LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kings Canyon Joint Unified School District

CDS Code: 10622650000000

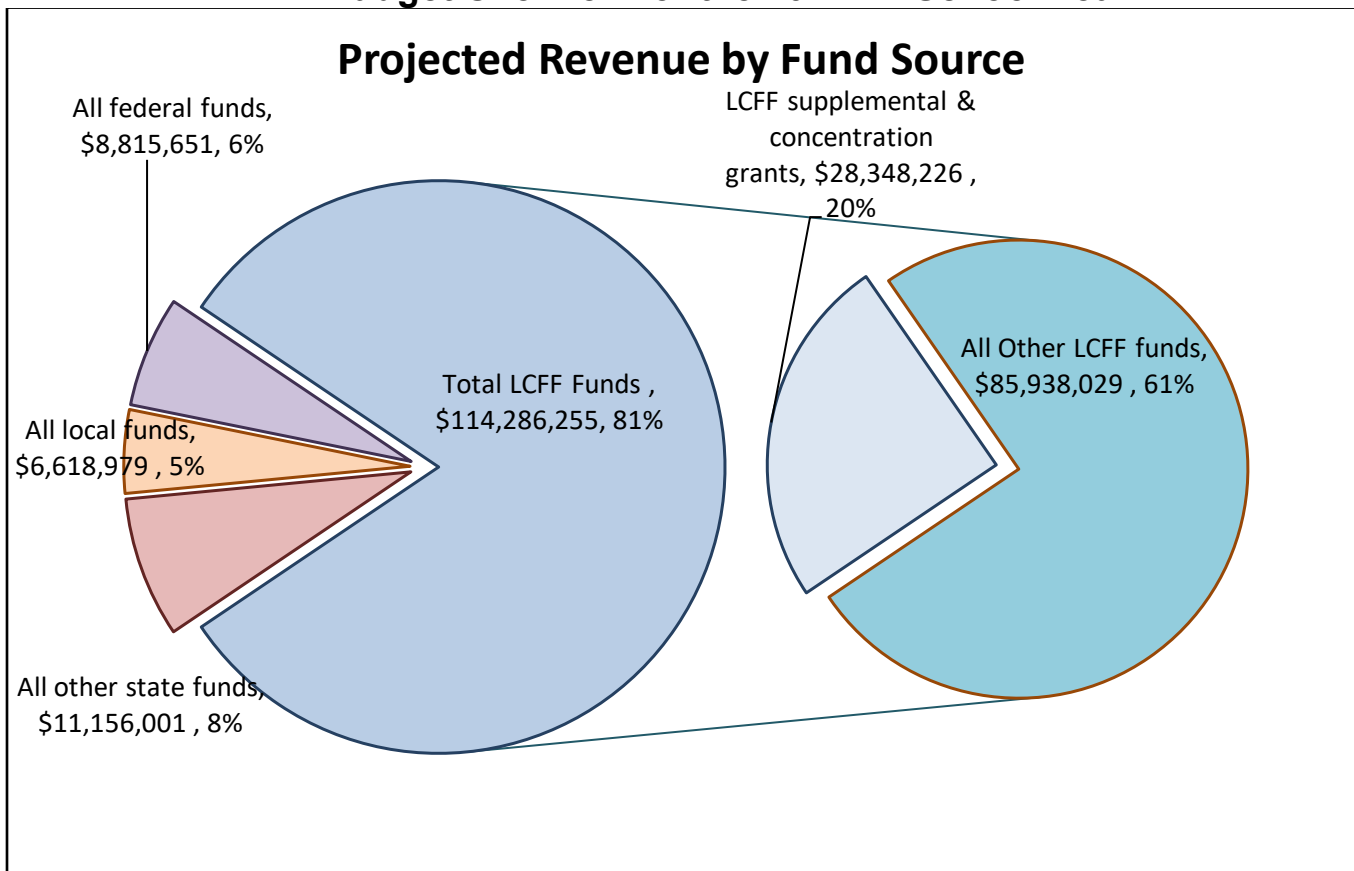School Year: 2021-22

LEA contact information:

Jose E Guzman

Administrator, Educational Programs

guzman-j@kcusd.com

559-305-7013

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $8,815,651, 6%

LCFF supplemental & concentration grants, $28,348,226 , 20%

All local funds, $6,618,979 , 5%

Total LCFF Funds , $114,286,255, 81%

All Other LCFF funds, $85,938,029 , 61%

All other state funds, $11,156,001 , 8%

This chart shows the total general purpose revenue Kings Canyon Joint Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Kings Canyon Joint Unified School District is $140,876,886, of which $114,286,255 is Local Control Funding Formula (LCFF), $11,156,001 is other state funds, $6,618,979 is local funds, and $8,815,651 is federal funds. Of the $114,286,255 in LCFF Funds, $28,348,226 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Kings Canyon Joint Unified School District
CDS Code:	10622650000000
LEA Contact Information:	Name: Jose E Guzman Position: Administrator, Educational Programs Email: guzman-j@kcusd.com Phone: 559-305-7013
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$114,286,255
LCFF Supplemental & Concentration Grants	$28,348,226
All Other State Funds	$11,156,001
All Local Funds	$6,618,979
All federal funds	$8,815,651
Total Projected Revenue	$140,876,886

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$166,581,083
Total Budgeted Expenditures in the LCAP	$141,553,716
Total Budgeted Expenditures for High Needs Students in the LCAP	$28,348,226
Expenditures not in the LCAP	$25,027,367

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$9,202,323
Actual Expenditures for High Needs Students in Learning Continuity Plan	$8,550,153

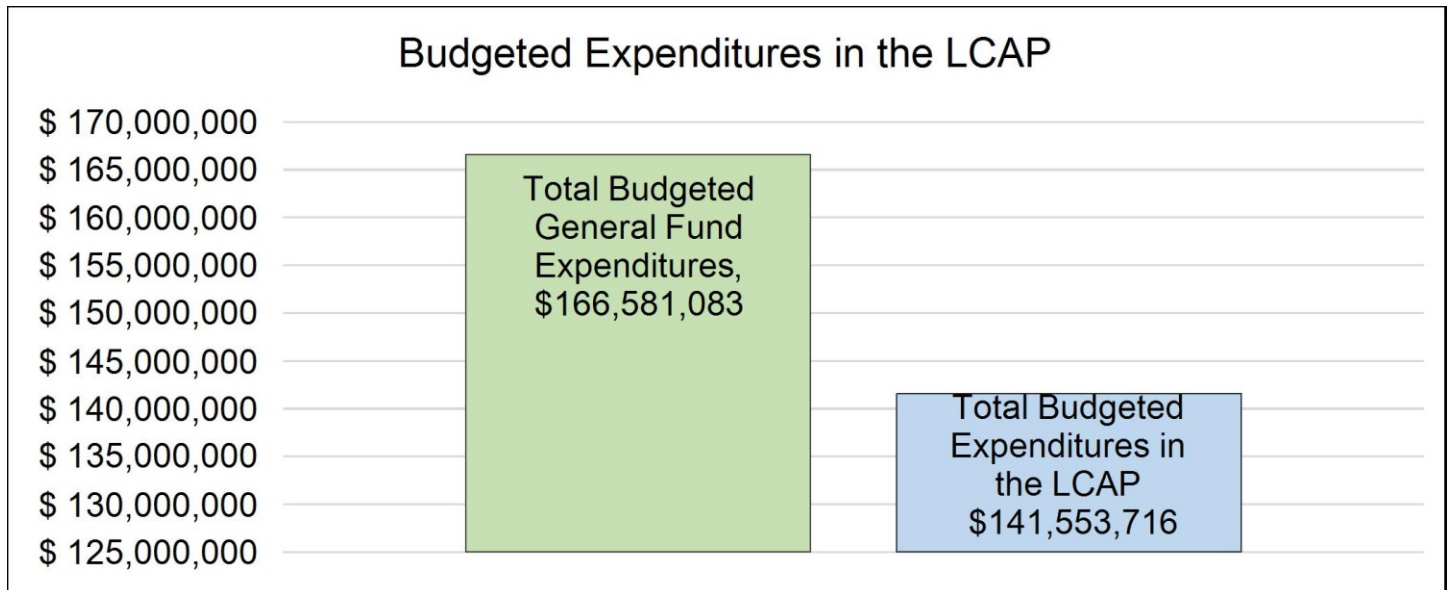| Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$-652,170

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Federal funds that are site specific were not included in the Local Control and Accountability Plan (Title I Site Allocations per the Consolidated Application are included in individual site School Plans for Student Achievement). Additionally, federal and state COVID-19 relief "one time" funds were not included in the LCAP. KCUSD included only ongoing actions as part of the District's strategic action plan to serve students through the 2021-2024 LCAP.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	Funds allocated in 2020-2021 that were not expended, will be carried over into the 2021-2022 school year in support of the actions planned in the Local Control and Accountability Plan. Services were provided for utilizing additional funds secured through federal grants. These actions will be continued in the upcoming school year to increase or improve services for high need students outlined in the plan.

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $166,581,083

Total Budgeted Expenditures in the LCAP $141,553,716

This chart provides a quick summary of how much Kings Canyon Joint Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Kings Canyon Joint Unified School District plans to spend $166,581,083 for the 2021-22 school year. Of that amount, $141,553,716 is tied to actions/services in the LCAP and $25,027,367 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
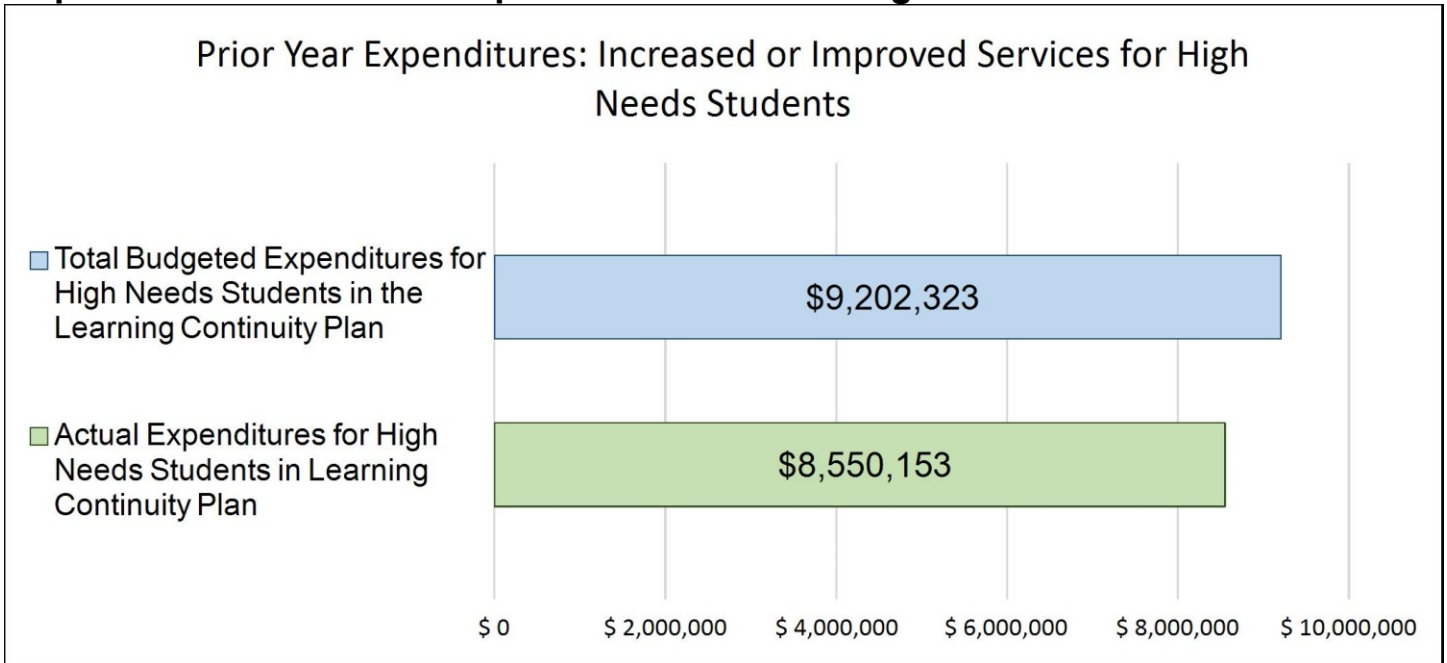
Federal funds that are site specific were not included in the Local Control and Accountability Plan (Title I Site Allocations per the Consolidated Application are included in individual site School Plans for Student Achievement). Additionally, federal and state COVID-19 relief "one time" funds were not included in the LCAP. KCUSD included only ongoing actions as part of the District's strategic action plan to serve students through the 2021-2024 LCAP.

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

In 2021-22, Kings Canyon Joint Unified School District is projecting it will receive $28,348,226 based on the enrollment of foster youth, English learner, and low-income students. Kings Canyon Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kings Canyon Joint Unified School District plans to spend $28,348,226 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $9,202,323

Actual Expenditures for High Needs Students in Learning Continuity Plan: $8,550,153

This chart compares what Kings Canyon Joint Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Kings Canyon Joint Unified 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.

In 2020-21, Kings Canyon Joint Unified School District's Learning Continuity Plan budgeted $9,202,323 for planned actions to increase or improve services for high needs students. Kings Canyon Joint Unified School District actually spent $8,550,153 for actions to increase or improve services for high needs students in 2020-21.

Funds allocated in 2020-2021 that were not expended, will be carried over into the 2021-2022 school year in support of the actions planned in the Local Control and Accountability Plan. Services were provided for utilizing additional funds secured through federal grants. These actions will be continued in the upcoming school year to increase or improve services for high need students outlined in the plan.

