students scored 25% below standards</p> | | | | |
| English Learner growth as measured by the ELPAC annual growth data. | Results of the 2021 summative ELPAC will serve as the baseline goal 2 and its metric. | <p>Results of the spring 2021 Summative ELPAC indicate the % of students who performed at each level for grades K-8.</p> <p>Level 1: 14% Level 2: 36% Level 3: 33% Level 4: 15% These percentages will serve as our baseline.</p> | <p>Results of the spring 2022 Summative ELPAC indicate the % of students who performed at each level for grades K-8.</p> <p>Level 1: 8.8% Level 2: 32.80% Level 3: 40.40% Level 4: 18%</p> | | EL progress on English Proficiency: Student growth will increase 6% on the ELPAC for Level 4. |
| EL redesignation as measured by prior year number of redesignated students. | The baseline for this metric will be established after the district receives the results of the 2021 summative ELPAC. | As per CDE Dataquest, 17.8% of the district's EL students were redesignated in 2020. This will serve as the | As per Differentiated Assistance 2023 Data by FCSS Integrated Data Systems, 3% of the district's EL | | Increase EL reclassification rate by a minimum of 4% by 2024. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|----------------|---|
| | According to data located on the Dataquest, the states repository for demographic data, in 2019-2020 the reclassification rate for KECSD was 17.8% | district's baseline. (Due to the impacts of Covid and school closures KECSD will not use data from 2021, as only 3% of the district's EL students were redesignated in 2021.) | students were redesignated in 2021. | | |
| State Test Scores (SBAC) for ELA summative assessments | TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20 Student scores for ELA are: "All" equals 12.7 points above the standard Green - Second highest level "SWD" equals 85.7 points below the standard Orange - Second lowest level "EL" equals 96.6 points below the standard Yellow - middle level | Results from the 2021 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students who met or exceeded the standard in ELA: All: 49.46% SWD: 10.61% LI: 40.30% EL: 9.60% Homeless: 42.10% (This will serve as the new baseline.) Results of the 2021 - 3rd Trimester STAR benchmark assessment for Reading: | Results from the 2022 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students who met or exceeded the standard in ELA: ELA - % Met/Exceeded the Standard All: 49.33% EL: 14.28% LI: 42.34% SWD: 13.7% Homeless: 39.22% Data Year: 2022 Data Source: CAASPP Test Results Webpage Results of the 2022 - 3rd Trimester STAR | | "All" student subgroup will maintain a "green" rating on the CA Dashboard, with a score of 21.7 points above the standard. "SWD" gap between "All" will decrease and students will receive a score of 75 points below the standard. "EL" gap will decrease and students will receive a score of 80 points below the standard. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|----------------|---|
| | Results of the 2021 - 3rd Trimester STAR benchmark assessment for Reading: Grade Equivalent STAR scores spring 2021: Grade 2: 2.7 Grade 3: 3/1 Grade 4: 5.3 Grade 5: 5.6 Grade 6: 5.8 Grade 7: 5.8 Grade 8: 9.0 | Grade Equivalent STAR scores spring 2021: Grade 2: 3.2 Grade 3: 3.9 Grade 4: 4.6 Grade 5: 5.1 Grade 6: 6.0 Grade 7: 4.8 Grade 8: 8.8 | benchmark assessment for Reading: Grade Equivalent STAR scores Grade 2: 3.0 Grade 3: 3.8 Grade 4: 4.6 Grade 5: 5.0 Grade 6: 6.0 Grade 7: 6.4 Grade 8: 7.1 | | |
| Professional Development Calendar for training on how to use the state's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2. | The baseline will be 100% of the teachers will be trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2. | 100% of the teachers were trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2. | 100% of the teachers were trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2. | | 100% of the teachers will be trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2 |
| Student School Climate and Culture Survey | 80% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey will indicate positive results and | 86.5% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey indicated positive results and | 75.8% of the students in 4th, 5th & 6th grades and 78.4% of the students in grades 7th & 8th grade participating in the district's locally developed school | | The district will maintain its 86.5% percent of students feeling safe and connected to their schools. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------------------|--|--|---|----------------|--|
| | feeling connected to the school community. | feeling connected to the school community. | climate and culture survey indicated that they felt safe at school. | | |
| Chronic Absenteeism Report | 0.5% of the students were identified as chronically absent according to results of the 2019 CA School Dashboard. | According to CDE/Dataquest for the 2020-2021 school year, the chronic absenteeism rates for KECS D: EL 10.9% FY 25.0% Homeless: 21.6% SWD: 15.7% LI: 12.7% Overall: 8.8% | According to CDE/Dataquest for the 2021-2022 school year, the chronic absenteeism rates for KECS D: EL: 2.1% FY: 9.1% Homeless: 4.0% SWD: 3.9% LI: 2.7% Overall: 2.7% | | KECS D will maintain its excellent dashboard rating and 0.5% of the students were identified as chronically absent according to results of the 2021 CA School Dashboard. |
| Walk through observation forms/data | 100% of the teachers are implementing the S IOP district adopted model of instruction with students. | 100% of the teachers are implementing the S IOP district adopted model of instruction with students. | 100% of the teachers are implementing the S IOP district adopted model of instruction with students. | | 100% of the teachers are implementing the S IOP district adopted model of instruction with students. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 2.1 | Preservice Days for Classified and Certificated Staff | The district's SBAC interim and benchmark results indicate a need to provide additional support for staff on the implementation of the state standards and expectations for students who are identified as EL, Foster Youth, and Low-Income. Specifically, data from the CAASPP tests taken in the spring of 2022, indicate EL students scored significantly lower when compared to all other students, and a significant number of all students scored below the state expectation | \$215,125.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| | | <p>for math. Based on this data KECSD has found that our low-income and English learner students need additional support and scaffolds within in the classroom to be successful.</p> <p>To best support our EL, Foster Youth, and Low-income students, it is essential that they be provided with the best instruction which requires appropriate training and support for teachers.</p> <p>To address this need, during the district's pre-service days, KECSD will provide professional development for the instructional staff and paraprofessionals. By providing additional support for teachers and professional development focused on students' needs, teachers will be better prepared to support the unique needs of the district's EL, Foster Youth, and Low-income students, therefore, closing the achievement gap as reflected in benchmark results and CAASPP scores. Light meals will be provided during our professional learning days to keep all employees on site throughout the training.</p> <p>The district continues to implement this action due to positive results from previous years of professional development focused on math during the 2017-2019 and the district's signature practices for Reagan School. According to results of the 2019 CA Dashboard, Reagan School students increased significantly in math and received a rating of "green" the second highest. Students identified as EL and low income also "increased significantly" and students identified as homeless also increased their math performance. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.</p> | | |
| 2.2 | Academic Coaches and Training for Staff | Given that the state indicator for our students identified as EL, Foster Youth, and Low-Income falls below the whole group in both math and ELA, and these specific student populations have traditionally not had | \$697,412.39 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>equality in academic learning outcomes. Based on this data KECSD has found that our EL, Foster Youth, and Low-Income students need additional support and scaffolds within the classroom to be successful. KECSD will provide professional development and academic coaching for instructional staff.</p> <p>Based on the input from the district's educational partners for the LCAP, academic coaching support for teachers was one of the top three priorities requested for goal 2. The District's academic coaches will provide extra support for teachers on how to increase student engagement when implementing core instruction for ELA, math, science, and 21st-century learning skills.</p> <p>The district's academic coaches will develop a coaching cycle to ensure access and support for all teachers. Principals will conduct walk-through observations of all teachers on a regular basis.</p> <p>Data from the walk-through observations will help provide a focus for academic coaching support. Academic coaches will also work under the guidance of the district's leadership team and county office of education content specialists. This action is one continued from the previous LCAP. Based on student achievement data and walk-through observation data, since the implementation of academic coaching support during the implementation of the 2017-2020 LCAP, student achievement has increased for the district's EL, Foster Youth and Low-Income student groups in ELA and math. The expected results will be specific training and personalized learning for staff and continued increases in student achievement as indicated on the 2019 CA School Dashboard. This action is designed to meet the needs most associated with EL, Foster Youth, and Low-Income. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for EL, Foster Youth, and Low-Income students.</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|---|--------------|--------------|