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

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

LEA Name	Contact Name and Title	Email and Phone
Kings Canyon Joint Unified School District	Jose E Guzman Administrator, Educational Programs	guzman-j@kcusd.com 559-305-7013

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

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Kings Canyon Joint Unified School District

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Goal 1

Goal #1:
All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned teachers **19-20** More than 95% **Baseline** 2015/16 - 97%	Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned teachers-96% (2019/2020)
Metric/Indicator Percentage of misassigned teachers and vacancies **19-20** Below 1% **Baseline** 2015/16 - 0%	Percentage of misassigned teachers and vacancies-<1% (2019/2020)
Metric/Indicator Percentage of students having access to standards aligned curriculum **19-20** 100% **Baseline**	Percentage of students having access to standards aligned curriculum-100% (2019/2020)

Expected	Actual
2015/16 -100%	
Metric/Indicator Sufficient core instructional materials as measured by SARC review **19-20** 100% **Baseline** 2015/16 - 100%	Sufficient core instructional materials as measured by SARC review-100% (2019-2020)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Hire fully and appropriately credentialed teachers at all levels (general education and special education) and monitor implementation	1000-1999: Certificated Personnel Salaries Base $180,502	1000-1999: Certificated Personnel Salaries Base $184,887
	2000-2999: Classified Personnel Salaries Base $132,647	2000-2999: Classified Personnel Salaries Base $154,132
	3000-3999: Employee Benefits Base $118,647	3000-3999: Employee Benefits Base $123,509
	1000-1999: Certificated Personnel Salaries Base $23,296,716	1000-1999: Certificated Personnel Salaries Base $23,662,938
	3000-3999: Employee Benefits Base $8,341,702	3000-3999: Employee Benefits Base $8,976,093
	1000-5000 Other $344,884	STRS & Behalf 3000-3999: Employee Benefits Other $5,929,777
	1000-5000 Other $195,311	1000-5000 Other $180,349
	3000-3999: Employee Benefits Base $1,200,000	3000-3999: Employee Benefits Base $1,055,106
	1000-5000 Base $1,822,144	1000-5000 Base $2,138,745

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		2000-2999: Classified Personnel Salaries Base $67,344
2) Provide Professional development and collaboration time to improve instructional strategies and share best practices	1000-1999: Certificated Personnel Salaries Base $210,291 2000-2999: Classified Personnel Salaries Base $56,502 3000-3999: Employee Benefits Base $81,033 5000-5999: Services And Other Operating Expenditures Other $236,611 1000-5000 Other $195,311	1000-1999: Certificated Personnel Salaries Base $166,587 2000-3999 Classified Salaries & Benefits Base $57,616 3000-3999: Employee Benefits Base $81,687 5000-5999: Services And Other Operating Expenditures Other 0 1000-5000 Other 0
2) Provide Professional development and collaboration time to improve instructional strategies and share best practices - The expenditures for the Curriculum and Instruction Department salaries and benefits have been moved to Goal 2, Action 2 in order to align with federal timekeeping requirements.	1000-1999: Certificated Personnel Salaries Other $210,291 2000-3999 Classified Salaries & Benefits Other $7,180 3000-3999: Employee Benefits Other $57,490 4000-4999: Books And Supplies Other $451,382 2000-2999: Classified Personnel Salaries Other 0 3000-3999: Employee Benefits Other 0 4000-4999: Books And Supplies Other 0 5000-5999: Services And Other Operating Expenditures Other $269,815	1000-1999: Certificated Personnel Salaries Other $220,732 2000-3999 Classified Salaries & Benefits Other $11,652 3000-3999: Employee Benefits Other $46,515 4000-4999: Books And Supplies Other $247,998 2000-2999: Classified Personnel Salaries Other 0 3000-3999: Employee Benefits Other 0 4000-4999: Books And Supplies Other 0 5000-5999: Services And Other Operating Expenditures Other $708,040

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2) Provide Professional development and collaboration time to improve instructional strategies and share best practices - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Unduplicated students are more likely to struggle with engagement—for multiple reasons including health and nutrition practices, vocabulary development, and mindset. Providing professional development for teachers to meet specific needs of students translates into increased academic achievement. Research - How Poverty Affects Classroom Engagement Eric Jensen http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.aspx Center for Public Education - Teaching the Teachers - Effective Professional Development in an Era of High Stakes Allison Gulamhussein http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf It is our expectation that providing professional development for teachers will result in increasing CAASPP scores, increased performance on the CELDT/ELPAC, and increased EL reclassification rate.	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $11,608 3000-3999: Employee Benefits Supplemental/Concentrated $3,177 4000-4999: Books And Supplies Supplemental/Concentrated $61,742 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $118,107	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $15,070 3000-3999: Employee Benefits Supplemental/Concentrated $3,018 4000-4999: Books And Supplies Supplemental/Concentrated $15,392 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $78,222
3) Provide basic operating expenses - includes Salaries/Benefits of Superintendent, Assistant Superintendent of Finance, Business Office staff members, principals, learning directors, school site secretaries, health office aides, warehouse staff, general office materials, supplies, equipment and central office operating costs. Modification-Description of action modified to include all central office staff including warehouse and operating costs.	1000-1999: Certificated Personnel Salaries Base $4,994,054 2000-2999: Classified Personnel Salaries Base $2,278,295 3000-3999: Employee Benefits Base $2,757,084	1000-1999: Certificated Personnel Salaries Base $5,165,394 2000-2999: Classified Personnel Salaries Base $2,478,874 3000-3999: Employee Benefits Base $2,857,569

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Base $2,739,077	4000-4999: Books And Supplies Base $206,824
	5000-5999: Services And Other Operating Expenditures Base $648,434	5000-5999: Services And Other Operating Expenditures Base $4,611,728
	7000-7439: Other Outgo Base $253,264	6000-6999: Capital Outlay Base $335,596
	7000-7439: Other Outgo Other $640,386	Indirect Categorical & other 7000-7439: Other Outgo Base $-658,138
		Indirect Categorical 7000-7439: Other Outgo Other $567,985
		COVID Money 6000-6999: Capital Outlay Other $16,693
		indirect 7000-7439: Other Outgo Supplemental/Concentrated 0
4) Provide and maintain facilities-Included in this action is the reporting for costs associated with Routine Restricted Maintenance.	2000-2999: Classified Personnel Salaries Base $2,549,713	2000-2999: Classified Personnel Salaries Base $1,720,973
	5000-5999: Services And Other Operating Expenditures Base $1,151,529	5000-5999: Services And Other Operating Expenditures Base $118,206
	7000-7439: Other Outgo Base $6,300,000	7000-7439: Other Outgo Base $3,500,000
	3000-3999: Employee Benefits Base $1,293,587	3000-3999: Employee Benefits Base $839,925
	4000-4999: Books And Supplies Base $1,106,629	4000-4999: Books And Supplies Base $28,802
	Base	6000-6999: Capital Outlay Base $2,847,249
		1000-3999 Certificated Salaries & Benefits Other $892,364

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		3000-3999: Employee Benefits Other $445,597
		4000-4999: Books And Supplies Other $469,227
		5000-5999: Services And Other Operating Expenditures Other $409,393
5) Transportation to and from school	2000-2999: Classified Personnel Salaries Base $2,275,387	2000-2999: Classified Personnel Salaries Base $2,629,678
	3000-3999: Employee Benefits Base 1,327,000	3000-3999: Employee Benefits Base $1,261,556
	4000-4999: Books And Supplies Base $987,705	4000-4999: Books And Supplies Base $658,269
	5000-5999: Services And Other Operating Expenditures Base $1,375,000	5000-5999: Services And Other Operating Expenditures Base $336,078
6) Classroom furniture and materials and site Title I allocations	4000-4999: Books And Supplies Base $15,500	4000-4999: Books And Supplies Base $226,069
	1000-5000 Other $2,732,947	1000-5000 Other $2,087,855
7) Provide Professional development to Classified in support of student achievement, parent support and climate and culture.	5000-5999: Services And Other Operating Expenditures Other 70,000	1000-5000 Other $30,224
	2000-2999: Classified Personnel Salaries Other 10,000	
	3000-3999: Employee Benefits Other 2,700	
10) Guidance Learning Center-Special Education Staff and Support a) Certificated and Classified Staff (includes SPED teachers, techs and SPED managers) b) School Psychologists	1000-5000 Other $4,887,026	1000-5000 Other $8,422,965
	1000-5000 Base $3,642,542	1000-5000 Base $6,294

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Goal Analysis

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

Kings Canyon Unified School District (KCUSD) has utilized additional COVID-related funding received through both the CARES Act and SB117 in conjunction with budgeted actions to provide support to students to ensure continuity of services in a distance education format. In order to provide the basic services needed for students in response to the school closures (non-student days). While students were not able to be on campus from March 17 until the end of the year, staff continued to work in support of students and families. During this non-student period, departments such as facilities, grounds, technology, food service and transportation continued to work on preparing for the return of students or supporting the needs of students and families during this period of distance education. Some areas were impacted much more than others. For example, as a result of the COVID-19 pandemic, transportation costs were not as high as originally budgeted due to there being limited use of school buses from March 17 until the end of the school year and utilities and other operating costs such as utilities were lower than originally budgeted.

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

On March 13, 2020, KCUSD elected to close schools to students and begin non-student days (i.e. school closure) in response to COVID-19. This action resulted in non-student days being declared for the period of March 17, 2020, through the end of the academic school year. During this period of distance education, KCUSD continued to deliver instruction to students through a combination of instructional packets and virtual distance education. This material was aligned to Board adopted curriculum and organized centrally by the Curriculum and Instruction department. During this period of non-student days, over 161,000 meals were served to youth under the age of eighteen (18) in KCUSD. Social and emotional supports were provided via phone and virtual platforms for both students and staff. In preparation for the opening of the 2020-2021 school year, many of the structures put into place during the initial period of non-students days informed the development of both hybrid and 100% distance education models.

There were many challenges following the decision to close schools and continue to operate schools under the guidance of state and federal officials. Once such challenge was need to redistribute duties during the pandemic. Classified and certificated staff all adjusted the way they served students and many staff did work that was different than regular duties to meet the needs of students. Perhaps the greatest challenge was maintaining effective communication and direction while under quarantine. It was a challenge to communicate regularly as guidance changed. The District made frequent adjustments to how curriculum was distributed, meals picked up and services provided and this had to be communicated throughout the pandemic. Through collaboration among multiple departments, this was done effectively as reported in parent surveys, but it was a great challenge.

One of the greatest successes experienced as a result of KCUSD's response to the COVID-19 pandemic was the collaboration that took place among all staff members resulting in students being served to the greatest extent possible through the non-student period. All departments across the district collaborated to ensure students received their materials, lunches, technology, curriculum and support. KCUSD was able to purchase additional technology devices to ensure all students would have access to distance education,

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including internet connectivity. In the spring of 2020, in order to address connectivity issues, KCUSD collaborated with community partners to provide free connection to internet access points at local businesses, church parking lots, the community college and District school parking lots. KCUSD's base instructional program was delivered via student paper packets distributed and collected weekly during the spring to provide access to the core program for all students.

Goal 2

Goal #2:
All students will demonstrate an increase in academic achievement in all core subject areas - English Language Arts, Math, Science and Social Science - through the implementation of state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator %age of students who meet or exceed standards on the Smarter Balanced ELA Assessment **19-20** 51% **Baseline** 2015/16 - 45%	52.43% of students who meet or exceed standards on the Smarter Balanced ELA Assessment
Metric/Indicator %age of students who meet or exceed standards on the Smarter Balanced Math Assessment **19-20** 42% **Baseline** 2015/16 - 27% overall	40.42% of students who meet or exceed standards on the Smarter Balanced Math Assessment
Metric/Indicator %age of 11th grade students considered conditionally ready/ready for College English	68.63% considered conditionally ready/ready for College English

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Expected	Actual
19-20 More than 45% **Baseline** 2015/16 - 58%	
Metric/Indicator %age of 11th grade students considered conditionally ready/ready for College Mathematics **19-20** More than 40% **Baseline** 2015/16 - 45%	35.26% of 11th grade students considered conditionally ready/ready for College Mathematics
Metric/Indicator API **19-20** API has been suspended **Baseline** API has been suspended	API has been suspended
Metric/Indicator Access to State Standards and ELD Standards, as evidenced by Walkthrough forms **19-20** 100% **Baseline** 2015/16 - 100%	100% Access to State Standards and ELD Standards, as evidenced by Walkthrough forms

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Alignment of instruction with content standards by purchasing textbooks, books materials, resources and licenses that align to the State Standards	1000-5000 Base $1,363,081 1000-5000 Other $440,702	1000-5000 Base $376,156 1000-5000 Other $821,878

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Base $1,500
2) Alignment of instruction with content standards by utilizing outside service to house and organize State Standards and ELD resources, as well as providing intervention support - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Unduplicated students benefit from English Language development and intervention. Research - www.wested.org/resources/research-to-guide-english-language-development-instruction/ Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn – Rick DuFour It is our expectation that providing both Designated and Integrated English Language Development, along with intervention aligned with core curriculum will result in increasing CAASPP scores, increased performance on the ELPAC, and increased EL reclassification rate. Modification-Included expenditures out of Title I and Supplemental/Concentrated funding sources and ESSA Low Performing Student Block Grant	5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $114,608 5000-5999: Services And Other Operating Expenditures Other 160,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $201,534 1000-5000 Other $574,100	5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $120,705 5000-5999: Services And Other Operating Expenditures Other $160,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $212,255 1000-5000 Other $262,400
3)Provide educational opportunities for all 1st through 5th grade students - materials and supplies, Visual and Performing Arts (VAPA) and PE Techs,substitute teachers' salaries and benefits, consultation services, capital outlay Modification: Focus on VAPA and PE will be on 1-5th grade.	1000-3999 Certificated Salaries & Benefits Base $137,306 2000-2999: Classified Personnel Salaries Base $819,540	1000-3999 Certificated Salaries & Benefits Base $382,572 2000-2999: Classified Personnel Salaries Base $823,610

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Base $279,473	3000-3999: Employee Benefits Base $361,986 4000-4999: Books And Supplies Base $13,850 5000-5999: Services And Other Operating Expenditures Base $9,545
	1000-1999: Certificated Personnel Salaries Base $114,807	1000-1999: Certificated Personnel Salaries Base $210,439
4) Provide educational opportunities for all students - a) Instructional aide positions to support increased academic achievement This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performers. Additionally, English Learners may not have adequate support outside of school to rapidly acquire language and core instruction. Reducing pupil-teacher ratio results in improved academic achievement for unduplicated students. Research - http://www.theguardian.com/teacher-network/2015/apr/01/teaching-assistants-classrooms-research-imp Teacher Aides, Class Size and Academic Achievement: A Preliminary Evaluation of Indiana's Prime Time Daniel K. Lapsley - Ball State University, Katrina M. Daytner - Western Illinois University Ken Kelley and Scott E. Maxwell - University of Notre Dame It is our expectation that providing instructional aides will result in increasing CAASPP scores.	2000-2999: Classified Personnel Salaries Supplemental/Concentrated $224,530 3000-3999: Employee Benefits Supplemental/Concentrated $77,830 5000-5999: Services And Other Operating Expenditures Base $150,000 5000-5999: Services And Other Operating Expenditures Base $198,737 3000-3999: Employee Benefits Base $26,000	2000-2999: Classified Personnel Salaries Supplemental/Concentrated $260,342 3000-3999: Employee Benefits Supplemental/Concentrated $91,696 5000-5999: Services And Other Operating Expenditures Base $149,886 5000-5999: Services And Other Operating Expenditures Base $200,000 3000-3999: Employee Benefits Base $26,600