| 2.3 | Professional Development | <p>Based on data from PLCs and our educational partners' input during the LCAP engagement process and given that our EL, Foster Youth and Low-income student population's state indicator falls below the whole group in both math and ELA, and our EL, Foster Youth, and Low-income students have traditionally not had equality in academic learning outcomes. Based on this data KECSD has found that our low-income and English learner students need additional support and scaffolds within in the classroom to be successful. KECSD will provide professional development with the focus on the "best first instruction" and support for students not proficient.</p> <p>KECSD will provide district-wide professional development through support from our local county offices, and other organizations, and planning time/substitutes to support student learning and implementation of the new proposed math Framework. Additional support in the following areas will also be addressed:</p> <ul style="list-style-type: none"> • SEL - Social Emotional Learning • SIOP Sheltered Instruction Observation Protocol • Implementation of State Standards • Integrated and Designated ELD • Extra Support for Students Identified as EL, Foster Youth, Low Income <p>This district wide approach provides cohesiveness and an overall plan for the whole district.</p> <p>Since the inception of the district's academic coaches and the implementation of a coaching cycle which includes all sites, student achievement has continued to increase for ELA and math and teachers have expressed this action to be continued, according to the 2023 LCAP input meetings and survey.</p> <p>By bringing together all teachers, the district can roll out a consistent method that allows for a systematic approach, effectiveness, and support across the district. By learning and working together, teachers will be able to clarify understanding, examine student work, calibrate levels of proficiency, share strategies on how to differentiate</p> | \$830,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------|--|--------------|--------------|
| | | <p>instruction for the district's EL, Foster Youth and Low-income student groups, and plan for student success. This action includes time for teacher collaboration and planning and is continued from the previous 2019-2020 LCAP and a request from teachers and administrators at the district's educational partner meetings. Light meals will be provided during our professional learning days and meetings to keep all employees on site throughout the training.</p> <p>The expected results will be continued increases in student achievement as indicated on the 2019 CA School Dashboard results for ELA and math and district-wide professional development that will provide staff with a common language and focus, as well as time for collaboration and planning. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> | | |
| 2.4 | Mental Health | <p>Current state and local assessment data for ELA and math reflect that our EL students, foster youth, and low income students have the opportunity to improve in their academic achievement, as compared to all students and as indicated in the metric section on state ELA and math assessments. Input from our educational partners including certificated and classified staff, as well as the district's DELAC, indicates a specific need for additional mental health services to address their stress, which may adversely affect their physical, emotional, and psychological health, and impact learning. Based on this data KECSD has found that our low-income, Foster Youth, and English learner students need additional support and scaffolds within the classroom to be successful.</p> <p>A multi-tiered system of support will ensure students get help promptly with the general educational setting. KECSD will implement MTSS/RTI at all sites, providing EL students, foster youth and low income students, with social-emotional learning and mental health support. This will be accomplished through counselors and a support system</p> | \$311,358.80 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------------|--|--------------|--------------|
| | | <p>that addresses all students and through a referral system that identifies students observed or known to have needs related to atypical emotions or behaviors.</p> <p>The additional staff and services provided are designed to meet the specific needs unique to the EL, foster youth, and low income student population, and resulting in increased learning. Because we expect that all students may benefit from additional mental health services, this action is available to all students throughout the district. As a result of this action, we expect to achieve improved mental health and academic success for students as reflected in school climate and culture surveys, and state and local assessments for ELA and math.</p> | | |
| 2.5 | Achievement Gap Special Population EL | <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. The 2022 CA Dashboard Academic Indicator Performance Levels for the district's EL subgroup indicates that 14.28% of the district's EL students met or exceeded the English language arts proficiency, and 47.6% are making progress towards English language proficiency. Based on this, the district's EL students have not reached the level of performance expected by the state. Given this data, the focus needed for the district to respond to the diverse needs of the district's EL student group is imperative.</p> <p>The district will continue providing additional support for English Learners, monitoring of programs, facilitating staff development and implementation of the ELA/ELD framework, as well as analyzing data/student progress on the ELPAC, reclassification rates, and participation in district professional learning communities.</p> | \$242,309.69 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------|--|-------------|--------------|
| | | <p>The Assistant Superintendent, District EL Director, District ELPAC Coordinator, and KECSD leadership team will collaborate to ensure the district's students are making continuous progress and achieving high expectations. The leadership team will use the English Learner Roadmap as a resource to build understanding and expertise about the needs of ELs and research-based practices. Through Professional Learning Communities, the leadership team will use the Cycle of Inquiry to analyze EL data and non-EL student data to determine levels of progress towards mastery of state standards and language proficiency. Based on data from benchmark assessments, state summative assessments, and other multiple measures.</p> <p>The EL Director will work with site administrators and teachers to provide needed support, including training opportunities and resources, and materials. Ultimately, designating specific people with systems in place to monitor student progress with the same goal to ensure quality educational programs and outcomes for all English Learner students in the school, with emphasis on providing equitable services and resources for the district's EL population. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students.</p> | | |
| 2.6 | Achievement Gap - SIOP EL | <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. Because our English Learners receive a majority of their instruction from teachers in the general education</p> | \$50,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>classroom, general education teachers need to know how to scaffold instruction appropriately. We know that using visuals to convey ideas and providing graphic organizers, for example, makes a difference. Multiple opportunities to talk with partners and collaborate in small groups give ELs the opportunity for language practice. While some teachers may already routinely use these and other techniques, others do not. Schoolwide professional development will continue to build a shared understanding of our English Learners' needs and a common commitment to the instructional practices that support them.</p> <p>SIOP is a research-based model of instruction for planning and implementing lessons that help our staff provide English learners and other students with access to grade-level content standards, develop the students' academic English skills, and prepare students to be college and career ready.</p> <p>According to the 2022 CA Dashboard, the district's EL students performed at the "Low-Math and Medium-ELA" level as per the state indicator for ELA and math. Although our EL subgroup has made progress and increased performance in regards to state expectations, this subgroup is not at the level of proficiency expected by the state.</p> <p>This action is continued from the previous 2019-2020 LCAP. Continued training and implementation of the SIOP model will ensure KECSD reaches its commitment to close the achievement gap and ensure equity and high-quality education for all students. Fidelity and implementation using the SIOP model will be measured using data from administrator walk-through observations. Given that our English Learner student population state indicator falls below the whole group in both math and ELA, and the English Learner student population has traditionally not had equality in academic learning outcomes, KECSD will continue to provide SIOP training for all new teachers and follow up training for all certificated staff principally directed towards meeting the needs of the English Learners. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------|--|-------------|--------------|
| | | for these students. This action is designed to meet the needs most associated with English learner students | | |
| 2.7 | Interpreters EL | <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. No matter their income or background, students with involved families are more likely to perform better in school, attend school regularly, have better social skills, show improved behavior, and adapt well to changes. Parents and guardians need to feel like they can be actively involved in their child's education, regardless of any language barriers. It is the district's responsibility to create that space for families to be involved.</p> <p>Given that many of our EL families do not speak English and have the least opportunity to participate in school-related activities, the district will provide increased access to interpreters and increased translated documents for those needed. KECSD values input from all families and recognize them as vital partners in their child's education. The result will be increased communication with parents of English Learners, resulting in increased family engagement at school and district events, and contributing to an increase in student achievement. We anticipate the student performance on CAASPP math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students</p> | \$31,827.41 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 2.8 | EL Designated and Integrated ELD Instruction and Support | <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. Based on data from PLCs and stakeholder input during the LCAP engagement process and given that our EL population state indicator falls below the whole group in both math and ELA, and the EL student population has traditionally not had equality in academic learning outcomes, KECSD will provide professional development and academic coaching for our instructional staff that is principally directed towards meeting the needs of the district's EL student group.</p> <p>Professional development will be focused on the state's ELA/ELD Framework. This comprehensive approach to ELD instruction involves both Integrated ELD and Designated ELD. KECSD believes the fastest way to bring English learners to full proficiency is to do both with fidelity and rigor. EL data will be analyzed and discussed in PLC meetings. Principals will conduct walk-through observations to ensure best practices for ELD are implemented.</p> <p>This action is continued from the previous 2019-2020 LCAP. The expected results will be high-quality training for teachers, with the focus on English Learner support. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students</p> | \$35,000.00 | Yes |
| 2.9 | Summer Programs | According to the most recent 2022-2023 CA School Dashboard and on local benchmark assessments, our EL Low Income and Foster | \$430,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-------------------|---|----------------|--------------|
| | | <p>Youth students have consistently performed lower on standardized tests, for ELA and math, when compared to all other students. Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the these student populations. Our EL, LI and FY students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our EI, LI and FY students need additional support and scaffolds to be successful. Through the Plan-Do-Study-Act (PDSA) model and in response to stakeholder feedback from the DELAC and Parent Advisory Committee, the district determined our EL, LI and FY students benefit from additional support throughout the summer. The KECSD summer school program will be specifically designed to support the EL, LI and FY students.</p> <p>The summer program will be an extension of the school year, so it will provide additional time for these students to gain the necessary academic skills to become successful in the next grade level.</p> <p>This is a continued action from the previous 2019-2020 LCAP. The district will expect continued, improved academic achievement for EL, LI and FY students. It will help these students become better prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as ELA and math. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English Learner, Low Income and Foster Youth students.</p> | | |
| 2.10 | Paraprofessionals | Given that our EL, Foster Youth, and Low-income population state indicator falls below the whole group in both math and ELA, and the EL, Foster Youth, and Low-Income population has traditionally not had | \$1,391,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--------------------------------------|--|----------------|--------------|
| | | <p>equality in academic learning outcomes, paraprofessionals will assist teachers and provide additional support for students who have not reached proficiency, including English Learners and students who have difficulties with learning or who require special needs and students identified as homeless or foster youth. Additional EL paraprofessionals will be added in 23-24 to assist our EL students to become proficient in English.</p> <p>Through data collected from the district’s educational partner input meetings and progress monitoring of students receiving intervention supported by paraprofessionals, it has been determined that paraprofessionals help keep students focused and on pace with their peers, resulting in increased student achievement. Recent DRA data reflecting students in kindergarten is an example of this. Since returning to in-person instruction, paraprofessionals have assisted kindergarten teachers in the implementation of an intervention program called PRESS/Path to Reading Excellence in School Sites. The most recent data from DRA scores indicate students in kindergarten are currently performing at a slightly lower level in foundational reading skills compared before the pandemic(64% mastered 2022, compared to 68% mastered 2021, based on the DRA. The district will continue to provide extra support from paraprofessionals, the outcome will be increased student achievement based on the DRA and district benchmarks. This action is designed to meet the needs most associated with English learners, Foster Youth, and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.</p> | | |
| 2.11 | Intervention and Enrichment Programs | <p>Provide materials and resources to maintain Services for Students</p> <p>AVID/Rafer Johnson Jr. High GATE/Reagan and Rafer Johnson Jr. High Arts</p> | \$1,004,863.06 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>MESA/RJJH CTE/VROP After School Programs/All Schools Instrumental/Vocal Music at Lincoln, Reagan, RJJH</p> <p>Given that our EL, Foster Youth, and Low-income population state indicator falls below the whole group in both math and ELA, and the EL, FY, and LI population has traditionally not had equality in academic learning outcomes, KECSD will continue to support enrichment and afterschool programs and services for students. Our Low Income and English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment KECSD has found that our low-income and English learner students need additional support and scaffolds within the classroom to be successful.</p> <p>Advancement Via Individualized Determination or AVID has a very specific design element where students reflect and question while mastering content. AVID students work together to problem-solve and to change the level of discourse in the classroom. Students are taught to articulate what they understand and learn how to seek out the resources they need to be successful.</p> <p>The concentration funds also allowed for Rafer Johnson Jr. High School to have a full-time CTE Woodshop Instructor who provides direct services to all students. This provides more students with opportunities to work in this career pathway that leads into Kingsburg High School.</p> <p>Data from the CA Dashboard for 2017, 2018, and 2019, indicates students, as a whole, have made significant progress in ELA. All subgroups made consistent increases in ELA, with ELs and SWD making significant increases.</p> <p>Specific intervention and enrichment programs are implemented outside of the regular school day. To effectively meet the needs of</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|---|-------------|--------------|
| | | <p>identified students, unique interventions and supports are provided, using supplemental materials and resources and aligned to the core curriculum. Data from the CA Dashboard for 2017, 2018, and 2019, indicates that these targeted interventions are working, as, during the past three LCAP years, students have made continuous progress, in both ELA and math.</p> <p>Students who regularly participate in enrichment and after-school programs often surpass their peers in academic performance. The result will be a greater connection to the school through the building of relationships, experiencing success and accomplishments, and notable improvements in work habits and behavior, all contributing to increased student achievement and increased self-esteem. This action is designed to meet the needs most associated with English learners Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners. Foster Youth and low-income students.</p> | | |
| 2.12 | BTSA/Teacher Induction Program | <p>Given that our EL, Foster Youth and Low-income state indicator falls below the whole group in both math and ELA, and the EL, FY, and LI population has traditionally not had equality in academic learning outcomes KECSD will provide extra support for new teachers through BTSA/Teacher Induction Program.</p> <p>Beginning Teacher Support and Assessment (BTSA) requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, English Learner students and differentiation of instruction in support of student needs all principally directed towards meeting the needs of the EL, FY, and LI students. The extra training and support for new teachers will result in increased achievement.</p> | \$47,185.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|--|----------------|--------------|
| 2.13 | Intervention Staff and Building | <p>For the 23-24 school year, intervention teachers will be added to Lincoln, Reagan and Rafer Johnson Jr. High to help close the achievement gaps of the English Learners, low-income and Foster Youth students.</p> <p>As demonstrated in the associated metrics sections, our English Learner, Low Income, and Foster Youth students have the most opportunity for continued growth in English Language Arts and math when compared to the CAASPP test scores of all our students. For the 2022 CAASPP, in ELA, 50.47% of all Reagan students met the standard, compared to only 44.11% of our LI and 13% of our EL students. In math, 35.88% of all Reagan students met the standard, compared to only 29.1% of our LI and 5.88% of our EL students. This is a trend of low achievement as in 2021 for the CAASPP, our overall student population scored 50.70% in ELA for having met the standard, while our EL students scored 9.67% and our LI students scored 40.35%. In math for the CAASPP, 36.24% of our overall student population met the standard, while our EL students scored 3.18%, and our LI scored 21.82%. Based on the data, a local needs assessment was conducted to determine the root causes of the gap in achievement for our low-income, Foster Youth, and English-learner students. Educational partners and student feedback indicated that to best support intervention and expand enrichment for these students, they need to have a dedicated, welcoming, engaging, and safe learning environment where they know someone cares about them.</p> <p>Based on feedback, we have determined that for intervention to be effective, we need to ensure that a safe, quiet, and warm learning environment is provided to support small group learning and tutoring. To meet this need, we will pay for the costs associated with program expansion, including the infrastructure for an intervention classroom at Reagan Elementary.</p> <p>A dedicated space for intervention allows educators to work with students one-on-one or in small groups, as well as use the learning</p> | \$1,700,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>space to provide individualized support for LI, FY, and EI students who may be struggling with specific subjects or skills. This could include extra practice or additional instruction. Educational partner feedback from our site indicated that having a dedicated space for intervention will improve communication between educators, students, and parents. Teachers will be able to share progress reports and discuss strategies for improvement to ensure that each identified student is getting what they need when needed.</p> <p>The details in action 2.11 for Intervention and Enrichment Programs reflect the intervention and teachers that will take place in the new learning space. In order to implement a successful response to the intervention program for our EL, LI, and FY students, an intervention teacher and paraprofessional will be hired to assist these students in their areas of academic need. With an intervention teacher and paraprofessional, our EL, LI, and FY students will be receiving targeted instruction in ELA and math to fill the gaps in each of these individual students. The additional services are designed to meet the specific needs unique to the EL, LI, and FY student population.</p> <p>This dedicated space is designed to support the academic achievement of EL, LI, and FY by providing a personalized and safe space to provide additional support and resources. However, because we expect all students to benefit from increased academic intervention staff, this action is provided school-wide. The intended outcome is for our English Learners, Low Income and Foster Youth students to be supported in improving their academic performance in ELA and math on state and local assessments.</p> | | |