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
b) Transportation- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performers. Further research indicates that a critical factor for academic achievement is the amount of time a student spends learning. Additionally, research has shown that athletics can increase self-esteem, social status, and future success in education. At-risk students and students with academic problems have also been shown to perform better when involved in athletics. This action will provide additional support to unduplicated students who are athletes will through increasing the number of bus drivers in order to limit the amount of time that athletes who are unduplicated students must leave their school site before dismissal time, thereby increasing instructional time, and academic achievement, for the athletes. Research - The Impact of Learning Time on Academic Achievement Su Jin Jez, Robert W. Wassmer http://journals.sagepub.com/doi/abs/10.1177/013124513495275 Critical Success Factor (CSF) Planning Guide: Increased Learning Time http://www.taisresources.net/wp-content/uploads/2014/10/Increased-Learning-Time-Planning-Guide.pdf It is our expectation that providing increased instructional time will result in increased CAASPP scores. c) This action is no longer needed as we have accumulated enough over the past three years to fund the building, materials and supplies for the work study program. The funding has been moved to Goal 2, Action 7 to provide an Instructional Coach to support students with intensive needs, and Goal 4, Action 9 to provide a School Connections Counselor to support students with disabilities, foster and homeless youth. Citations - http://www.chalkbeat.org/posts/in/2015/07/06/locked-out-of-a-general-diploma-some-grads-are-blocked-from-jobs/		

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For special education students, diplomas, jobs increasingly elusive http://hechingerreport.org/for-special-education-students-diplomas-jobs-increasingly-elusive/ It is our expectation that through this program unduplicated Special Ed students will - utilize the knowledge and skills they have gained through work/career related situations - become involved in and better understand the working community - be provided with practical work/career related experiences - develop a sense of responsibility related to their job or career placement - be better able to contribute to their transition plans as they prepare for adulthood		
5) Monitor student achievement and instructional practices by utilizing data management systems to monitor student achievement and instructional practices - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 4.3 points below standard, socioeconomically disadvantaged students are performing 13.1 points below standard and English Learners are performing 33.8 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 37.8 points below standard, socioeconomically disadvantaged students are performing 45.6 points below standard and English Learners are performing 57.2 points below standard. Student progress monitoring helps teachers evaluate how effective their instruction is and provides guidance for instruction and intervention. Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. Research - Research Matters / How Student Progress Monitoring Improves Instruction Nancy Safer and Steve Fleischman	5000-5999: Services And Other Operating Expenditures Other $103,178	5000-5999: Services And Other Operating Expenditures Other $103,178

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx Student Progress Monitoring: What This Means for Your Child - Kathleen McLane http://www.readingrockets.org/article/student-progress-monitoring-what-means-your-child It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rate.		
6) Monitor student achievement and instructional practices through the support of the Data and Accountability Team - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 4.3 points below standard, socioeconomically disadvantaged students are performing 13.1 points below standard and English Learners are performing 33.8 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 37.8 points below standard, socioeconomically disadvantaged students are performing 45.6 points below standard and English Learners are performing 57.2 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Analysis of data for all subgroups will inform decision-making for use of Supplemental and Concentration funds through the Local Control and Accountability Plan to support unduplicated students. Citation - The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators. - http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp Research -	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $119,255 3000-3999: Employee Benefits Supplemental/Concentrated $35,464	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $123,623 3000-3999: Employee Benefits Supplemental/Concentrated $37,460

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Research Matters / How Student Progress Monitoring Improves Instruction Nancy Safer and Steve Fleischman http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx Student Progress Monitoring: What This Means for Your Child - Kathleen McLane http://www.readingrockets.org/article/student-progress-monitoring-what-means-your-child it is our expectation that this action will result in increasing CAASPP scores,increased EL performance on ELPAC, increased EL reclassification rate, increased College-Career readiness, increased CTE participation, and decreased suspension rates.		
7) Instructional coaches will be provided to all sites to support student achievement and teacher instruction - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students, and is designed to provide on-site, real time professional development for teachers and support staff to increase student achievement. Research - Coaching for Instructional Improvement:Themes in Research and Practice by Beth Boatright, PhD and Chrysan Gallucci, PhD, with Judy Swanson, Michelle Van Lare and Irene Yoon www.k-12leadership.org/sites/default/files/kappan_article1.pdf Teacher Effectiveness Series - www.relmidatlantic.org/sites/default/files/general_uploads/REL%20TE%20Webinar%202%20Instructional%20Coaching_508c.pdf	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $1,315,189 3000-3999: Employee Benefits Supplemental/Concentrated $420,665	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $1,432,996 3000-3999: Employee Benefits Supplemental/Concentrated $455,285 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $140,772

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.		
8) Student academic progress will be monitored, at the district level, to develop equity and access for all students and ensure funds and services are being provided appropriately - Educational Programs Dept. (Director - 55%, Admin. Asst., Accountant, Clerk-Typist) - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Since the percentage of unduplicated students in our district is near 90% and student subgroups perform at significantly lower levels than students overall, it is imperative that both academic and behavior data be monitored. Additionally, monitoring of spending of Supplemental/Concentrated funding is necessary to ensure appropriate use of the funds. The major role of the Administrator for Educational Programs is to develop the Local Control and Accountability Plan, and to ensure that all actions supported by Supplemental and Concentration funds are designed and effective in increasing or improving services for unduplicated students. Citation - http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#LCAP It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates, and increased parental engagement.	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $78,793 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $160,882 3000-3999: Employee Benefits Supplemental/Concentrated $107,828	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $83,246 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $110,448 3000-3999: Employee Benefits Supplemental/Concentrated $80,958
9) A foster youth liaison will be provided to ensure foster youth are supported academically and socially. - Social workers salary and benefits - 50% Modification-Includes 50% of all social workers in support of foster youth and supporting unduplicated students.	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $447,314 3000-3999: Employee Benefits Supplemental/Concentrated $130,904	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $488,219 3000-3999: Employee Benefits Supplemental/Concentrated $160,803

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0	5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0
	4000-4999: Books And Supplies Other 5,000	4000-4999: Books And Supplies Other $378
	1000-5000 Other	5000-5999: Services And Other Operating Expenditures Other $4,621
	1000-5000 Other	1000-5000 Other $0
10) Intervention support will be provided to support student achievement through preschool. This action corresponds with students served through CVRC	1000-5000 Other $3,811,778	1000-5000 Other $4,044,331
11) Intervention support will be provided to support student achievement a) Preschool - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. The state preschool programs at the designated sites are limited to socio-economically disadvantaged families. Additionally, as a result of Differentiated Assistance work conducted together with the Fresno County Superintendent's office, KCUSD has has increased the access to preschool for students with disabilities by making it possible to include additional seats at each pre-school to support and evaluate student needs prior to entering kindergarten. Research - Investing in Our Future: The Evidence Base on Preschool Education Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa,William T. Gormley, Jens Ludwig, Katherine A. Magnuson, Deborah Phillips, Martha J. Zaslow http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf http://www.nea.org/home/18226.htm It is our expectation that this action will result in increased academic	2000-2999: Classified Personnel Salaries Other $1,006,681 3000-3999: Employee Benefits Other $358,384 4000-4999: Books And Supplies Other $56,318 5000-5999: Services And Other Operating Expenditures Other $51,115 1000-5000 Supplemental/Concentrated $1,764,447	2000-2999: Classified Personnel Salaries Other $995,450 2000-3999 Classified Salaries & Benefits Other $361,399 4000-4999: Books And Supplies Other $50,071 5000-5999: Services And Other Operating Expenditures Other $104,353 1000-5000 Supplemental/Concentrated $1,701,991 7000-7439: Other Outgo Other $56,914 6000-6999: Capital Outlay Supplemental/Concentrated $35,004

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
preparation for unduplicated students upon entering Transitional Kindergarten or Kindergarten. b) Intervention teachers' salaries and benefits - Addition of four new District Intervention Specialists will be added for sites based on SBA data. This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing intervention for students, especially in early primary grades, is a significant and effective approach toward improving academic achievement. Modification-Addition of four District Intervention Specialist for 2019-2020 Research - Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn – Rick DuFour Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014 By Kristin Reedy, Natalie Lacireno-Paquet www.wested.org/resources/kansas-multi-tier-system-of-supports-final-evaluation-report-2014/ It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.		
12) Technology support will be provided to promote increased student achievement	2000-2999: Classified Personnel Salaries Base $622,858 3000-3999: Employee Benefits Base $290,715 4000-4999: Books And Supplies Base $92,483 5000-5999: Services And Other Operating Expenditures Base $149,760	2000-2999: Classified Personnel Salaries Base $625,295 3000-3999: Employee Benefits Base $273,933 4000-4999: Books And Supplies Base $89,329 5000-5999: Services And Other Operating Expenditures Base $122,560

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	6000-6999: Capital Outlay Base $19,282	4000-4999: Books And Supplies Other $45,533 6000-6999: Capital Outlay Other $455,936 5000-5999: Services And Other Operating Expenditures Other $145,461
13) Supplemental support will be provided to promote increased student achievement a)Technology - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school. Plans include providing chromebooks,which include a GPS that will provide WiFi, for students to checkout as needed for completion of homework. Research - Supporting English Language Learners Through Technology - www.nysut.org/~/media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch2.pdf The Word and the World: Technology Aids English-Language Learners A growing number of software programs and Web tools help educators teach academic English. By Maya Payne Smart - http://www.edutopia.org/technology-software-english-language-learners Why Do We Need Technology Integration? The myriad benefits of integrating technology into the classroom. - http://www.edutopia.org/technology-integration-guide-importance PISA 2009 Results : Students On-Line Digital Technologies and Performance It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	2000-2999: Classified Personnel Salaries Supplemental/Concentrated $53,798 3000-3999: Employee Benefits Supplemental/Concentrated $27,998 4000-4999: Books And Supplies Supplemental/Concentrated $671,798 4000-4999: Books And Supplies Supplemental/Concentrated $368,011 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 272,239 1000-5000 Supplemental/Concentrated $571,370	2000-2999: Classified Personnel Salaries Supplemental/Concentrated $267,654 3000-3999: Employee Benefits Supplemental/Concentrated $96,650 4000-4999: Books And Supplies Supplemental/Concentrated $688,853 4000-4999: Books And Supplies Supplemental/Concentrated $49,329 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $333,813 4000-4999: Books And Supplies Supplemental/Concentrated $277,153

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
b) Unique Learning website licenses - support for Special Day Class students - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Teachers who work with special needs students are finding that technology can not only broaden their students' experiences but engage them in learning, help them retain information, improve their socialization and boost their self-esteem. Modification-Change in software used for SDC program. Research - How do special education students benefit from technology? BY Kris Zorigian and Jennifer Job http://www.learnnc.org/lp/pages/6917?ref=search 5 Ways Teachers Are Opening Up the World to Special Education Through Technology Leila Meyer thejournal.com/articles/2016/05/11/5-ways-teachers-are-opening-up-the-world-to-special-education-through-technology.aspx It is our expectation that this action will result in increasing CAASPP scores. c) Instructional Resources - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. This action is meant to provide equity and access to unduplicated students through the support of supplemental instructional resources. Similar to the use of Title I funds, Supplemental and Concentration funds are appropriate for this use. Citation - Title I — Improving The Academic Achievement Of The Disadvantaged http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
14) Students will receive science education as part of their core learning through the California K-8 NGSS Early Implementation Initiative. K-8 NGSS Early Implementation Initiative grant match - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Student achievement, particularly of unduplicated students, is directly affected by professional development provided to staff. This professional development is being provided to prepare students for the Next Generation Science Standards in advance of their implementation by the state of California. Research - Reviewing the evidence on how teacher professional development affects student achievement http://files.eric.ed.gov/fulltext/ED498548.pdf How Teachers Are Learning: Professional Development Remix www.edsurge.com/research/guides/how-teachers-are-learning-professional-development-remix It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates. Modification-Grant was made available and KCUSD applied and was granted this award and will continue in 2019-2020.	1000-5000 Supplemental/Concentrated $75,743 1000-5000 Other $94,000	1000-5000 Supplemental/Concentrated $90,345 1000-5000 Other $93,997
15) Provide supplemental support for academic achievement for students with disabilities through rigorous implementation of Co-Teaching model at high school level, including increased monitoring and social-emotional support. - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Our students with disabilities who are also unduplicated students are performing below all students in Mathematics on the CA School Dashboard. Additionally, Smarter Balanced Assessment results for 17/18 show that students with disabilities and English Learners with disabilities are still performing at greater distances from standard. This work continues with greater focus as a result of Differentiated Assistance work conducted together with the Fresno County Superintendent's office.	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $235,958 3000-3999: Employee Benefits Supplemental/Concentrated $86,191	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $223,471 2000-3999 Classified Salaries & Benefits Supplemental/Concentrated $79,795

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Co-teaching will support academic diversity and achievement in the regular classroom and provide unduplicated students with disabilities with greater access to the state standards. Research - http://www.nea.org/tools/6-steps-to-successful-co-teaching.html http://www.teachhub.com/effective-co-teaching-strategies It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.		
16) Provide supplemental support for academic achievement for Kindergarten students through additional instructional minutes beyond state requirements - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. By providing a longer school day for kindergarten students, KCUSD exceeds the instructional minutes requirements outlined in the California State Educational Code. Increased learning time can benefit students at risk of academic failure. Citation - https://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp Research - https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review Yael Kidron, Jim Lindsay - American Institutes for Research http://journals.sagepub.com/doi/abs/10.1177/0013124513495275?journalCode=eusa The Impact of Learning Time on Academic Achievement Su Jin Jez, Robert W. Wassmer It is our expectation that this action will result in increasing CAASPP	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $1,341,902 3000-3999: Employee Benefits Supplemental/Concentrated $480,199	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $901,938 3000-3999: Employee Benefits Supplemental/Concentrated $342,548

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
scores, increased EL performance on ELPAC, and increased EL reclassification rates.		
17) Support transition of students into intermediate grades by lowering class size - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. School transitions have a significantly negative impact on students' psychological and social emotional well being. Grade size has been associated with decreased academic engagement and more stratification in achievement by socio-economically disadvantaged students. Research - https://conservancy.umn.edu/bitstream/handle/11299/138604/Impact%20of%20School%20Transitions%20and%20Different%20Grade%20Configurations.pdf?sequence=1 Stillwater Public Schools Review of Literature on Grade Configuration and School Transitions, March 2011 https://deepblue.lib.umich.edu/bitstream/handle/2027.42/117901/Ruggles.pdf?sequence=1&isAllowed=n Is There A Relationship Between Class Size and Student Achievement? Mary Lou Ruggles It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $150,000 3000-3999: Employee Benefits Supplemental/Concentrated $60,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $157,980 3000-3999: Employee Benefits Supplemental/Concentrated $63,192
18) Increase academic achievement for students in rural areas by eliminating grade level combination classes - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research - https://www.rand.org/content/dam/rand/pubs/working_papers/2009/RAND_WR685.pdf Achievement of Students in Multigrade Classrooms : Evidence from the Los Angeles Unified School District	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $110,000 3000-3999: Employee Benefits Supplemental/Concentrated $30,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $68,789 3000-3999: Employee Benefits Supplemental/Concentrated $22,311

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Louis T. Mariano, Sheila Nataraj Kirby It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.		