Goal Analysis [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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress toward meeting the goal of providing focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

Action 1 - Preservice Days, Action 2 - Academic Coaches and Training for Staff, Action 3 - Professional Development, Action 4 - Mental Health, Action 5 - Achievement Gap SPED, Action 6 - Achievement Gap EL, Action 7 Interpreters - EL, Action 8 - EL - Designated and Integrated Support, Action 9 - Summer Programs, Action 10 Paraprofessionals, Action 11 - Intervention and Enrichment Programs and Action 12 - BTSA

Implementation Status: 5 – Full Implementation and Sustainability. KECSD has committed to provide intervention both academic and mental health for their EL, LI and FY students, while combining that with professional development for their staff to meet the needs of their students due to the gaps in achievement due to the Covid pandemic.

No substantive difference in planned action compared to the actual implementation.

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.

KECSD utilized its funding to meet or exceed planned expenditures in each action in Goal 2. The largest discrepancy was in action 2.9- Summer Programs, wherein due to the new ELOP funding, our after school and summer programs are mainly paid out of this fund, and will now be supplemented with supplemental and concentration funds.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal: Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

Action(s): Action 1: Preservice Days, Action 2 - Academic Coaches and Training for Staff, Action 3 - Professional Development, Action 4 - Mental Health, Action 5 - Achievement Gap SPED, Action 6 - Achievement Gap EL, Action 7 Interpreters - EL, Action 8 - EL - Designated and Integrated Support, Action 9 - Summer Programs, Action 10 Paraprofessionals, Action 11 - Intervention and Enrichment Programs and Action 12 - BTSA

Effectiveness of Action(s): Effective

Metric(s): CAASPP Data, ELPAC Data, Local surveys, and CDE/Dataquest

KECSD observed progress towards closing the achievement gap as indicated on our CAASPP data (% Met/Exceeded the Standard).

1. EL students increased 4.68% in ELA and 3.92% in Math.
2. LI students increased 2.04% in ELA and 4.04% in Math.
3. SWD students increased 3.09% in ELA and 5.33% in Math.

KECSD observed progress towards closing the achievement gap as indicated on our ELPAC data (% Met/Exceeded the Standard).

1. 58% scored at a level 3 or 4, which is an increase of 12% over the prior year, which was 46%.

KECSD observed progress towards closing the achievement gap as indicated on our chronic absenteeism rates. KECSD increased their percentage of students attending school by 6.1% over the prior year, and also improved attendance rates in every subgroup area listed below.

According to CDE/Dataquest for the 2021-2022 school year, the chronic absenteeism rates for KECSD:

EL: 2.1%
FY: 9.1%
Homeless: 4.0%
SWD: 3.9%
LI: 2.7%
Overall: 2.7%

Analysis Statement: Due to our district's signature practices of SIOP, Response to Intervention, MTSS combined with our excellent staff training programs, our student populations have increased their proficiency on the CAASPP and ELPAC assessments as indicated with the above metrics. Also, our attendance rates have improved with our student populations.

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.

KECSD will continue with the goals and actions in prior years, as they have been effective. A couple of changes we made for next year, is that in action 2.1, we are adding one preservice day for our paraprofessionals so that they can receive intervention training. In goal 2.13, we will be adding additional intervention teachers and paraprofessionals, along with a new intervention building at Reagan School, in order to more effectively help our struggling EL, LI and FY students.

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.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | Access to a Broad and Challenging Curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. |

An explanation of why the LEA has developed this goal.

Technology is changing the world at a rapid pace. A broad and challenging curriculum provides students with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals who will be able to work and compete for jobs with students around the world, as well as live happy and successful lives.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|----------------|--|
| Academic coaches will use google docs to keep track of teachers receiving professional development. | In 2020-2021 100% teachers received training in how to best serve students using the "hybrid" model of instruction and use of technology. The professional development focus for the 2021-2024 school year will be math. All teachers will be trained the state expectations and math framework, | During the 2021-2022 school year, the hybrid model ended and students were back to in-person instruction full time. 100% of the district's teachers who teach math participated in professional development focused on the state's expectations for math and the proposed new math framework. | During the 2022-2023 school year, the hybrid model ended and students were back to in-person instruction full time. 100% of the district's teachers who teach math participated in professional development focused on the state's expectations for math and the proposed new math framework. | | 100% teachers will receive training focused on the new math framework. Academic coaches will follow up and provide additional support and coaching in the classroom. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|----------------|---|
| | including implementation of the new framework. | | | | |
| Professional Learning Community Calendar of Meetings | 2020-2021 - 100% of the district's principals had designated meetings with the assistant superintendent to review contents of grade level professional learning communities. | 100% of the district's principals had designated meetings with the assistant superintendent to review contents of grade level professional learning communities. | 100% of the district's principals had designated meetings with the assistant superintendent to review contents of grade level professional learning communities. | | 100% of the district's principals will meet with the assistant superintendent to review contents of grade level professional learning communities. This practice will take place, at minimum, every 9-10 weeks. |
| Principal Walk Through Observation Forms | Due to Covid 19 and the district safety protocols put into place, principals did not meet the goal of walking through all classroom a minimum of 1-2 times per week. The baseline for the 2021-2022 school year will be that 100% of the site administrators will walk through all classrooms, at minimum, 1 time per week. | 100% of the site administrators walked through all classrooms, at minimum, 1 time per week. | 100% of the site administrators walked through all classrooms, at minimum, 1 time per week. | | 100% principals will walk through all classrooms a minimum of 1 time per week, as measured by the locally developed google walk through form. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------|--|--------------|--------------|
| 3.1 | Technology | <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth and low income student population. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner, Foster Youth and low income students need additional support and scaffolds to be successful.</p> <p>The COVID-19 pandemic suddenly and abruptly forced our schools to close and begin teaching students remotely. The massive shift to distance learning was frustrating for both teachers and the families we serve. But the result of having to shift everything online required our teachers to become masters of technology and for the most part, they did.</p> <p>One of the few positive outcomes from this experience was an opportunity to rethink how digital technologies can be used to support teaching and learning. For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation. Given that the state indicators for our EL, Foster Youth, and Low-income student populations fall below that of "all students" in both ELA and math and that EL, Foster Youth, and Low-income student groups may have difficulties accessing technology and the internet outside the classrooms. The district has developed a plan for maintenance, replacement of outdated hardware/software, and technology instruction principally directed toward meeting the needs of the EL, Foster Youth, and Low-income students.</p> <p>This action is continued from the previous 2019-2020 LCAP and is a priority that was voiced through all of the district's educational partner input meetings. The expected results will be increased student</p> | \$160,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|---|-------------|--------------|
| | | <p>achievement based on data from the annual state summative assessments for ELA and math. This action will also provide students and staff access to technology resources that inspire 21st century learning skills including creativity, critical thinking, communication, and collaboration. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> | | |
| 3.2 | 21st Century Learning | <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth, and low income student population. Our English learners, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learners, Foster Youth, and low income students need additional support and scaffolds to be successful.</p> <p>For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand critical thinking, collaboration, creativity, and communication which are at the heart of 21st-century learning and preparing students for college and a future career.</p> <p>The district's EL, Foster Youth, and Low-income student population often has the least access to technology due to financial and related hardships. KECSD will provide/maintain 1:1 chromebooks for all students. Teachers will use technology to enhance learning, increase students' understanding by providing them with innovative tools and access to resources such as the Internet which connects students to a wealth of information and the use of platforms such as BrainPop and Google slides to keep students engaged in learning. For low socioeconomic and EL students that access has the power to change</p> | \$80,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------|--|-------------|--------------|
| | | <p>their social structure by allowing them to become empowered and engaged with the result of increased academic performance on assessments opening the door to more opportunities.</p> <p>This action is continued from the previous 2019-2020 LCAP and is a priority that was voiced through all of the district's educational partner input meetings. The expected results will be staff who are equipped with the resources and support needed to effectively teach 21st century learning skills, including creativity, critical thinking, communication, and collaboration. The results will also include increased student achievement based on data from the annual state summative assessments for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth, and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> | | |
| 3.3 | Summer Programs | <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth and low income student population. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner, Foster Youth and low income students need additional support and scaffolds to be successful.</p> <p>Innovations in science, technology, engineering, art, and math have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their skills in STEAM. The EL, and Low-income student populations, historically, have lower participation in STEAM related careers, therefore KECSD will provide students with an opportunity to participate in hands on activities, through STEAM</p> | \$95,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|----------------------------|--|----------------|--------------|
| | | <p>intersession, that has the potential to spark students' imagination and learning with the result of building interest in STEAM related education and careers.</p> <p>The Next Generation Science Standards instruction is largely dependent on language, and it may inadvertently exclude English Learners from full participation if steps aren't taken. For English Learners, data from the most recent CA Science Test (CAST) taken in 2022, indicate 24.95% of KECSD students in grades 5 and 8 who took the test performed at the level expected by the state. Of the 26 EL students in grades 5 and 8 who took the CAST, 0% of the students scored at the level expected by the state. STEAM intersession will provide rich instruction which builds science competencies and promotes language use.</p> <p>According to data from educational partner input meetings, this is a highly requested action that is continued from the previous 2019-2020 LCAP. The expected result is that all students, including the district's EL and Low-income student groups, will increase their interest in STEAM related fields and their understanding of innovative skills such as critical thinking, creativity, communication skills, and collaboration which will benefit all students no matter what field of study they choose to pursue. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> | | |
| 3.4 | Intervention (Afterschool) | <p>According to the most recent 2021-2022 CA School Dashboard, the district's EL, Foster Youth, and Low-income students have consistently performed lower on standardized tests, for ELA and math, when compared to all other students. As demonstrated in the 2021-2022 CAASPP ELA Test, 14.28% of EL students scored at the level expected by the state, as compared to 49.33% of the district's "All" student category. 9.52% of the district's EL student group scored at the level expected by the state in math. 42.34% of the students</p> | \$1,462,991.94 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>identified as Low-income scored at the level of proficiency expected by the state for ELA and 28.60% in math. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on this data. Based on these needs assessment Kingsburg has found that our English learner, Foster Youth and low income students need additional support and scaffolds to be successful. Through professional learning communities and in response to input from the district’s educational partners, including feedback from the DELAC and Parent Advisory Committee, the district determined our students will benefit from additional afterschool intervention that is principally directed towards meeting the needs of the unduplicated students, more specifically students identified as English Learners and Low-income. As a result of this action, we expect increased student achievement as measured by end of the year state summative assessments for ELA and math.</p> <p>The district’s afterschool intervention program, including the Expanded Learning Opportunity Program (ELOP), will use data from benchmark and formative assessments to drive instruction. The staff will work with smaller groups of students. The staff will work on targeting student needs and continue to rebuild student confidence. Students will set individual goals and work towards that goal during each intervention session. This will help build a sense of accomplishment and give students a purpose to work toward.</p> <p>This is a continued action from the previous 2019-2020 LCAP but includes the addition of a more structured afterschool program, with goal setting and rebuilding of student confidence as a focus for intervention. The expected results will be the implementation of intervention programs focused on students' needs and increased positive school culture and climate, as measured by implementation of the district’s student school culture and climate survey and increased achievement as evidenced by results of the annual state summative assessments for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

Goal Analysis [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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal of providing Access to a Broad and Challenging Curriculum focused on 21st Century Learning.

Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs.

Action 1 - Technology - Maintain, repair and acquire additional technology hardware/software, Action 2 - 21st Century Learning, Action 3 - Summer Programs, and Action 4 - Intervention (Afterschool)

Implementation Status: 5 – Full Implementation and Sustainability. KECSD has committed to provide the latest technology, and also provide 21st century skills not only during the school day, but also in their afterschool and summer programs, for their EL, LI and FY students.

Implementation Status: 5 - Full Implementation and Sustainability.

No substantive difference in planned action compared to the actual implementation.

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.

KECSD utilized its funding to meet or exceed planned expenditures in each action in Goal 3. The largest difference was in Action 3 - Summer Programs and Action 4 - Intervention (Afterschool), as our district began receiving ELOP money. This ELOP money was used as the main source of funding to meet Actions 3 & 4. Our supplemental and concentration funds will now supplement the ELOP funding going forward.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA’s goal: provide Access to a Broad and Challenging Curriculum focused on 21st Century Learning.

Action(s): Action 1: Technology, Action 2 - 21st Century Learning - Instructional support/training, Action 3 - Summer Programs, and Action 4 - Intervention (Afterschool)

Effectiveness of Action(s): Effective

Metric(s): CAASPP Data and ELPAC Data

1. EL students increased 4.68% in ELA and 3.92% in Math.

2. LI students increased 2.04% in ELA and 4.04% in Math.

3. SWD students increased 3.09% in ELA and 5.33% in Math.

KECSD observed progress towards closing the achievement gap as indicated on our ELPAC data (% Met/Exceeded the Standard).

1. 58% scored at a level 3 or 4, which is in increase of 12% over the prior year, which was 46%.

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.

KECSD will continue with the goals and actions in prior years, as they have been effective.

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.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 4 | Provide a positive, safe and welcoming school and district climate. |

An explanation of why the LEA has developed this goal.