Goal Analysis

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

Supplemental and concentrated funds that were not utilized will be reinvested to support unduplicated students through additional staffing and services to provide much needed instructional and social emotional resources as students continue to return to the traditional school setting. Kings Canyon Unified School District (KCUSD) utilized additional COVID-related funding received through both the CARES Act and SB117 to provide to students to ensure continuity of services in a distance education format. In order to provide the basic services needed for students in response to the school closures (non-student days). KCUSD continued to deliver instruction to students through a combination of instructional packets and virtual distance education. This required KCUSD to purchase additional supplemental technology to meet the needs of students to be able to access an online platform from home during the non-student period. These instructional delivery models were aligned to Board adopted curriculum and organized centrally by the Curriculum and Instruction department. Social and emotional supports were provided via phone and virtual platforms for both students and staff by social workers, psychologists and On-Site counseling.

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

On March 13, 2020, KCUSD elected to close schools to students and begin non-student days (i.e. school closure) in response to COVID-19. This action resulted in non-student days being declared for the period of March 17, 2020, through the end of the academic school year. During this period of distance education, KCUSD continued to deliver instruction to students through a combination of instructional packets and virtual Distance Education. This material was aligned to Board adopted curriculum and organized centrally by the Curriculum and Instruction department. Throughout the period of the COVID-19 pandemic, KCUSD continued to adjust its delivery of academic and co-curricular services utilizing the guidance of local and state public health officials.

Prior to the pandemic, students in Kings Canyon were making significant academic progress as measured by local metrics. Overall, students made growth in overall lexile level as measured by the local SRI assessment compared to previous year. This growth was greatest in 3rd grade and 5th grade where each grade showed 100 point growth or more. Following the March 13th announcement, all instruction moved to distance education. In order to continue to deliver instruction upon school closures, KCUSD collaborated with community partners to provide free connection to internet access points at local businesses, church parking lots, the community college and District school parking lots. KCUSD's base instructional program was delivered via student paper packets distributed and

collected weekly during the spring. This ensured that every student would have access to the core program. Teachers continued to deliver packets to students and delivered on-line instruction and supports for students in KCUSD through out the pandemic. In support of this undertaking, job duties were redistributed to ensure students received what they needed. This included bus drivers delivering packets to students, VAPA techs providing Chromebook tech support and maintenance of technology.

In order to support the effective implementation of these instructional services, job embedded professional development was delivered to support teachers on how to utilize computer based tools to support Distance Education. As part of this process, leadership teams were established that allowed for collaboration and leveraged the strengths of individual team members. Teachers received professional development on the utilization of a variety of digital tools to support the delivery of instruction using virtual platforms. Most importantly, teachers were actively checking in with their students either by phone or virtual meetings throughout the distance education period, maintaining a school-home connection in support of students social emotional and academic needs. Through parent surveys, parents reported that school sites did a good job staying in communication with parents and providing necessary supports.

The administration of state mandated assessments and completion of local assessments proved to be a difficult challenge. The restrictions put in place in response to the COVID-19 pandemic made it very difficult or impossible to administer many of the assessments that were planned, inlcuding local benchmark assesssments. Additionally, many students had difficulty accessing virtual platforms and had to rely on the paper packets or utilize alternative District/community provided internet access points. This was a challenge for the duration of the pandemic and resulted in KCUSD investing heavily in improved internet hot spots in preparation for the 2021-2022 school year.

Goal 3

Goal #3:
All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining proficiency in ELA and Math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator %age of English Learner students who advance at least one performance level or maintain a score of Early Advanced/Advanced on the CELDT, or subsequent assessment of English proficiency approved by the State Board of Education **19-20** Metrics have changed and recommendation from CDE has been to not compare performance levels between CELDT and ELPAC. 2019-2020 Scores will establish baseline data for the Fall of 2020. **Baseline** 2015/16 - 58.5%	Metrics have changed and recommendation from CDE has been to not compare performance levels between CELDT and ELPAC. 2019-2020 Scores were to establish baseline data for the Fall of 2020. Due to the COVID-19 Pandemic, this baseline will be unavailable.
Metric/Indicator %age of English Learner students who make progress toward English proficiency as reflected by the CELDT criterion and measured by an assessment of English proficiency, approved by the State Board of Education **19-20** Metrics have changed and recommendation from CDE has been to not compare performance levels between CELDT and ELPAC.	Metrics have changed and recommendation from CDE has been to not compare performance levels between CELDT and ELPAC. 2019-2020 Scores were to establish baseline data for the Fall of 2020. Due to the COVID-19 Pandemic, this baseline will be unavailable.

Expected	Actual
2019-2020 Scores will establish baseline data for the Fall of 2020. **Baseline** 2015/16 - 32%	
Metric/Indicator %age of students reclassified as Fluent English Learners **19-20** Expected outcome - 17% **Baseline** 2015/16 - 19.8%	Percentage of student reclassified as Fluent English Learners - 18.7 %

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Professional development opportunities will be provided to teachers in the area of ELD standards and effective research-based EL strategies to increase learning. Additionally, classified staff will be provided with professional learning for the purpose of supporting the implementation of effective research-based EL strategies. - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Student achievement, particularly of unduplicated students, is directly affected by professional development provided to staff. Research - Reviewing the evidence on how teacher professional development affects student achievement http://files.eric.ed.gov/fulltext/ED498548.pdf Listening To Teachers Of English Language Learners : A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs Patricia Gándara, Julie Maxwell-Jolly , Anne Driscoll https://www.wested.org/resources/listening-to-teachers-of-english-language-learners-a-survey-of-california-teachers-challenges-	5800: Professional/Consulting Services And Operating Expenditures Other $137,287	5800: Professional/Consulting Services And Operating Expenditures Other $165,553

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
experiences-and-professional-development-needs/ It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates. Modification-Expansion of professional development to classified staff.		
2) Educational opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math, ELA) a) Bilingual Instructional Aides' salaries and benefits - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Decreasing the pupil-teacher ratio is particularly beneficial to English Learners. Research - http://www.theguardian.com/teacher-network/2015/apr/01/teaching-assistants-classrooms-research-imp Teacher Aides, Class Size and Academic Achievement A Preliminary Evaluation of Indiana's Prime Time Daniel K. Lapsley Katrina M. Daytner Ball State University Western Illinois University Ken Kelley and Scott E. Maxwell University of Notre Dame It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates. b) English Language Development Program - Instructional coaches, specializing in English Language Development, will provide coaching to teachers to ensure implementation of language acquisition specific strategies, materials and supplies - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well as through integration with the content areas. Research - www.wested.org/resources/research-to-guide-english-language-	1000-1999: Certificated Personnel Salaries Other $68,267 3000-3999: Employee Benefits Other $26,379 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $2,269,065 3000-3999: Employee Benefits Supplemental/Concentrated $632,971 4000-4999: Books And Supplies Other $90,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $4,609 1000-1999: Certificated Personnel Salaries Other $86,548 3000-3999: Employee Benefits Other $31,160 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $1,810,396 3000-3999: Employee Benefits Supplemental/Concentrated $795,580 4000-4999: Books And Supplies Other $5,553

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	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	development-instruction/		

development-instruction/

Research to Guide English Language Development Instruction
Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University

It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.

c) Designated and Integrated English Language Development - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas.

Research -
www.wested.org/resources/research-to-guide-english-language-development-instruction/

Research to Guide English Language Development Instruction
Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University

It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.

d) Language acquisition software - specific to English Language Learners - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. English Learners may respond more readily to instruction delivered through technology.

Research -
Supporting English Language Learners Through Technology -
www.nysut.org/~/media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch2.pdf

The Word and the World: Technology Aids English-Language Learners
A growing number of software programs and Web tools help educators

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
teach academic English. By Maya Payne Smart - http://www.edutopia.org/technology-software-english-language-learners It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates. e) Purchase of materials and supplies to promote biliteracy and cultural awareness to increase bilingualism among all students while fostering the strength of English Learners. - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, namely English learners who already have acquired another language and are working on mastering English. Research - Marian, V., & Shook, A. (2012). The cognitive benefits of being bilingual. Cerebrum : the Dana forum on brain science, 2012, 13. Modification-Change in language on specific language acquisition software and addition of materials to promote biliteracy and multiculturalism.		
3) This action is being eliminated as the costs are now included in Goal 4, Action 6 - Summer School.		$0
4) Supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (Math, ELA) through Extended Day Intervention. - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $16,219 3000-3999: Employee Benefits Supplemental/Concentrated $3,425	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $2,835 3000-3999: Employee Benefits Supplemental/Concentrated $568

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Time to Learn: Benefits of a Longer School Day Christopher Gabrieli, Warren Goldstein It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	4000-4999: Books And Supplies Supplemental/Concentrated $20,326 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $3,142	4000-4999: Books And Supplies Supplemental/Concentrated $20,551 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $14,475
5) Supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math, ELA) through the Puente a Tecnologia (Bridge to Technology) Project. - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Technology supports the acceleration of the acquisition of phonics, vocabulary, fluency, and reading-comprehension skills and other language building blocks, boosts accessibility to grade-level content and hold the attention of students. Research - Supporting English Language Learners Through Technology - www.nysut.org/~/media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch2.pdf The Word and the World: Technology Aids English-Language Learners A growing number of software programs and Web tools help educators teach academic English. By Maya Payne Smart - http://www.edutopia.org/technology-software-english-language-learners It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, increased EL reclassification rates, and increased parent engagement.	1000-1999: Certificated Personnel Salaries Other $35,511 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $175,187 3000-3999: Employee Benefits Supplemental/Concentrated $89,241 4000-4999: Books And Supplies Supplemental/Concentrated $539,614 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $216,125	1000-3999 Certificated Salaries & Benefits Other $17,850 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $173,681 3000-3999: Employee Benefits Supplemental/Concentrated $89,981 4000-4999: Books And Supplies Supplemental/Concentrated 0 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $232,992
6) This action is being eliminated and projected expenditures are being moved to Goal 4, Action 6 - Summer School.		$0
7) ELD Program Specialist will assist principals and teachers with progress monitoring and instructional practice, and provide parent education opportunities to support language acquisition and student	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
achievement. - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. The role of the ELD Program Specialist is to provide equity for all EL students across the district through data analysis, professional development, and instruction. Research - http://pubs.cde.ca.gov/tcsii/ch2/eld.aspx Similar English Learner Students, Different Results: Why Do Some Schools Do Better? Kenji Hakuta, Edward Haettel, et al. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	Supplemental/Concentrated $111,910 3000-3999: Employee Benefits Supplemental/Concentrated $55,385	Supplemental/Concentrated $111,910 3000-3999: Employee Benefits Supplemental/Concentrated $55,385
8) Language acquisition progress will be monitored. a) ELD curriculum and assessments - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Frequent progress monitoring informs instructional decisions. Assessment Crisis: The Absence Of Assessment For Learning Richard J. Stiggins http://www.electronicportfolios.org/afl/Stiggins-AssessmentCrisis.pdf Professional Learning Communities at Work Richard Dufour It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates. b) Family Connections Technicians' salaries and benefits - 33% -This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Progress monitoring is an integral and required strategy for academic achievement for EL students.	4000-4999: Books And Supplies Supplemental/Concentrated $20,326 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $60,656 3000-3999: Employee Benefits Supplemental/Concentrated $21,105 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated 0 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $250,145 1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies Supplemental/Concentrated $21,385 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $22,236 3000-3999: Employee Benefits Supplemental/Concentrated $121,384 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated $0 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $183,563 1000-1999: Certificated Personnel Salaries

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Citation - http://www.cde.ca.gov/sp/el/ It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates. c) Utilize student data system to monitor students' progress d) Substitute salary and benefits - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Progress monitoring is an integral and required strategy for academic achievement for EL students. Citation - http://www.cde.ca.gov/sp/el/ It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates. e) Annual testing - salaries and benefits - 1% - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Progress monitoring is an integral and required strategy for academic achievement for EL students. Citation - http://www.cde.ca.gov/sp/el/ It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	Supplemental/Concentrated $254,906 3000-3999: Employee Benefits Supplemental/Concentrated $90,424 1000-5000 Supplemental/Concentrated $141,310	Supplemental/Concentrated $334,410 3000-3999: Employee Benefits Supplemental/Concentrated $22,228 1000-5000 Supplemental/Concentrated 0
9) Implement intensive intervention for high school students scoring at Levels 1 and 2 on ELPAC to support English language acquisition - through purchase of tablets and software - This action/service is principally directed towards, and is effective in, increasing or improving services for English language learners.	4000-4999: Books And Supplies Supplemental/Concentrated $10,809	4000-4999: Books And Supplies Supplemental/Concentrated $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Research - Practical Guidelines for the Education of English Language Learners: Research-based Recommendations for Instruction and Academic Interventions https://www2.ed.gov/about/inits/ed/lep-partnership/interventions.pdf Phonics Instruction for Middle and High School ELLs Kristina Robertson http://www.colorincolorado.org/article/phonics-instruction-middle-and-high-school-ells It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	5000-5999: Services And Other Operating Expenditures Other $900	5000-5999: Services And Other Operating Expenditures Other $948

Goal Analysis

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

Supplemental and concentrated funds will be reinvested to support unduplicated students through additional staffing and services to provide much needed instructional and social emotional resources as students continue to return to the traditional school setting. Kings Canyon Unified School District (KCUSD) utilized additional COVID-related funding received through both the CARES Act and SB117 to students to ensure continuity of services in a distance education format. In order to provide the basic services needed for students in response to the school closures (non-student days). KCUSD continued to deliver instruction to students through a combination of instructional packets and virtual distance education. As a result of the COVID-19 pandemic, some of the planned actions included in this goal were unable to be implemented due to the restrictions placed on in person instruction. It is the strategic goal of KCUSD to reinvest these funds in subsequent years in support of students.