As the pandemic forced us to limit social contact, KECSD realizes now more than ever, how important meaningful connections are. For students, whether they are gathering in a classroom or participating in distance learning, being part of a warm and welcoming school community is critical to their success. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, and building positive relationships.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------|--|---|--|----------------|---|
| Suspension Rate | <p>According to the 2019 CA Dashboard, the suspension rate for the district was:</p> <p>"All" students = Green Level (second highest) "EL" students = Green Level "SWD" students = Yellow Level (middle level) "SED" students = Green Level</p> | <p>Due to suspension of the CA School Dashboard, there is no suspension data to report for the Year 1 outcome in regards to the Dashboard and performance levels.</p> <p>Local data indicates the following number of suspensions and expulsions for the 2021-2022 school year.</p> | <p>According to the 2022-2023 CA Dashboard, KECSD was found to be in the medium category, with 2.5% of the student population suspended at least one day.</p> <p>"All" students = Medium Level "EL" students = Low Level "Homeless" = High Level</p> | | <p>All students and significant subgroups will fall into the "Green or Blue" level (first and second highest) on the CA Dashboard. Due to the new 22-23 CA Dashboard, our students will be suspended less than the state average.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|----------------|--|
| | In 2019/2020 there were 28 suspensions. For 20/21 there were 14 suspensions. | Suspensions: 66 (Total of 55 different students.) | "SWD" = Medium Level "SED" = Medium Level "FY" = Very Low Level Suspensions for 2021-2022: 73, according Differentiated Assistance 2023 Data by FCSS Integrated Data Systems | | |
| Expulsion Rate | Expulsion Rate for 2021 school year was zero. There were no expulsion. (EdData, Educational Data Partnership) | 0.003 or 7 students were expelled during the 2021-2022 school year. (Aeries Student Information System) | Expulsion Rate for the 2021-2022 school year was 0.30% with 7 total expulsions. | | The expulsion rate will be maintained and there will be no expulsions. |
| Attendance as measured by the district average attendance. | No attendance reporting was taken in 2020-2021. There is no data on the P-2 report 2019-20 P-2 Enrollment was 2,171 (this was as of 3/16/20 when everything shut down) and our ADA that was submitted to the state was 2,148.70. That would | 2021-2022 Attendance Rate: 98.7% | 2021-2022 Attendance Rate: 98.7% | | The attendance rate will be maintained or at 98% or higher. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|----------------|---|
| | put us at a 98.9% attendance rate of enrollment to ADA for P-2 data in 2019-20. | | | | |
| Middle School Drop Out Rate as measured by the formula described in the LCAP appendix. | There were no middle school drop outs for the 2020-2021 school year. (Aeries Student Information System) | There was one middle school drop outs for the 2021-2022 school year. | There were two middle school drops outs for the 2021-2022 school year according to AERIES report 1.12. | | The district will maintain its middle school drop out rate of zero. |
| School Climate and Culture Survey | A locally developed survey was implemented with students in grades 4-8. According to the survey, 86% of the students in grade 4-8 felt safe at school. 82% percent of the 4-8 grade students indicated they felt connected to their school. | 86.5% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey indicated positive results and feeling connected to the school community. | 75.8% of the students in 4th, 5th & 6th grades and 78.4% of the students in grades 7th & 8th grade participating in the district's locally developed school climate and culture survey indicated that they felt safe at school. | | The district will maintain its 86.5% percent of students feeling safe and connected to their schools. |
| Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs. | 100% of the district's school sites will seek stakeholder input and increase attendance at the district's (each school site's) Annual Title I Parent Night and ensure representation from all unduplicated student | 100% of the district's school sites seeked stakeholder input and increased attendance (each school site's) Annual Title I Parent Night to ensure representation from all of the unduplicated - EL, FY, LI student | 100% of the district's school sites seeked stakeholder input and increased attendance (each school site's) Annual Title I Parent Night to ensure representation from all of the unduplicated - EL, FY, LI student | | 100% of the district's school sites will seek stakeholder input and increase attendance at the district's Annual Title I Parent Night and ensure representation from all unduplicated student groups. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|--|----------------|---|
| | <p>groups. All teachers will connect with (in-person or virtually) 100% of their students' parents during the district's established parent-teacher conference week.</p> <p>The baseline indicated the numbers of parents representing each site will be determined at the first meeting in the fall of 2021.</p> | <p>groups. All teachers 100% met with their students' parents during the district's established parent conference week, either in-person or virtually.</p> <p>The baseline will be indicated at the fall 2022, first meeting, as a total count was recorded, but there is no record of which school each parent represented.</p> | <p>groups. All teachers 100% met with their students' parents during the district's established parent conference week, either in-person or virtually.</p> | | <p>Each year, the number of parents attending the district's (school site's) Annual Title I Parent will increase, with all unduplicated student groups represented.</p> <p>The district will maintain its goal for all teachers connecting with 100% of their students' parents either in-person or virtually during the district's established parent-teacher conference week.</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 4.1 | Mental Health and School Culture and Climate | <p>Mental Health: Maintain staff to increase mental health services and academic counseling services. Maintain Behavioral Support Assistants to provide extra support for mental health services.</p> <p>Psychologist: Maintain Mental Health Services – School Psychologist 100% FTE</p> | \$585,107.93 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 4.2 | Additional Supplemental Support Services | <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth, and low income student population. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learners, Foster Youth, and low income students need additional support and scaffolds to be successful.</p> <p>Given that our EL, Foster Youth, and Low-income state indicator falls below the whole group in both math and ELA, which has traditionally not had equality in academic learning outcomes, KECSD will implement a Multi-tiered System of Support (MTSS) at all sites, providing students with social-emotional learning and mental health support principally directed to our most vulnerable students.</p> <p>A multi-tier approach to the early identification and support of students with learning and behavior needs, otherwise known as Response to Intervention or RTI will also continue to be implemented. RTI ensures struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Increased communication and collaboration between support staff and general education teachers will take place during monthly professional learning communities. Resources and extra support will be identified as part of the PLC process. The district will assist in providing supplemental resources and materials when a need is determined. Support staff such as the addition of paraprofessionals will provide physical and academic assistance to students EL, FY, and LI students and any student who needs additional services.</p> <p>All subgroups will receive quality and appropriate intervention to ensure equity for all subgroups. The district will provide intervention materials to support MTSS and RTI at all grade levels and professional development/coaching to support differentiated</p> | \$105,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------|--|--------------|--------------|
| | | <p>instruction principally directed towards meeting the needs of EL, Foster Youth, and LI students.</p> <p>Student well-being is foundational to academic success. While dealing with stress is a normal part of life, for some students, stress can adversely affect their physical, emotional, and psychological health. A multi-tiered system of support will ensure students get help promptly within the general education setting.</p> <p>The SELPA was consulted through our Director of Pupil Services who also serves as the Director of Special Education. Through this consultation, the need for more collaboration between the special education department and general education teachers was also identified, along with additional resources to support students with disabilities above and beyond within their IEPs.</p> <p>As a result of this action, we expect to continue the implementation of MTSS/RTI with systems in place to support student well-being. The district also expects to achieve improved mental health and academic success for all students. Results will be based on data from student school climate and culture surveys and results from the CA School Dashboard for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth, and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> | | |
| 4.3 | Learning Directors | <p>Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth and low income student population. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that</p> | \$365,048.73 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>our English learner, Foster Youth and low income students need additional support and scaffolds to be successful.</p> <p>To assist with this need the district will implement PBIS and move from a punitive model of discipline to a positive restorative model that teaches students life skills on how to make better choices and reduce and manage conflict.</p> <p>A child’s regular attendance at school sets the stage for academic success and graduation. According to the state indicator for Suspension Rate, the district's EL students met the criteria for Low, Foster Youth met the criteria for Very Low, and Low-income students and the district’s students with disabilities subgroup met the criteria for Medium. The implementation of PBIS will help decrease suspensions for all students and keep students in school. PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It supports EL, FY, LI students, as well as all students, and creates a systematic approach and framework where all students can be successful.</p> <p>The Learning Directors, counselors, BSAs, and other members of the pupil services department will provide extra support principally directed toward the district’s EL, Foster Youth, and Low-income subgroups, as well as assist with the implementation of PBIS to establish a climate in which appropriate behavior is the norm, suspensions are decreased and students spend more time in class.</p> <p>This action is continued from the previous 2019-2020 LCAP. All of the schools in the district have received honors from the county due to student success and implementation of PBIS.</p> <p>The results of these actions will be for Learning Directors to provide additional support for students resulting in continued decreased suspension rates, less classroom instruction missed, and an increase in student achievement as indicated on the state's summative SBAC tests for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|--|--------------|--------------|
| | | students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. | | |
| 4.4 | Attendance | <p>School/Community Liaison: Maintain Budget for SARB Prevention of Truancies/Absences and provide support for students at risk and unduplicated pupils.</p> <p>A child's regular attendance at school sets the stage for academic success and graduation. The district's home/foster youth community liaisons will work with SARB and the school community to educate families on the importance of being in school. This team, now known as "The Home Team" also includes a behavioral interventionist, attendance specialist, counselors, and a local resource center. Together, the "Home Team" works to address the needs of families, making it easier for their students to attend school. Services include helping families with meal delivery, technology, academics, transportation, and home visits.</p> <p>This is a continued action from the 2019-2020 LCAP. With the support of SARB and The Home Team, all of the Foster subgroup was in the "Medium" level, the LI subgroup was in the "Low" level, and the EL subgroup was in the "Very Low" level, as per the 2022-2023 CA School Dashboard. The expected outcome will be the implementation of SARB resulting in fewer absences, leading to increased instructional time for students, higher achievement, and improved social-emotional wellness.</p> | \$164,648.22 | No |
| 4.5 | Health Aides and District Nurse | Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner and low income student population. Our English learner and low income students show the most opportunity for | \$277,953.72 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------|--|-------------|--------------|
| | | <p>continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner and low income students need additional support and scaffolds to be successful. A child's regular attendance at school sets the stage for academic success and graduation. Health aides will work with the school community and district nurse for control and prevention of disease and the development of optimum health, principally directed toward our English learner and low income students.</p> <p>Based on qualitative data gathered through parent meetings, and input from the district's educational partners, the continued need for a full-time nurse and secured hours for health aides at each school site was requested.</p> <p>With the support of a district/school nurse, families can control symptoms, manage diseases and avoid trips to the hospital. Fewer absences lead to increased instructional time for students, higher achievement, and improved social-emotional wellness. As a result, we will expect an increase in student achievement and maintaining or an increase in attendance rates, as well as a decrease in chronic absenteeism for the district's unduplicated population.</p> <p>This is a continued action with the addition of a District Nurse from the 2019-2020 LCAP. This action was an area of high priority and requested by the district's educational partners for reference on the LCAP. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> | | |
| 4.6 | Parent Involvement | Upon reviewing our local and state assessment data broken down by subgroup data, KECS D has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner and low income student population. Our English | \$25,093.14 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>learner and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner and low income students need additional support and scaffolds to be successful. Parents of our English Learners and low-income students often participate less in school than other parents. Parental involvement in the school is associated with student improvement in a variety of areas including academic performance, attitudes and behavior, attendance, student engagement, and graduation rates.</p> <p>KECSD will provide a variety of parent workshop opportunities to meet the needs of our school population and encourage parents to become partners with the district in their child's education, resulting in increased communication, engagement, and higher levels of student achievement.</p> <p>As a result of the District English Language Advisory Committee (DELAC) and other district meetings, a request for parent workshops focusing on ESL and technology was voiced. Parents want to understand how students are using technology in the classroom so they can support their students at home. The ability to speak English will provide non-English speaking parents with more opportunities to share their input and voice their needs. The district will address this concern with the implementation of a series of parenting classes. We will partner with Fresno State's Parent University, which offers classes in the following areas: Digital Literacy, English Conversation, Financial Literacy, Health and Wellness, Parenting and Social Media, Pathway to College, Small Business Development, Social and Emotional Wellness and Spanish Conversation.</p> <p>The district will elicit the support of its academic coaches, classified staff, and the county office to help facilitate these special services for families. Childcare (suggested in DELAC meetings) will be provided to ease the stress of families after the regular workday for district events. Light meals may be provided at parent meetings and district events to further encourage attendance at these events.</p> | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>KECSD will also continue the WATCH D.O.G.S. (Dads of Great Students) Program. This program, was developed by the National Center for Fathering has made a positive impact on millions of children by volunteering hours in their local schools. Father figures volunteer and serve at least one day a year in a variety of school activities as assigned by school and district administrators. The National Center for Fathers established this program to provide positive role models for students, build partnerships and enhance safety. KECSD believes increased parent/caregiver interaction builds confidence in both students and their families and will impact their overall health and well-being, and decision making skills.</p> <p>According to data from the Centers for Disease Control (CDC) parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. The outcome will be increased family engagement which will result in increased levels of student achievement, based on the end of the year state test results for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p> | | |

Goal Analysis [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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress toward meeting the goal of providing a positive, safe and welcoming school and district climate.

Action 1 - Mental Health and School Culture and Climate, Action 2 - Additional Supplemental Support Services, Action 3 - Learning Directors, Action 4 - Attendance, Action 5 - Health Aides and District Nurse and Parent Involvement
Implementation Status: 5 – Full Implementation and Sustainability. KECSD has committed resources to provide a warm and supportive climate and culture. By providing the mental health staff, combined with the supplemental support services and positive parent involvement opportunities, our EL, LI and FY are well supported to reach the dreams of their future.
Implementation Status: 5 - Full Implementation and Sustainability.
No substantive difference in planned action compared to the actual implementation.

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.

KECSD utilized its funding to meet or exceed planned expenditures in each action in Goal 4. The exception is for Goal 4.1, ESSER funding is currently being utilized to pay our counselors, but once that money runs out, supplemental and concentration funds will be used.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Four helped make progress towards the LEA’s goal: Provide support for the progress toward meeting the goal of providing a positive, safe and welcoming school and district climate.