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

Throughout the period of the COVID-19 pandemic, KCUSD has adjusted its delivery of academic and co-curricular services utilizing the guidance of local and state public health officials. On March 13, 2020, KCUSD elected to close schools to students and begin non-student days (i.e. school closure) in response to COVID-19. This action resulted in non-student days being declared for the period of March 17, 2020, through the end of the academic school year. During this period of distance education, KCUSD continued to deliver instruction to students through a combination of instructional packets and virtual distance education. This material was aligned to Board adopted curriculum and organized centrally by the Curriculum and Instruction department.

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Prior to the pandemic, KCUSD English Learners showed tremendous improvement on local assessments. From September to January, EL students overall in KCUSD showed an average growth of fifty lexile points on the the SRI assessment with RFEP students showing a a growth of fifty-five lexile points. Beginning on March 17, 2020, instruction moved to distance education. In the spring of 2020, in order to address connectivity issues, KCUSD collaborated with community partners to provide free connection to internet access points at local businesses, church parking lots, the community college and District school parking lots. KCUSD's base instructional program was delivered via student paper packets distributed and collected weekly during the spring. This ensured that every student would have access to the core program. Teachers continued to deliver packets to students and delivered on-line instruction and supports for students in KCUSD through out the pandemic. In support of this undertaking, job duties were redistributed to ensure students received what they needed. This included bus drivers delivering packets to students, VAPA techs providing Chromebook tech support and maintenance of technology. Parent's expressed that the supports for parents through the Puente a Tecnologia program and access to internet hotspots were greatly appreciated.

English Learners were heavily supported through the 2019-2020 school year. In response to feedback from parents and staff, parent resources were made available for parents to connect with digital supports for students at home while under the distance education period. Students and families were contacted through the staff of the Puente a Tecnologia program to help answer any questions and support the navigation of the digital and virtual platforms being utilized. Staff were provided ELD resources in support of English Learners throughout this period as well as receiving professional development and support through ELD instructional coaches.

The administration of state mandated assessments and completion of local assessments proved to be a difficult challenge. The restrictions put in place in response to the COVID-19 pandemic made it difficult or impossible to administer many of the assessments that were planned. Additionally, many student did have difficulty connecting to the internet at home due to lack of reliable internet access at home. Many of these student relied on the paper packets distributed at sites or utilized the alternate District provided internet access points.

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Goal 4

Goal #4:
All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college and career goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                           Priority 4: Pupil Achievement (Pupil Outcomes)
                           Priority 5: Pupil Engagement (Engagement)
                           Priority 7: Course Access (Conditions of Learning)
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Cohort Graduation Rate **19-20** above 90% **Baseline** 2015/16 - 93.7%	2019-2020 Adjusted Cohort Graduation Rate 89.4%
Metric/Indicator %age of graduates completing A-G requirements **19-20** 37% **Baseline** 2015/16 - 31.1%	Cohort Graduates Meeting US/CSU Course Requirements 54.1
Metric/Indicator "Other Putpil Outcomes"-CTE Participation Rate **19-20** More than 75%	CTE Participation Rate - 58.04%

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Expected	Actual
Baseline 2015/16 - 47.9%	
Metric/Indicator %age of students having access to broad course of study **19-20** 100% **Baseline** 2015/16 - 100%	%age of students having access to broad course of study - 100%
Metric/Indicator High School Dropout Rate **19-20** below state average **Baseline** 2015/16 - 2.1%	High School Dropout Rate - 1.6%
Metric/Indicator Middle School Dropout Rate **19-20** below state average **Baseline** 2015/16 - 0%	Middle School Dropout Rate - 0%
Metric/Indicator AP Course Exam Passing Rate **19-20** more than 45% **Baseline** 2015/16 - 27.3%	AP Course Exam Passing Rate - 65%

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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Share responsibility for improvement of college and career readiness a) Counseling Dept. b) Adult Education c) Library Services d) Site support for Middle School and High School AVID program - embedded in site budgets Modification-Included Middle School in action for AVID support.	1000-1999: Certificated Personnel Salaries Base $587,575 3000-3999: Employee Benefits Base $179,881 1000-1999: Certificated Personnel Salaries Other $399,306 2000-2999: Classified Personnel Salaries Other $162,505 3000-3999: Employee Benefits Other $175,214 4000-4999: Books And Supplies Other $138,164 5000-5999: Services And Other Operating Expenditures Other $254,732 1000-5000 Base $273,844	1000-1999: Certificated Personnel Salaries Base $597,886 3000-3999: Employee Benefits Base $193,578 1000-1999: Certificated Personnel Salaries Other $395,533 2000-2999: Classified Personnel Salaries Other $150,927 3000-3999: Employee Benefits Other $194,621 4000-4999: Books And Supplies Other $76,293 5000-5999: Services And Other Operating Expenditures Other $201,932 1000-5000 Base $279,975 6000-6999: Capital Outlay Other $450,990
2) Share responsibility for providing college and career readiness through Career-Technical Education - funded through Perkins, Career Technology Grant Program, Ag Incentive Grant: • Career Coordinators • Equipment • Career Pathway Observations • Vocational School Visitations • Professional Development • Skills Development Competitions Modification- Outlines areas to be supported by this action.	1000-1999: Certificated Personnel Salaries Other $19,500 3000-3999: Employee Benefits Other $3,914 4000-4999: Books And Supplies Other $239,004 5000-5999: Services And Other Operating Expenditures Other $742,250 6000-6999: Capital Outlay Other 0	1000-1999: Certificated Personnel Salaries Other $12,038 3000-3999: Employee Benefits Other $6,265 4000-4999: Books And Supplies Other $158,753 5000-5999: Services And Other Operating Expenditures Other $26,936 6000-6999: Capital Outlay Other $89,068

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3) Share responsibility for improvement of college and career readiness a) CTE courses - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Low income and English Language Learner students often do not have access to high-quality CTE programs. We seek to ensure high quality CTE for all students. Citation - State Board of Education Policy - "All students are college and career ready, exhibiting early and continuing signs of college and career readiness" http://www.cde.ca.gov/ci/ct/. Investing in America's Future A Blueprint for Transforming Career and Technical Education U.S. Department of Education It is our expectation that this action will result in increasing CAASPP scores and increased College-Career readiness. b) Library Services - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, who may not have access outside of school to books, technology, and research resources. Additional hours at Navelencia Middle School. Citation - Access to Resources and Services in the School Library Media Program http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/LBOR%20Int.%2005%20School%20Library.pdf It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates. c) K-8 college and career readiness - This action/service is principally	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $16,000 2000-2999: Classified Personnel Salaries Supplemental/Concentrated 0 3000-3999: Employee Benefits Supplemental/Concentrated $4,603 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $715,974 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $492,922 3000-3999: Employee Benefits Supplemental/Concentrated $253,766 4000-4999: Books And Supplies Supplemental/Concentrated $254,522 4000-4999: Books And Supplies Supplemental/Concentrated $5,000 6000-6999: Capital Outlay Supplemental/Concentrated $500,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $7,820 CTE 6000-6999: Capital Outlay Other $19,616 3000-3999: Employee Benefits Supplemental/Concentrated $633 6000-6999: Capital Outlay Supplemental/Concentrated $841,046 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $740,110 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $491,258 3000-3999: Employee Benefits Supplemental/Concentrated $269,477 4000-4999: Books And Supplies Supplemental/Concentrated $300,769 4000-4999: Books And Supplies Supplemental/Concentrated $5,266 7000-7439: Other Outgo Supplemental/Concentrated $465,086

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
directed towards, and is effective in, increasing or improving services for unduplicated students. According to our student survey, primarily K-8 students do not believe they are receiving information regarding college and career readiness. Citation - State Board of Education Policy - "All students are college and career ready, exhibiting early and continuing signs of college and career readiness" http://www.cde.ca.gov/ci/ct/. It is our expectation that this action will result in increased College-Career readiness. d) CTE Facilities - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Low income and English Language Learner students often do not have access to high-quality CTE programs. We seek to ensure high quality CTE for all students. Included in this action is the building of new facility to house the wood shop, art and cafe for CTE. Citation - State Board of Education Policy - "All students are college and career ready, exhibiting early and continuing signs of college and career readiness" http://www.cde.ca.gov/ci/ct/. Investing in America's Future A Blueprint for Transforming Career and Technical Education U.S. Department of Education It is our expectation that this action will result in increasing CAASPP scores and increased College-Career readiness.		
4) Provide co-curricular activities to strengthen student engagement	1000-5000 Base $986,110	1000-5000 Base $1,059,849

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a) Athletics b) NJROTC c) Secondary Music, Art and Drama Programs d) Teachers' Extra Hours to support Co-Curricular Activities - Supplemental Salary and benefits - embedded in Certificated Teachers' salary and benefits - Goal #1 Modification-Language to include secondary music, art and drama.	4000-4999: Books And Supplies Base $1,000 4000-4999: Books And Supplies Base $500 5000-5999: Services And Other Operating Expenditures Base $8,500 4000-4999: Books And Supplies Base $18,240 5000-5999: Services And Other Operating Expenditures Base $1,510	4000-4999: Books And Supplies Base 0 4000-4999: Books And Supplies Base 0 5000-5999: Services And Other Operating Expenditures Base $9,906 4000-4999: Books And Supplies Base $9,944 5000-5999: Services And Other Operating Expenditures Base 0
5) Provide co-curricular activities to strengthen student engagement a) Elementary and Middle School Athletics - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 4.3 points below standard, socioeconomically disadvantaged students are performing 13.1 points below standard and English Learners are performing 33.8 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 37.8 points below standard, socioeconomically disadvantaged students are performing 45.6 points below standard and English Learners are performing 57.2 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Research, backed by experience, indicates that unduplicated students' participation in athletics significantly impacts academic achievement, attendance rates, and graduation rates. Research - Slashing Sports: A National Study Examining The Correlation Between	4000-4999: Books And Supplies Supplemental/Concentrated $63,730 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $102,040 4000-4999: Books And Supplies Base $19,750 1000-3999 Certificated Salaries & Benefits Supplemental/Concentrated $28,948 4000-4999: Books And Supplies Supplemental/Concentrated $28,523 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $9,895	4000-4999: Books And Supplies Supplemental/Concentrated $95,817 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $107,469 4000-4999: Books And Supplies Base $19,850 1000-3999 Certificated Salaries & Benefits Supplemental/Concentrated $92,579 4000-4999: Books And Supplies Supplemental/Concentrated $31,041 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $21,064

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Athletic Involvement and Academic Success Dr. Anthony G. Price, Jr. www.iahsaa.org/resource_center/Academic_Assistance/2013_Slashing _Sports_DrTuPrice_Results.pdf prezi.com/kdkb_qx1oed1/the-effect-of-athletic-participation-on-academic-achievement/ It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, increased EL reclassification rates, increased attendance rates, decreased suspension rates, and an excellent graduation rate. b) Performing Arts - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. This action is provided to support socio-economically disadvantaged students who may not have access to music instruction outside of school. Research - Does music instruction help children learn to read? Evidence of a meta-analysis. Update: Applications of Research in Music Education Standley, J. M. Underlying mechanisms linking music education and cognitive modifiability. Portowitz,P., Lichtenstein, O., Egorova, L., & Brand, E. It is our expectation that this action will result in increasing CAASPP scores and increased attendance. c) GATE - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, providing supplemental experiences and instruction not always available outside of school. d) Battle of the Books (3-12)-materials and supplies Citation -	1000-5000 Supplemental/Concentrated $257,294	1000-5000 Supplemental/Concentrated $168,254

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
http://www.cde.ca.gov/sp/gt/gt/gatefiscalfaqs.asp It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates. d) Increase support for Visual and Performing Arts (VAPA) program - Field trips to local theater - Gr. 1-5 - Band Loaner Instrument replacement - KC Showcase scholarships and transportation - Website licenses - KCUSD Fair Art Show - Art and music enrichment supplies - Oral Interpretation Festival - Peach Blossom Festival - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. This action is provided to support socio-economically disadvantaged students who may not have access to visual and performing arts programs outside of school. Citation - Visual and Performing Arts Framework for California Public Schools http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf Take Time for Art's Sake! By Kathreen Francis http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=489 http://www.artsdel.org/ArtsEducation/YoungChildren.pdf It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, increased EL reclassification rates, and increased attendance rates. Modification-Inclusion of wider range of co-curricular activities as part of action.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6) Provide supplemental educational and co-curricular activities to strengthen student engagement through summer school/extended school year. In the summer of 2018, KCUSD has implemented a district-wide initiative to target each site's lowest performing students through extending summer school to five weeks and providing intervention at every school site. - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students who are two to three times more likely than students from higher-income families to score at the lowest proficiency levels in reading and math. Additionally, as a result of Differentiated Assistance work conducted together with the Fresno County Superintendent's office, this summer program included students with disabilities with expanded learning opportunities and co-curricular opportunities. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf It's About Time: Extended Learning and Academic Achievement http://www.ocd.pitt.edu/Its-About-Time-Extended-Learning-and-Academic-Achievement/329/Default.aspx It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $383,981 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $152,925 3000-3999: Employee Benefits Supplemental/Concentrated $110,040 4000-4999: Books And Supplies Supplemental/Concentrated $4,435 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $280,034 1000-3999 Certificated Salaries & Benefits Other 355,001	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $138,646 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $57,149 3000-3999: Employee Benefits Supplemental/Concentrated $42,361 4000-4999: Books And Supplies Supplemental/Concentrated $0 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $229,089 1000-3999 Certificated Salaries & Benefits Other $387,762
7) Student Transition Program - targeted to 9th grade students, foster youth, and special education students, as well as 12th grade students transitioning to post high school life and to parents- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students who experience difficulty making the transition from middle school to high school, and from high school to college and/or career. Research - Ensuring Successful Student Transitions from the Middle Grades to High School	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $284,828 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $149,414	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $258,572 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $154,452