Action(s): Action 1: Mental Health and School Culture and Climate, Action 2 - Additional Supplemental Support Services, Action 3 - Learning Directors, Action 4 - Attendance, Action 5 - Health Aides and District Nurse, and Action 6 - Parent Involvement

Effectiveness of Action(s): Effective

Metric(s): CA Dashboard

1. According to the 2022-2023 CA Dashboard, KECSD was found to be in the medium category, with 2.5% of the student population suspended at least one day, which is lower than the state average of 3.1%.

2. LI = Medium category - CA Dashboard

3. EL = Low Category - CA Dashboard

4. FY = Very Low Category - CA Dashboard

5. According to the 2022-2023 CA Dashboard, KECSD was found to be in the very low Chronic Absenteeism category, with 2.2%, which is significantly lower than the state average of 30%.

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.

KECSD will continue with the goals and actions in prior years, as they have been effective.

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 [2023-24]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$5,973,665 | \$609,240 |

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 |
|---|-----------------------------|-------------------------|---|
| 26.06% | 8.44% | \$1,816,813.13 | 34.50% |

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.

Using the calculation tool provided by the state, the Kingsburg Elementary Charter School District has calculated that it will receive \$5,973,665 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, Kingsburg Elementary Charter School District will have a carryover percent of 8.44%; thus, increasing our total improved services percentage to 34.50% for the 23-24 school year. The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

- Goal, Action Number, Title:
- 1.1: Closing the Achievement Gap
- 1.4: Transportation
- 2.1: Preservice Days for Certificated and Classified Staffs
- 2.2: Academic Coaches and Training for Staff
- 2.3: Professional Development

- 2.4: Mental Health
- 2.9: Summer Programs
- 2.10: Paraprofessionals
- 2.11 Intervention and Enrichment Programs
- 3.1: Technology
- 3.2: 21st Century Learning
- 3.3: Summer Programs
- 3.4: Intervention (Afterschool)
- 4.2: Additional Supplemental Support Services
- 4.3: Learning Directors
- 4.5: Health Aides and District Nurse
- 4.6: Parent Involvement

The actions listed above are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s). The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps. Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

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

Kingsburg Elementary Charter School District has demonstrated that it has exceeded the 34.50% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 34.51% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

- Goal 2, Action 1: Preservice Days for Certificated and Classified Staffs
- Goal 2, Action 10: Paraprofessionals
- Goal 2, Action 11: Intervention and Enrichment Programs

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.

All of the school sites in KECSD have a high concentration (over 55%) of foster youth, English learners, and low-income students. Behavior support assistants will be provided to each of our sites to provide extra support and mental health services to our students. The concentration money will be used for an academic coach that will work specifically with our TK-1 grade level. At this time, the academic coach will be paid out of the one-time ESSER money.

- Goal and Action Numbers in the LCAP that KECSD is implementing to provide direct services to students at schools with an enrollment of EL, FY, and LI students that is greater than 55%:
- LCAP Goal 2.2: Academic Coaches and Training for Staff
 - LCAP Goal 2.10: Paraprofessionals
 - LCAP Goal 2.11: Intervention and Enrichment Programs
 - LCAP Goal 4.1: Mental Health and School Culture and Climate

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | NA | 15:1 |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | 17:1 |

2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|----------------|-----------------|-----------------|---------------------|
| Totals | \$25,056,131.43 | \$5,648,206.12 | | \$7,498,248.64 | \$38,202,586.19 | \$24,669,830.78 | \$13,532,755.41 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|-----------------|-------------------|-------------|----------------|-----------------|
| 1 | 1.1 | Closing the Achievement Gap | English Learners Foster Youth Low Income | \$1,800,000.00 | \$153,429.95 | | \$100,953.85 | \$2,054,383.80 |
| 1 | 1.2 | Intervention and Teacher Training | All | | | | \$488,036.00 | \$488,036.00 |
| 1 | 1.3 | Supervisor of Operations | All | \$107,000.70 | | | | \$107,000.70 |
| 1 | 1.4 | Transportation | English Learners Foster Youth Low Income | \$524,437.56 | \$110,000.00 | | | \$634,437.56 |
| 1 | 1.5 | Staffing | All | \$10,399,796.19 | \$60,400.26 | | \$68,873.84 | \$10,529,070.29 |
| 1 | 1.6 | Special Education | All | \$254,440.47 | \$1,596,728.33 | | \$703,528.05 | \$2,554,696.85 |
| 1 | 1.7 | Basic Services | All | \$2,741,939.41 | \$256,261.71 | | \$267,526.41 | \$3,265,727.53 |
| 1 | 1.8 | Facilities | All | \$3,228,929.56 | | | \$3,600,000.00 | \$6,828,929.56 |
| 1 | 1.9 | Preschool | All | | \$284,679.70 | | | \$284,679.70 |
| 1 | 1.10 | Lunch Program | All | | \$1,148,699.17 | | | \$1,148,699.17 |
| 2 | 2.1 | Preservice Days for Classified and Certificated Staff | English Learners Foster Youth Low Income | \$215,125.00 | | | | \$215,125.00 |
| 2 | 2.2 | Academic Coaches and Training for Staff | English Learners Foster Youth Low Income | \$579,385.44 | | | \$118,026.95 | \$697,412.39 |
| 2 | 2.3 | Professional Development | English Learners Foster Youth | \$337,500.00 | \$200,000.00 | | \$292,500.00 | \$830,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|----------------|-------------------|-------------|---------------|----------------|
| | | | Low Income | | | | | |
| 2 | 2.4 | Mental Health | English Learners Foster Youth Low Income | \$111,819.18 | \$17,222.20 | | \$182,317.42 | \$311,358.80 |
| 2 | 2.5 | Achievement Gap Special Population EL | All | \$171,456.26 | | | \$70,853.43 | \$242,309.69 |
| 2 | 2.6 | Achievement Gap - SIOF EL | English Learners | \$50,000.00 | | | | \$50,000.00 |
| 2 | 2.7 | Interpreters EL | English Learners | \$20,819.75 | | | \$11,007.66 | \$31,827.41 |
| 2 | 2.8 | EL Designated and Integrated ELD Instruction and Support | English Learners | \$35,000.00 | | | | \$35,000.00 |
| 2 | 2.9 | Summer Programs | English Learners Foster Youth Low Income | \$115,000.00 | \$120,000.00 | | \$195,000.00 | \$430,000.00 |
| 2 | 2.10 | Paraprofessionals | English Learners Foster Youth Low Income | \$544,594.56 | | | \$846,405.44 | \$1,391,000.00 |
| 2 | 2.11 | Intervention and Enrichment Programs | English Learners Foster Youth Low Income | \$944,456.31 | \$60,406.75 | | | \$1,004,863.06 |
| 2 | 2.12 | BTSA/Teacher Induction Program | All | \$47,185.00 | | | | \$47,185.00 |
| 2 | 2.13 | Intervention Staff and Building | English Learners Foster Youth Low Income | \$1,700,000.00 | | | | \$1,700,000.00 |
| 3 | 3.1 | Technology | English Learners Foster Youth Low Income | \$130,000.00 | | | \$30,000.00 | \$160,000.00 |
| 3 | 3.2 | 21st Century Learning | English Learners Foster Youth Low Income | \$15,000.00 | | | \$65,000.00 | \$80,000.00 |
| 3 | 3.3 | Summer Programs | English Learners Foster Youth Low Income | \$75,000.00 | | | \$20,000.00 | \$95,000.00 |
| 3 | 3.4 | Intervention (Afterschool) | English Learners Foster Youth Low Income | \$20,000.00 | \$1,277,991.94 | | \$165,000.00 | \$1,462,991.94 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| 4 | 4.1 | Mental Health and School Culture and Climate | All | \$140,907.22 | \$295,068.33 | | \$149,132.38 | \$585,107.93 |
| 4 | 4.2 | Additional Supplemental Support Services | English Learners Foster Youth Low Income | \$91,000.00 | \$12,000.00 | | \$2,000.00 | \$105,000.00 |
| 4 | 4.3 | Learning Directors | English Learners Foster Youth Low Income | \$338,984.73 | | | \$26,064.00 | \$365,048.73 |
| 4 | 4.4 | Attendance | All | \$54,965.22 | \$55,317.78 | | \$54,365.22 | \$164,648.22 |
| 4 | 4.5 | Health Aides and District Nurse | English Learners Foster Youth Low Income | \$251,513.09 | | | \$26,440.63 | \$277,953.72 |
| 4 | 4.6 | Parent Involvement | English Learners Foster Youth Low Income | \$9,875.78 | | | \$15,217.36 | \$25,093.14 |