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Kathy Christie and Kyle Zinth http://www.adlit.org/article/32116/ Transition from Middle School into High School Nancy B. Mizelle & Judith L. Irvin http://www.temescalassociates.com/documents/resources/transition/transitionfrommiddleschoolintohighschool.pdf It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates, increased attendance, decreased suspension rates, and increased College-Career readiness. Modification-Inclusion of parents as an integral part of the action.	3000-3999: Employee Benefits Supplemental/Concentrated $171,864 4000-4999: Books And Supplies Supplemental/Concentrated $21,534 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $31,723	3000-3999: Employee Benefits Supplemental/Concentrated $162,858 4000-4999: Books And Supplies Supplemental/Concentrated $23,730 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $35,776
8) Supplemental support for Migrant students - a) Provide supplemental connection and support for migrant students in pre-school or who are 15 years or older and not attending school - Migrant Program Out of School Liaison b) Migrant Program Director This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, who are from migrant families, and who may not be able to access appropriate instructional support due to frequent moves and socio-economical instability. Research - Meeting the Educational Needs of Migrant Students http://www.educationworld.com/a_curr/curr347.shtml Education Of Migrant Children In The United States by Anneka L. Kindler, NCBE It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $112,000 2000-2999: Classified Personnel Salaries Supplemental/Concentrated 0 3000-3999: Employee Benefits Supplemental/Concentrated $32,965 1000-5000 Other $226,570	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $111,671 2000-2999: Classified Personnel Salaries Supplemental/Concentrated 0 4000-4999: Books And Supplies 0 1000-5000 Other $209,707
9) As a result of Differentiated Assistance work conducted together with the Fresno County Superintendent's office, this action will provide supplemental support for students with disabilities, foster and homeless	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
youth through a School Connections program - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. These student groups are recognized as being at risk for experiencing limited academic achievement and limited future economic status, and/or dropping out of school Research - http://cdrpsb.org/researchreport18.pdf The High School Dropout Dilemma and Special Education Students Martha L. Thurlow and David R. Johnson, University of Minnesota https://www.education.com/reference/article/characteristics-students-risk/ Characteristics of Students at Risk and Why Students Drop Out J.E. Ormrod It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates, increased attendance, decreased suspension rates, and increased College-Career readiness.	Supplemental/Concentrated $105,249 3000-3999: Employee Benefits Supplemental/Concentrated $32,749 4000-4999: Books And Supplies Supplemental/Concentrated $6,800 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $3,250	Supplemental/Concentrated $110,206 3000-3999: Employee Benefits Supplemental/Concentrated $34,611 4000-4999: Books And Supplies Supplemental/Concentrated $422 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $508 2000-2999: Classified Personnel Salaries Other $0 3000-3999: Employee Benefits Other $0
13) Pilot a health/nutrition/fitness program primarily for student athletes, but open to all students, to support academic achievement and student engagement . - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. It is well documented in research that low socioeconomic status (SES) is associated with lower consumption of healthy foods, and limited fitness opportunities. Research - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4518619/ Socioeconomic inequalities in children's diet: the role of the home food environment Nalini Ranjit, Anna V Wilkinson,Leslie M Lytle, Alexandra E Evans, Debra Saxton, and Deanna M Hoelscher http://newsroom.ucla.edu/releases/after-school-programs-can-help-246804	5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $60,000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $63,192

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
After-school exercise and nutrition programs can help reduce childhood obesity Amy Albin It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates, increased attendance, and decreased suspension rates.		

Goal Analysis

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

Supplemental and concentrated funds will be reinvested to support unduplicated students through additional staffing and services to provide additional instructional and social emotional resources as students continue to return to the traditional school setting. Kings Canyon Unified School District (KCUSD) utilized additional COVID-related funding received through both the CARES Act and SB117 to provide supports to students to ensure continuity of services in a distance education format. The activities that were unable to take place due to the COVID-19 pandemic are programed to resume as soon as deemed safe to do so by state and local health officials.

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

On March 13, 2020, KCUSD elected to close schools to students and begin non-student days (i.e. school closure) in response to COVID-19. This action resulted in non-student days being declared for the period of March 17, 2020, through the end of the academic school year. During this period of distance education, KCUSD continued to deliver instruction to students through a combination of instructional packets and virtual Distance Education. This material was aligned to Board adopted curriculum and organized centrally by the Curriculum and Instruction department. Throughout the period of the COVID-19 pandemic KCUSD continued to adjust its delivery of academic and co-curricular services utilizing the guidance of local and state public health officials.

KCUSD showed progress on improving student access to co and extra curricular activities for the purpose of improving college and career readiness. Beginning with cohort graduation, KCUSD saw an improvement in graduation rate to 89.4 in 2019-2020 and a decrease in the drop out rate to 1.6%. Additionally, KCUSD saw an increase in students meeting UC/CSU Course requirements to 54.1% which is an increase of 20% from 2016-2017. CTE participation rates have increased by 10% since 2015-2016 as well. Due to the effectiveness of the programs outlined in this goal, which have created opportunities for students to engage in co and extra curricular activities that support college and careers, these improvements should be expected to continue. Unfortunately, on March 17, 2020, students in KCUSD had to shift to the distance education program as a result of the COVID-19 pandemic.

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In the spring of 2020, in order to address connectivity issues, KCUSD collaborated with community partners to provide free connection to internet access points at local businesses, church parking lots, the community college and District school parking lots. KCUSD's base instructional program was delivered via student paper packets distributed and collected weekly during the spring. This ensured that every student would have access to the core program. Teachers continued to deliver packets to students and delivered on-line instruction and supports for students in KCUSD throughout the pandemic. In support of this undertaking, job duties were redistributed to ensure students received what they needed. This included bus drivers delivering packets to students, VAPA techs providing Chromebook tech support and maintenance of technology.

In order to support the effective implementation of these instructional services, job embedded professional development was delivered to support teachers on how to utilize computer based tools to support distance education. As part of this process, leadership teams were established that allowed for collaboration and leveraged the strengths of individual team members. Teachers received professional development on the utilization of a variety of digital tools to support the delivery of instruction using virtual platforms. Most importantly, teachers were actively checking in with their students either by phone or virtual meetings throughout the Distance Education period, maintaining a school-home connection in support of students social emotional and academic needs.

While instruction and professional development continued in support of student's academic and social emotional well being, the majority of co and extra curricular activities were unable to take place. Athletic competitions, college visitations, performing arts, participation in CTE activities that were programmed to take place, and academic competitions were postponed until summer, then greatly limited due to the restrictions placed on schools as a result of the COVID-19 pandemic to help mitigate the spread of the coronavirus. College and career focused activities were still able to take place virtually, albeit on a limited basis. The majority of this focus had to be about the foundational and theoretical aspects of CTE and students were forced to miss out on the hands on components of the CTE experience. Counselors were required to have guidance conversations utilizing the Zoom meeting virtual platform in both individual and small group settings. This made reaching every student difficult, but through the work of counselors, teachers, support staff and administration, students were supported to the greatest extent possible. This included having culminating activities such as awards nights, scholarships nights and commencement ceremonies through a combination of virtual and in person models, while adhering to all safety regulations.

Goal 5

Goal #5:
All students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator %age of suspended students **19-20** below state average **Baseline** 2015/16 - 4.4%	%age of suspended students - 2.4%
Metric/Indicator %age of expelled students **19-20** below state average **Baseline** 2015/16 - 0%	%age of expelled students - <1%
Metric/Indicator Attendance rates **19-20** above 95% **Baseline** 2015/16 - 95%	Attendance rate cannot be comparatively calculated due to the COVID pandemic and is not currently reported on Data Quest.

Expected	Actual
Metric/Indicator Chronic absenteeism rates **19-20** below 10% **Baseline** 2015/16 - 9.3%	Chronic absenteeism cannot be comparatively calculated due to the COVID pandemic and is not currently reported on Data Quest.
Metric/Indicator All facilities will meet Williams Act requirements with a "Good" standing on the overall summary of facility conditions evaluation, as reflected on the School Accountability Report Cards (SARC). **19-20** 100% **Baseline** 2015/16 - 100%	All facilities met Williams Act requirements with a "Good" standing on the overall summary of facility conditions evaluation, as reflected on the School Accountability Report Cards (SARC).
Metric/Indicator %age of students feeling safe at school, as reported on the Student Survey %age of of student who feel welcome at school, as reported on the Student Survey **19-20** 85.5%-School Safety 87%-Feel Welcome **Baseline** 2015/16 - 82.5%	88.05% of students reported feeling safe at school, as reported on the Student Survey 88.50% of of student reported feeling welcome at school, as reported on the Student Survey

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Share responsibility for improvement of school safety and climate • Provide safe and nurturing environment through maintenance department, security, and utilities	4000-4999: Books And Supplies Base $227,445 2000-2999: Classified Personnel Salaries Base $1,663,275 3000-3999: Employee Benefits Base $835,587 4000-4999: Books And Supplies Base $227,445 5000-5999: Services And Other Operating Expenditures Base $116,990 5000-5999: Services And Other Operating Expenditures Base $3,470,000 1000-5000 Base $93,854	4000-4999: Books And Supplies Base $0 2000-2999: Classified Personnel Salaries Base $1,722,195 3000-3999: Employee Benefits Base $840,257 4000-4999: Books And Supplies Base $148,899 5000-5999: Services And Other Operating Expenditures Base $119,606 5000-5999: Services And Other Operating Expenditures Base 0 1000-5000 Base 0
2) Share responsibility for improvement of school safety and climate a) Positive Behavior Intervention & Support (PBIS) program at all sites b) Provide support for the expansion of After School Programs c) Provide Health Services d) Student Services Department	4000-4999: Books And Supplies Base $22,826 5000-5999: Services And Other Operating Expenditures Base $174,664 5000-5999: Services And Other Operating Expenditures Other $478,842 1000-3999 Certificated Salaries & Benefits Base $89,248 4000-4999: Books And Supplies Base $93,065 1000-5000 Base $280,544	4000-4999: Books And Supplies Base $0 5000-5999: Services And Other Operating Expenditures Base $228,714 1000-5000 Other $450,717 1000-3999 Certificated Salaries & Benefits Base $261,111 4000-4999: Books And Supplies Base 0 1000-5000 Base 0 1000-5000 Supplemental/Concentrated $262,213

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3) Share responsibility for improvement of school safety and climate • Student Services Department - funded through Title I	1000-1999: Certificated Personnel Salaries Other $15,068 2000-2999: Classified Personnel Salaries Other $6,076 3000-3999: Employee Benefits Other $16,499	1000-1999: Certificated Personnel Salaries Other $0 2000-2999: Classified Personnel Salaries Other $0 3000-3999: Employee Benefits Other $0
4) Share responsibility for improvement of school safety and climate a) Positive Behavior Intervention & Support (PBIS) program at all sites and to include additional campus assistants at three schools (Riverview, Dunlap and Navelencia) - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Positive behavioral support refers to the application of positive behavioral interventions and systems to achieve socially important behavior change. This behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments in which teaching and learning occurs is focused on creating and sustaining school environments that improve lifestyle results for all children. In addition, the use of culturally appropriate interventions is emphasized. Research - Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools George Sugai and Robert H. Horner University of Oregon Glen Dunlap and Meme Hieneman University of South Florida http://files.eric.ed.gov/fulltext/ED443244.pdf Positive Behavior Support: Evolution of an Applied Science	4000-4999: Books And Supplies Supplemental/Concentrated $35,443 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $13,354 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $1,142,256 2000-3999 Classified Salaries & Benefits Supplemental/Concentrated $466,117	4000-4999: Books And Supplies Supplemental/Concentrated $0 5000-5999: Services And Other Operating Expenditures Other $36,000 1000-5000 Supplemental/Concentrated $1,845,817 2000-3999 Classified Salaries & Benefits Supplemental/Concentrated $429,878

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Edward G. Carr - State University of New York at Stony Brook and Developmental Disabilities Institute Glen Dunlap - University of South Florida Robert H. Horner - University of Oregon Robert L. Koegel - University of California at Santa Barbara Ann P. Turnbull and Wayne Sailor - University of Kansas Jacki L. Anderson - California State University, Hayward Richard W. Albin - University of Oregon Lynn Kern Koegel - University of California at Santa Barbara Lise Fox - University of South Florida kuscholarworks.ku.edu/bitstream/handle/1808/6147/PBS16_PBS%20Evolution.pdf?sequence=1&isAllowed=y It is our expectation that this action will result in decreased suspension rates. b) Provide supplemental support for the expansion of After School Programs - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 4.3 points below standard, socioeconomically disadvantaged students are performing 13.1 points below standard and English Learners are performing 33.8 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 37.8 points below standard, socioeconomically disadvantaged students are performing 45.6 points below standard and English Learners are performing 57.2 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Research indicates that providing after school programs supports families and students through providing a safe place for students after the regular school day, increases attendance, and provides interventions and support for academic achievement. Research - Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool programs' Impact on Academics, Behavior, Safety and		

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Family Life http://afterschoolalliance.org//documents/Evaluation_Backgrounder.pdf After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It Priscilla M.D. Little, Christopher Wimer, Heather B. Weiss, Harvard Family Research Project http://www.hfrp.org/publications-resources/publications-series/issues-and-opportunities-in-out-of-school-time-evaluation/after-school-programs It is our expectation that this action will result in increasing CAASPP scores, increased attendance, and increased social-emotional support. Modification-addition of campus assistant FTE at Riverview, Dunlap and Navelencia in support of PBIS implementation.		
5) Provide awareness and support for increased attendance through the Chronic Absentee Recovery Effort - CARE Project. Expenditures include Family Connection Liaison salary and benefits, and Family Connection Techs' salaries and benefits- 33% - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 4.3 points below standard, socioeconomically disadvantaged students are performing 13.1 points below standard and English Learners are performing 33.8 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 37.8 points below standard, socioeconomically disadvantaged students are performing 45.6 points below standard and English Learners are performing 57.2 points below standard. Additionally, CA School Dashboard data indicates that for the 17/18 school year, 5.9% of students were chronically absent. Research - The Importance of Being in School : A Report on Absenteeism in the Nation's Public Schools Robert Balfanz	2000-2999: Classified Personnel Salaries Supplemental/Concentrated $62,110 3000-3999: Employee Benefits Supplemental/Concentrated $31,951 4000-4999: Books And Supplies Supplemental/Concentrated $18,191 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $29,058 1000-3999 Certificated Salaries & Benefits Supplemental/Concentrated $81,761	2000-2999: Classified Personnel Salaries Supplemental/Concentrated $44,472 3000-3999: Employee Benefits Supplemental/Concentrated $36,648 4000-4999: Books And Supplies Supplemental/Concentrated $10,586 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $12,908 1000-3999 Certificated Salaries & Benefits Supplemental/Concentrated $60,656

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Vaughn Byrnes http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html It is our expectation that this action will result in increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.		
	6) Provide safe and nurturing environment for teen parents to support academic achievement and social skills. This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students who become teen parents while in school. Funding for the Teen Parent program has been moved from Base Funding to Supplemental/Concentrated funding because the CAL SAFE grant previously received has concluded. KCUSD is committed to continuing to support the students and families served in the Teen Parent program, most of whom are unduplicated students. http://evidencebasedliving.human.cornell.edu/2014/02/07/how-to-keep-teen-parents-in-school/ It is our expectation that this action will result increased graduation rates and decrease in drop out rate.	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $56,220 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $97,436 3000-3999: Employee Benefits Supplemental/Concentrated $64,010 4000-4999: Books And Supplies Supplemental/Concentrated $1,951 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $2,200	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $57,934 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $105,537 3000-3999: Employee Benefits Supplemental/Concentrated $73,002 4000-4999: Books And Supplies Supplemental/Concentrated $360 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $506
	7) Provide safe and nurturing environment to support academic achievement and social skills a) Social workers assigned to K-8, 6-8, and 9-12 sites - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $501,314	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $429,018

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students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Additionally, CA School Dashboard data indicates that for the 17/18 school year, 5.9% of students were chronically absent. Input from our stakeholders indicates that students and families appreciate and benefit from the support services of social workers. Research indicates that this support is effective in supporting students with academic achievement and social interactions. Research - Effectiveness of School Social Work from a Risk and Resilience Perspective Theresa J. Early and M. Elizabeth Vonk http://cs.oxfordjournals.org/content/23/1/9.abstract A Shift In Approach: Addressing Bullying In Schools Sharon Issurdatt, ACSW, DCSW, LCSW http://www.socialworkers.org/assets/secured/documents/practice/ssw/WKF-MISC-51410%20SSW-Bullying.pdf It is our expectation that this action will result in increased attendance and decreased suspension rates. b) Contract with outside agency to provide on-site counseling services - K-5 sites - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Additionally, CA School Dashboard data indicates that for the 17/18 school year, 5.9% of students were chronically absent. Input from our stakeholders indicates that students and families appreciate and benefit from the support services of social workers. Research indicates that this support is effective in supporting students with academic achievement and social interactions.	3000-3999: Employee Benefits Supplemental/Concentrated $130,904 4000-4999: Books And Supplies Supplemental/Concentrated $2,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $5,983 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $400,488 4000-4999: Books And Supplies Supplemental/Concentrated $5,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $20,000	3000-3999: Employee Benefits Supplemental/Concentrated $145,243 4000-4999: Books And Supplies Supplemental/Concentrated $2,003 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $2,946 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $335,346 4000-4999: Books And Supplies Supplemental/Concentrated $26,330 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $21,064

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Citation - Research on School Counseling Effectiveness http://www.cde.ca.gov/ls/cg/rh/counseffective.asp Empirical Research Studies Supporting the Value of School Counseling www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf It is our expectation that this action will result in increased attendance and decreased suspension rates. c) Provide Anti-Bullying assemblies at all sites - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. KCUSD PBIS data indicates that bullying concerns are reported at a high rate throughout the district. Input from our stakeholders indicates that both parents and students value anti-bullying education. Research - School-Based Programs to Reduce Bullying and Victimization David P. Farrington, Maria M. Ttofi http://www.campbellcollaboration.org/news_/reduction_bullying_schools.php It is our expectation that this action will result in increased attendance and decreased suspension rates.		
8) Provide safe and nurturing environment to support academic achievement and social skills through the Behavior Intervention Team - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Stakeholders requested the expansion of the behavior specialist team to support families, students, teachers, and school site staff by helping identify student needs and behavioral interventions. Additionally, as a	1000-3999 Certificated Salaries & Benefits Supplemental/Concentrated $671,063 4000-4999: Books And Supplies Supplemental/Concentrated $25,296	1000-3999 Certificated Salaries & Benefits Supplemental/Concentrated $453,412 4000-4999: Books And Supplies Supplemental/Concentrated $1,966

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
result of Differentiated Assistance work conducted together with the Fresno County Superintendent's office, this program will continue to focus on supporting students with disabilities in support of increasing attendance, reducing suspensions and increasing student achievement. Research - Applied Behavior Analysis For Educators: Teacher Centered and Classroom Based John Fantuzzo and Marc Atkins An approach to functional assessment and analysis of disruptive behavior in regular education classrooms. Broussard, Carmen D., Northup, John It is our expectation that this action will result in increased attendance, decreased suspension rates, and increasing CAASPP scores.	5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $27,015	5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $20,412
9) Provide increased access to health services a) Health Coordinator - serves as Liaison between KCUSD and Adventist Health Jefferson School -Based Center - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Additionally, CA School Dashboard data indicates that for the 17/18 school year, 5.9% of students were chronically absent. Socioeconomically disadvantaged students are less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. The district health coordinator serves families of unduplicated students by connecting them with appropriate health agencies, in particular the Adventist Health Center on the site of Jefferson School. Research - It's elementary: expanding the use of school-based clinics. Julia Graham Lear: California HealthCare Foundation	2000-2999: Classified Personnel Salaries Supplemental/Concentrated $48,734 3000-3999: Employee Benefits Supplemental/Concentrated $26,312 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $3,700 3000-3999: Employee Benefits Supplemental/Concentrated $1,699 4000-4999: Books And Supplies Base $39,500	2000-2999: Classified Personnel Salaries Supplemental/Concentrated $52,360 3000-3999: Employee Benefits Supplemental/Concentrated $29,202 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $0 3000-3999: Employee Benefits Supplemental/Concentrated $0 4000-4999: Books And Supplies Base $39,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
http://www.chcf.org/publications/2007/10/its-elementaryexpanding-the-use-of-schoolbased-clinics State Policy Context for School-Based Health Centers With Special Focus on Development of Mental Health and Dental Health Services Mark Greiner, Gail Nickerson, and Steven Rosenberg http://healthinschools.org/Publications-andResources/Publications/Research-Papers/State-PolicyContext-for-School-Based-Health-Centers-2001.aspx It is our expectation that this action will result in increased attendance and increasing CAASPP scores. b) provide additional hours to LVN salaries and benefits - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Additionally, CA School Dashboard data indicates that for the 17/18 school year, 5.9% of students were chronically absent. Socioeconomically disadvantaged students are less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. The additional hours will benefit students attending After School Programs by providing health professionals on duty during After School Program hours. It is our expectation that this action will result in increasing CAASPP scores, increased attendance, and increased social-emotional support. c) Health assessment supplies and additional Automated External Defibrillators (AED) - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socioeconomically disadvantaged students are less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. Research - Five Social Disadvantages That Depress Student Performance http://www.epi.org/publication/five-social-disadvantages-that-depress-	5000-5999: Services And Other Operating Expenditures Base $20,500	5000-5999: Services And Other Operating Expenditures Base $1,000 1000-3999 Certificated Salaries & Benefits Base $1,299,500

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
student-performance-why-schools-alone-cant-close-achievement-gaps/ Key Points regarding Credentialed School Nursing Practice: Credentialed School Nurses Positively impact School Attendance http://www.csno.org/uploads/1/7/2/4/17248852/key-points-cred-sn-practice.pdf Results of Definitive Study are In: Lives are Saved When Defibrillators are Placed in Large Public Spaces: https://www.hopkinsmedicine.org/news/media/releases/results_of_definitive_study_are_in_lives_are_saved_when_defibrillators_are_placed_in_large_public_spaces It is our expectation that this action will result in increased attendance and increasing CAASPP scores as a result of increased safety for all students. Modification-Addition of AED devices		
10) Provide supplemental support to school sites in the area of positive school culture and climate through retaining a Culture and Climate Coordinator - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Establishing and maintaining a positive school climate benefits all students, including students with disabilities, English language learners, children and youth from economically disadvantaged families, and students from culturally and racially diverse groups. Positive school climate has been linked to several important outcomes including increased student self-esteem and self-concept, decreased absenteeism, enhanced risk prevention, reduced behavioral problems and disciplinary actions (in-school detention and out-of-school suspension), and increased school completion. Research -	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $115,624 3000-3999: Employee Benefits Supplemental/Concentrated $33,877 5000-5999: Services And Other Operating Expenditures Other $5,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $124,384 3000-3999: Employee Benefits Supplemental/Concentrated $38,481 5000-5999: Services And Other Operating Expenditures Other $3,082

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Every Student Succeeds Act: Why School Climate* Should Be One of Your Indicators https://www.pbis.org/ PBIS and the Responsive Classroom® Approach https://www.responsiveclassroom.org/sites/default/files/pdf_files/PBIS_whitepaper.pdf It is our expectation that this action will result in increased attendance and increasing CAASPP scores.		
11) Increase academic achievement for students in alternative classroom settings. KCUSD is revising it's alternative education program for middle school students in order to better support academic achievement and social/emotional health through the addition of two full time teachers. Teachers will be able to support students through more personalized intervention through smaller group instruction, mentoring and social emotional support. Professional learning will be provided to support teachers in working with students with behavioral and motivation challeges. - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research - https://www.curogenslearning.com/missing-piece-successful-alternative-education-program/ The Missing Piece to a Successful Alternative Education Program http://www.sedl.org/policy/insights/n06/3.html Successful Program Characteristics Stacey Rosenkrantz Aronson It is our expectation that this action will result in increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates. Modification-Addition of Professional Development for teachers in alternative classroom setting.	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $176,671 3000-3999: Employee Benefits Supplemental/Concentrated $62,617 4000-4999: Books And Supplies Base $6,200 5000-5999: Services And Other Operating Expenditures Other $26,255	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $176,204 3000-3999: Employee Benefits Supplemental/Concentrated $60,900 4000-4999: Books And Supplies Base $4,502 5000-5999: Services And Other Operating Expenditures Other $20,250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
12) Expansion of intensive support behavior program to include both a special education teacher, general education teacher, behavioral support staff and necessary materials, supplies and equipment- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Based on both student and parent surveys, stakeholder input, and the 2017 CA School Dashboard Suspension Rate Indicator, KCUSD is implementing a comprehensive behavioral support program in conjunction with the district-wide Positive Behavior & Intervention Support program already in place. This intensive behavioral support program will offer additional opportunities for relearning school expectations, developing age appropriate social skills, and self-management strategies. Research - https://www.district287.org/uploaded/A_Better_Way/EffectiveProgramsforEmotionalandBehavioralDisordersHanover2013.pdf Effective Programs for Emotional and Behavioral Disorders - Hanover Research http://www.kidsmentalhealth.org/behavioral-therapy-for-children-with-emotional-disorders/ Behavioral Therapy for children with Emotional Disorders It is our expectation that this action will result in increased attendance, decreased suspension rates, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $323,305 3000-3999: Employee Benefits Supplemental/Concentrated $87,987 4000-4999: Books And Supplies Supplemental/Concentrated $12,500 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $2,000	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $386,834 3000-3999: Employee Benefits Supplemental/Concentrated $175,195 4000-4999: Books And Supplies Supplemental/Concentrated $24,438 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $4,112 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $99,274

Goal Analysis

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

Supplemental and concentrated funds will be reinvested to support unduplicated students through additional staffing and services to provide much needed instructional and social emotional resources as students continue to return to the traditional school setting. Kings Canyon Unified School District (KCUSD) utilized additional COVID-related funding received through both the CARES Act and SB117 to provide supports to students to ensure continuity of services in a distance education format. In order to provide the basic services needed for students in response to the school closures (non-student days). KCUSD continued to deliver instruction to students through a combination of instructional packets and virtual Distance Education while social and emotional supports were

provided via phone and virtual platforms for both students and staff. As a result of the COVID-19 pandemic, many of the planned actions included in this goal were unable to be implemented due to the restrictions placed on in person instruction. It is the strategic goal of KCUSD to reinvest these funds in subsequent years in support of students. The activities programmed in this goal will resume when deemed safe to do so by state and local health officials.

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

On March 13, 2020, KCUSD elected to close schools to students and begin non-student days (i.e. school closure) in response to COVID-19. This action resulted in non-student days being declared for the period of March 17, 2020, through the end of the academic school year. During this period KCUSD continued to deliver instruction to students through a combination of instructional packets and virtual distance education. This material was aligned to Board adopted curriculum and organized centrally by the Curriculum and Instruction department. Throughout the period of the COVID-19 pandemic, KCUSD has adjusted its delivery of academic and co-curricular services utilizing the guidance of local and state public health officials. Prior to the COVID-19 pandemic, KCUSD was seeing a consistent decrease in chronic absenteeism, decrease in suspensions and expulsions as well as an overall positive climate and culture on campuses across the district. Additionally, KCUSD increased the number of social emotional supports and established a Social Emotional Resource page on the District website for not only students, but for parents and families.

Prior to the pandemic, suspensions were trending downward. While the pandemic impacted the suspension rate, it decreased to 2.4 from 3.1 in prior year. Through the actions outlined in this goal, the services and supports that were programed shifted to support students through the non-student period. The greatest success in this goal was the outreach that was able to be conducted to families during this period in support of student connectivity and engagement. Through this period of non-student days KCUSD continued to work towards a nurturing climate and culture, even though students were not able to be physically on campuses. The resources under Goal 5 were redirected to support student connection with teachers and sites through phone calls home from staff, social workers, and administration for support and attendance follow ups.

While staying in contact with students was perhaps the greatest success, it was also the biggest challenge. It was essential that these contacts be made to make every effort to keep students motivated and engaged and connected to caring adults from their school sites. This proved difficult at times as some families moved or changed phone numbers and without the daily contact with schools, this became difficult for both parents and school sites. Dispite these challenges, 93% of parents reported that the response to the pandemic was positive. While there was still difficulty in connecting with some families, 95% of parents reported connecting with school sites via text, phone or email. Through this input, KCUSD learned valuable information to help improve the way the District and school sites can better communicate with familes.