2023-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$22,920,976 | \$5,973,665 | 26.06% | 8.44% | 34.50% | \$7,909,511.40 | 0.00% | 34.51 % | Total: | \$7,909,511.40 |
| | | | | | | | | LEA-wide Total: | \$7,853,691.65 |
| | | | | | | | | Limited Total: | \$55,819.75 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 1 | 1.1 | Closing the Achievement Gap | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,800,000.00 | 0% |
| 1 | 1.4 | Transportation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$524,437.56 | 0% |
| 2 | 2.1 | Preservice Days for Classified and Certificated Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$215,125.00 | 0% |
| 2 | 2.2 | Academic Coaches and Training for Staff | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$579,385.44 | 0% |
| 2 | 2.3 | Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$337,500.00 | 0% |
| 2 | 2.4 | Mental Health | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$111,819.18 | 0% |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 2 | 2.6 | Achievement Gap - SIOP EL | Yes | LEA-wide | English Learners | All Schools | \$50,000.00 | 0% |
| 2 | 2.7 | Interpreters EL | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$20,819.75 | 0% |
| 2 | 2.8 | EL Designated and Integrated ELD Instruction and Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$35,000.00 | 0% |
| 2 | 2.9 | Summer Programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$115,000.00 | 0% |
| 2 | 2.10 | Paraprofessionals | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$544,594.56 | 0% |
| 2 | 2.11 | Intervention and Enrichment Programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$944,456.31 | 0% |
| 2 | 2.13 | Intervention Staff and Building | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,700,000.00 | 0% |
| 3 | 3.1 | Technology | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$130,000.00 | 0% |
| 3 | 3.2 | 21st Century Learning | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$15,000.00 | 0% |
| 3 | 3.3 | Summer Programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$75,000.00 | 0% |
| 3 | 3.4 | Intervention (Afterschool) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$20,000.00 | 0% |
| 4 | 4.2 | Additional Supplemental Support Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$91,000.00 | 0% |
| 4 | 4.3 | Learning Directors | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$338,984.73 | 0% |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---------------------------------|---|----------|--|-------------|--|---|
| | | | | | Low Income | | | |
| 4 | 4.5 | Health Aides and District Nurse | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$251,513.09 | 0% |
| 4 | 4.6 | Parent Involvement | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$9,875.78 | 0% |

2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$30,148,556.31 | \$28,755,323.36 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-----------------------------------|--|--|---|
| 1 | 1.1 | Closing the Achievement Gap | Yes | \$2,219,706.88 | \$1,095,540.65 |
| 1 | 1.2 | Intervention and Teacher Training | No | \$435,362.00 | \$157,547.33 |
| 1 | 1.3 | Supervisor of Operations | No | \$103,123.27 | \$120,743.33 |
| 1 | 1.4 | Transportation | Yes | \$792,694.00 | \$800,741.11 |
| 1 | 1.5 | Staffing | No | \$9,773,222.12 | \$12,796,198.36 |
| 1 | 1.6 | Special Education | No | \$2,616,137.64 | \$2,468,635.10 |
| 1 | 1.7 | Basic Services | No | \$4,306,446.46 | \$2,344,444.15 |
| 1 | 1.8 | Facilities | No | \$2,958,947.33 | \$3,307,120.23 |
| 1 | 1.9 | Preschool | No | \$283,679.70 | \$271,555 |
| 1 | 1.10 | Lunch Program | No | \$1,145,699.17 | \$1,245,647.42 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 2 | 2.1 | Preservice Days for Certificated Staff | Yes | \$194,125.00 | \$185,310 |
| 2 | 2.2 | Academic Coaches and Training for Staff | Yes | \$613,668.16 | \$618,235.82 |
| 2 | 2.3 | Professional Development | Yes | \$427,500.00 | \$233,652.06 |
| 2 | 2.4 | Mental Health | Yes | \$299,304.55 | \$237,360.72 |
| 2 | 2.5 | Achievement Gap Special Population EL | No | \$232,294.42 | \$194,214.76 |
| 2 | 2.6 | Achievement Gap - SIOP EL | Yes | \$50,000.00 | \$26,365 |
| 2 | 2.7 | Interpreters EL | Yes | \$20,758.28 | \$10,916.58 |
| 2 | 2.8 | EL Designated and Integrated ELD Instruction and Support | Yes | \$35,000.00 | \$39,953.20 |
| 2 | 2.9 | Summer Programs | Yes | \$310,000.00 | \$152,282.16 |
| 2 | 2.10 | Paraprofessionals | Yes | \$1,143,864.55 | \$825,706.26 |
| 2 | 2.11 | Intervention and Enrichment Programs | Yes | \$210,303.82 | \$187,471.59 |
| 2 | 2.12 | BTSA | No | \$47,185.00 | \$50,958 |
| 3 | 3.1 | Technology | Yes | \$110,000.00 | \$117,151.08 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 3 | 3.2 | 21st Century Learning | Yes | \$80,000.00 | \$55,436.96 |
| 3 | 3.3 | Summer Programs | Yes | \$60,000.00 | \$30,000 |
| 3 | 3.4 | Intervention (Afterschool) | Yes | \$185,000.00 | \$12,488.58 |
| 4 | 4.1 | Mental Health and School Culture and Climate | No | \$578,107.93 | \$259,015.56 |
| 4 | 4.2 | Additional Supplemental Support Services | Yes | \$99,000.00 | \$56,950.36 |
| 4 | 4.3 | Learning Directors | Yes | \$374,048.73 | \$405,915.50 |
| 4 | 4.4 | Attendance | No | \$143,330.44 | \$145,302.97 |
| 4 | 4.5 | Health Aides and District Nurse | Yes | \$277,953.72 | \$296,138.84 |
| 4 | 4.6 | Parent Involvement | Yes | \$22,093.14 | \$6,324.68 |

2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$5,038,341 | \$4,938,915.38 | \$3,669,514.44 | \$1,269,400.94 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 1 | 1.1 | Closing the Achievement Gap | Yes | \$1,821,541.78 | \$794,671.66 | 0% | |
| 1 | 1.4 | Transportation | Yes | \$792,694.00 | \$800,741.11 | 0% | |
| 2 | 2.1 | Preservice Days for Certificated Staff | Yes | \$194,125.00 | \$185,310 | 0% | |
| 2 | 2.2 | Academic Coaches and Training for Staff | Yes | \$510,994.67 | \$618,235.82 | 0% | |
| 2 | 2.3 | Professional Development | Yes | \$115,000.00 | \$107,605 | 0% | |
| 2 | 2.4 | Mental Health | Yes | \$81,079.53 | \$159,216.76 | 0% | |
| 2 | 2.6 | Achievement Gap - SIOP EL | Yes | \$50,000.00 | \$15,365 | 0% | |
| 2 | 2.7 | Interpreters EL | Yes | \$9,750.62 | \$9,600.62 | 0% | |
| 2 | 2.8 | EL Designated and Integrated ELD Instruction and Support | Yes | \$35,000.00 | \$4595 | 0% | |
| 2 | 2.9 | Summer Programs | Yes | \$15,000.00 | \$76,734.72 | 0% | |
| 2 | 2.10 | Paraprofessionals | Yes | \$297,459.11 | \$135,496.67 | 0% | |
| 2 | 2.11 | Intervention and Enrichment Programs | Yes | \$149,897.07 | \$96,321.51 | 0% | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 3 | 3.1 | Technology | Yes | \$80,000.00 | \$117,151.08 | 0% | |
| 3 | 3.2 | 21st Century Learning | Yes | \$15,000.00 | \$20,604.36 | 0% | |
| 3 | 3.3 | Summer Programs | Yes | \$60,000.00 | \$30,000 | 0% | |
| 3 | 3.4 | Intervention (Afterschool) | Yes | \$20,000.00 | \$0 | 0% | |
| 4 | 4.2 | Additional Supplemental Support Services | Yes | \$85,000.00 | \$21,909.30 | 0% | |
| 4 | 4.3 | Learning Directors | Yes | \$347,984.73 | \$334,051.89 | 0% | |
| 4 | 4.5 | Health Aides and District Nurse | Yes | \$251,513.09 | \$135,579.26 | 0% | |
| 4 | 4.6 | Parent Involvement | Yes | \$6,875.78 | \$6,324.68 | 0% | |

2022-23 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$21,537,816 | \$5,038,341 | 2.08% | 25.47% | \$3,669,514.44 | 0.00% | 17.04% | \$1,816,813.13 | 8.44% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric. |

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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