Goal 6

Goal #6:
All students will have the opportunity to increase academic achievement through the engagement of parents and families.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Survey Return Rate **19-20** 50% or above **Baseline** 2015/16 - 63%	72% of all parent surveys returned
Metric/Indicator More than 10 opportunities, per school site, will be offered to parents for parental involvement, as defined by a two-way and meaningful communication involving student academic learning and other school activities. **19-20** 100% **Baseline** 2015/16 - 100%	All schools offered at minimum 10 opportunities for parental involvement, as defined by a two-way and meaningful communication involving student academic learning and other school activities.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Share responsibility for improvement of student achievement through Parent/Teacher Conferences-Embedded in site budgets	Base 0	
2) Share responsibility for improvement of student achievement through Parent access to student information system (15%) - funded through Title I - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing parent access to student grades and attendance information through our student information system is an effective best practice for parent communication, particularly for socioeconomically disadvantaged families where parents are not always available to attend parent conferences. Citation - Sample Best Practices for Parent Involvement in Schools http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools Research Spotlight on Parental Involvement in Education NEA Reviews of the Research on Best Practices in Education http://www.nea.org/tools/17360.htm It is our expectation that this action will result in increased parent engagement and increasing CAASPP scores.	5800: Professional/Consulting Services And Operating Expenditures Other $2,200	5000-5999: Services And Other Operating Expenditures Other $42,841
3) Provide parent advisory and involvement opportunities and evaluate the effectiveness of current communication systems through: a) District Advisory Council b) District English Language Advisory Council c) KCUSD District Fair d) Parent Survey e) Community Meetings and Workshops	4000-4999: Books And Supplies Base $15,000 0 5000-5999: Services And Other Operating Expenditures Base 0 0 2000-2999: Classified Personnel Salaries Base 0 3000-3999: Employee Benefits Base $150	4000-4999: Books And Supplies Base $15,000 5000-5999: Services And Other Operating Expenditures Base $0 2000-2999: Classified Personnel Salaries Base $0 3000-3999: Employee Benefits Base $0

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Modification-Inclusion of an evaluation component for the purpose of measuring effectiveness of our parent engagement programs.		
4) Provide parent advisory and involvement opportunities through Parent Survey - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socioeconomically disadvantaged families often exhibit limited parent education. Parents of English Learners struggle to provide information to support their children in school due to the language barrier. Feedback received from our district-wide parent survey includes requests for a method to simplify the survey - particularly for parents of English Learners and with limited education. Research - http://www.in.gov/sboe/files/ODE-Family-Involvement-Instructions-and-Survey.pdf Conducting the Parent and Family Involvement Survey for your school(s) Citation - https://www.naeyc.org/familyengagement/resources/conducting-family-survey Family Engagement: Conducting a Family Survey It is our expectation that this action will result in increased parent engagement in the following ways: - Empowering families through providing them with an opportunity to voice their suggestions and concerns; - Creating channels of communication between home and school; - Offering an array of opportunities for families to participate in school planning, leadership and volunteering; - Connecting families to in-school and community support mechanisms and resources; - Setting high expectations for students, providing high-quality instruction and meeting students' individual learning needs; - Providing a welcoming school climate.	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated $16,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated $16,851

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5) Increase parent involvement opportunities a) Provide support for district-wide Parent Academy, including child care and interpretation - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 4.3 points below standard, socioeconomically disadvantaged students are performing 13.1 points below standard and English Learners are performing 33.8 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 37.8 points below standard, socioeconomically disadvantaged students are performing 45.6 points below standard and English Learners are performing 57.2 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. The KCUSD Parent Academy supports student achievement through providing opportunities for parents in multiple programs including Parenting Partners, Latino Family Literacy Project, and Parent Involvement in Quality Education. Research - Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.htm Parent Involvement in Education Kathleen Cotton and Karen Reed Wikelund http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf It is our expectation that this action will result in increased parent engagement, increased attendance, increasing CAASPP scores, increased EL performance on CELDT/ELPAC, and increased EL reclassification rates. b) Bilingual Community Aides' salaries and benefits - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, particularly those from	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $26,924 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $5,922 3000-3999: Employee Benefits Supplemental/Concentrated $8,038 4000-4999: Books And Supplies Supplemental/Concentrated $78,468 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $84,763 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $916,313 3000-3999: Employee Benefits Supplemental/Concentrated $298,611 1000-3999 Certificated Salaries & Benefits Supplemental/Concentrated 32,846 4000-4999: Books And Supplies Supplemental/Concentrated $163,231	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $2,922 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $156,345 3000-3999: Employee Benefits Supplemental/Concentrated $78,542 4000-4999: Books And Supplies Supplemental/Concentrated $47,208 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $4,589 2000-2999: Classified Personnel Salaries Supplemental/Concentrated $1,057,346 3000-3999: Employee Benefits Supplemental/Concentrated $366,177 1000-3999 Certificated Salaries & Benefits Supplemental/Concentrated $81,105 4000-4999: Books And Supplies Supplemental/Concentrated $

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
English Learner families and socioeconomically disadvantaged families. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 4.3 points below Standard, socioeconomically disadvantaged students are performing 13.1 points below standard and English Learners are performing 33.8 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 37.8 points below standard, socioeconomically disadvantaged students are performing 45.6 points below standard and English Learners are performing 57.2 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Socioeconomically disadvantaged families and English Learner families often feel disconnected and unsupported by their child's school. Connections with trained parent educators with cultural backgrounds similar to their own or with knowledge of their culture can help to bridge this gap. Bilingual community aides assist parents with communication, advocacy, and understanding of the school system.

Citation -
Sample Best Practices for Parent Involvement in Schools
http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools

Research Spotlight on Parental Involvement in Education
NEA Reviews of the Research on Best Practices in Education
http://www.nea.org/tools/17360.htm

It is our expectation that this action will result in increased parent engagement, increased attendance, and increased school connectivity for families of unduplicated students.

c) Family Connections Techs' salaries & benefits - 34% - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 4.3 points below standard, | | |

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
socioeconomically disadvantaged students are performing 13.1 points below standard and English Learners are performing 33.8 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 37.8 points below standard, socioeconomically disadvantaged students are performing 45.6 points below standard and English Learners are performing 57.2 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Socioeconomically disadvantaged families and English Learner families often feel disconnected and unsupported by their child's school. Connections with trained parent educators with cultural backgrounds similar to their own or with knowledge of their culture can help to bridge this gap. Family Connection Techs promote and facilitate Parent Academy opportunities, assist parents with communication, advocacy, and understanding of the school system. Citation - Sample Best Practices for Parent Involvement in Schools http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools Research Spotlight on Parental Involvement in Education NEA Reviews of the Research on Best Practices in Education http://www.nea.org/tools/17360.htm Parent Involvement in Education Kathleen Cotton and Karen Reed Wikelund http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf It is our expectation that this action will result in increased parent engagement, increased attendance, and increased school connectivity for families of unduplicated students.		
6) Increase parent and family awareness of opportunities a) Increase use of digital parent communication tools to supplement	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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District and school websites - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 4.3 points below standard, socioeconomically disadvantaged students are performing 13.1 points below standard and English Learners are performing 33.8 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 37.8 points below standard, socioeconomically disadvantaged students are performing 45.6 points below standard and English Learners are performing 57.2 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Parent survey results indicate that parents are increasingly aware of their need to access parent education and involvement opportunities to assist their students with academic achievement, as well as support for social-emotional behavior. Providing parent access to district and school site information through our website is an effective best practice for parent communication. Citation - Sample Best Practices for Parent Involvement in Schools http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools It is our expectation that this action will result in increased parent engagement. b) Health Center outreach materials and supplies - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Additionally, CA School Dashboard data indicates that for the 17/18 school year, 5.9% of students were chronically absent. Socioeconomically disadvantaged students are less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. This outreach will consist of	Supplemental/Concentrated $20,000 4000-4999: Books And Supplies Supplemental/Concentrated $20,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $4,000 1000-5000 Other $48,997	Supplemental/Concentrated $5,735 4000-4999: Books And Supplies Supplemental/Concentrated $18,982 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $0 1000-5000 Other $30,039

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communication regarding the opportunities for socio-economically disadvantaged families to receive health care service at the district Health Center. Research - It's elementary: expanding the use of school-based clinics. Julia Graham Lear: California HealthCare Foundation http://www.chcf.org/publications/2007/10/its-elementary-expanding-the-use-of-schoolbased-clinics State Policy Context for School-Based Health Centers With Special Focus on Development of Mental Health and Dental Health Services Mark Greiner, Gail Nickerson, and Steven Rosenberg http://healthinschools.org/Publications-and-Resources/Publications/Research-Papers/State-Policy-Context-for-School-Based-Health-Centers-2001.aspx It is our expectation that this action will result in increased attendance and increasing CAASPP scores. Modification-Digital communication tools added to part a) of action.		
7) Increase parent involvement awareness by providing communication regarding parent involvement opportunities through automated communication system	5000-5999: Services And Other Operating Expenditures Base $12,000	5000-5999: Services And Other Operating Expenditures Base $12,000
8) Puente a Tecnologia - provide Chromebooks with built-in WiFi to EL parents for the purpose of language acquisition and assistance with support for students - these costs embedded in Budgeted Expenditures for Goal 3, Action 5 - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students will benefit through their parents' education. - See Goal #3, Action 5 Research - Home-School Relations - Working Successfully with Parents and Families G. Olsen, M.L. Fuller	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated	1000-1999: Certificated Personnel Salaries Supplemental/Concentrated $0

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The Impact of Parents' Background on their Children's Education Jen Gratz http://www.macalester.edu/educationreform/publicintellectualessay/Gratz.pdf It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.		
9) Partner with outside agencies to provide family visual and performing arts experience, along with parent education - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 4.3 points below standard, socioeconomically disadvantaged students are performing 13.1 points below standard and English Learners are performing 33.8 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 37.8 points below standard, socioeconomically disadvantaged students are performing 45.6 points below standard and English Learners are performing 57.2 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 5.4% suspension rate, socioeconomically disadvantaged students have a 5.8% suspension rate, and six other subgroups have a suspension rate higher than the overall rate. Research indicates that socioeconomically disadvantaged students benefit from parent involvement at school, exposure to the arts, and family connections to schools. Research - The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies James S. Catterall, University of California Los Angeles Susan A. Dumais, Louisiana State University Gillian Hampden-Thompson, University of York, U.K. https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf	4000-4999: Books And Supplies Supplemental/Concentrated $30,000	4000-4999: Books And Supplies Supplemental/Concentrated $31,596

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Creative Drama and Music Methods: Activities for the Classroom By Janet Rubin, Margaret Merrion It is our expectation that this action will result in increasing parent involvement, parent education, appreciation for culture and the arts, and increased attendance.		
10) School to Home Communication Coordinator a) Continue to fund the Home Communication Coordinator to facilitate communication to parents and community- b) Hire a Parent Education and Engagement Coordinator to coordinate and establish Parent Resource Centers in the District to support parent education and involvement. This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Despite the positive benefits to their children, low socioeconomic status (SES) parents participate less in the schools than their higher SES counterparts Research - Involving Low-Income Parents in the Schools http://www.redorbit.com/news/education/1086552/involving_lowincome_parents_in_the_schools_communitycentric_strategies_for_school/ Sample Best Practices for Parent Involvement in Schools http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools Research Spotlight on Parental Involvement in Education NEA Reviews of the Research on Best Practices in Education http://www.nea.org/tools/17360.htm Modification-Addition of Parent Education and Engagement Coordinator position and Parent Resource Centers.	2000-2999: Classified Personnel Salaries Base $84,841 3000-3999: Employee Benefits Base $18,425 1000-5000 Supplemental/Concentrated $20,000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated $40,000 1000-5000 Other $223,374	2000-2999: Classified Personnel Salaries Other $42,579 3000-3999: Employee Benefits Other $24,954 4000-4999: Books And Supplies Base $12,375 5000-5999: Services And Other Operating Expenditures Base $33,611 1000-5000 Other $14,500

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Goal Analysis

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

As a result of the COVID-19 pandemic, many of the planned actions included in this goal were unable to be implemented due to the restrictions placed on in person instruction and public gatherings. Due to the pandemic, parent engagement activities that would normally take place in person, moved to a virtual platform. It is the strategic goal of KCUSD to reinvest these funds in subsequent years in support of students and parent engagement. Supplemental and concentrated funds will be reinvested to support unduplicated students through parent engagement and education activities including the expansion of the parent engagement and home to school communication teams.

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

On March 13, 2020, KCUSD elected to close schools to students and begin non-student days (i.e. school closure) in response to COVID-19. This action resulted in non-student days being declared for the period of March 17, 2020, through the end of the academic school year. Throughout this period, KCUSD had to adjust how it communicated with families and the community at large as this communication was critical in a time of uncertainty. KCUSD had to communicate changes in its delivery of academic and co-curricular services, availability of social and emotional supports for students and families as well as provide general information to ensure continuity of services leading up to the following school year.

KCUSD established a routine communication schedule that included communication to families and staff members to ensure stakeholders had the most up to date information. This was a tremendous challenge considering how often regulations have been adjusted throughout the pandemic. Additionally, providing these communications in both English and Spanish was challenging but was done so through effective collaboration across the District. Parents expressed that there was a greater need for internet connectivity support and this was addressed by the purchase of additional hotspots for the fall. Another challenge was having the most up to date contact information for families as that changes often for many families. In response to this greater need and to facilitate this communication a more effective tool was purchased, Parent Square. Through this pandemic one of the greatest successes was the technological engagement that took place by families in connecting to District activities and communication. Through the parent survey, it was discovered that over 80% of KCUSD families rely on text messages to receive their information. Additionally, 97% of familes participating in the parent survey indicated that timeliness of communication was positive. They also expressed that there was high quality support for the use of technology with 97% of parents reporting in the affirmative. This feedback was essential in determining how to best support parents and families during the pandemic and into the 2020-2021 school year.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
An additional twelve teachers were hired for the purpose of ensuring class sizes that would allow for adhering to safe social distancing standards as prescribed by state and local health officials upon return to physical school.	$1,973,017	$1,973,017	No
In order to sanitize and disinfect classrooms, offices and high traffic areas, necessary equipment and supplies were purchased for each site including foggers, carpet extractors. Additionally, personal protective equipment such as masks, gloves, face shields and hand sanitizers for classrooms were purchased.	$300,000	$281,502	No
Twenty seven (27) teachers were assigned to 1st and 2nd grade to expand the number of instructors and reducing the class size to allow for support during Distance Education. These rooms required additional furniture to be functional.	$85,000	$25,400	No
Additional classified staff hours for the purpose of sanitizing and support for planning and organization for in person learning.	$411,550	$43,046	No
Classroom instructional materials, printers, teacher editions for curriculum and other necessary instructional tools provided for additional twenty seven classrooms.	$425,000	$75,411	No
Distance education teachers who will be responsible for providing academic instruction and support for students who elect to stay on distance education once school reopens for face to face instruction.	$460,000	$3,241,000	No
Additional bus routes for the purpose of maintaining best possible physical distancing on busses with limited seating.	$414,736	$414,736	No

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

Due to approximately 20% of students electing to stay in distance education when students were able to return to in-person instruction additional teachers were needed to provide the distance education option for students resulting in a substantive difference in the amount budgeted and the estimated actual expenditures. Additionally, the amount budgeted for classroom instructional materials was significantly less than originally budgeted.

Analysis of In-Person Instructional Offerings

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

On September 22, 2020, KCUSD's Board of Trustees approved the Districts' Learning Continuity and Attendance Plan which outlined the plan to offer in-person instructional offerings during the 2020-21 school year. KCUSD is located in both Fresno County and Tulare County. Both counties were ordered by Governor Newsom to open school remotely at the start of the 2020-2021 school year. In this Distance Education virtual model, students received instruction in accordance with the requirements of AB 98 through a standardized instructional delivery model that included daily live interaction via online, face to face instructional session (synchronous) and independent, guided work (asynchronous) utilizing the District's Board adopted guaranteed and viable curriculum. On September 16, 2020, the Fresno County Department of Public Health (FCDPH) issued guidance related to the application of waivers for students in grades TK-6 to return to in person instruction. KCUSD applied for and was granted a waiver to return students back to in person instruction on October 15, 2020. In order to allow for the safe distancing of students and staff, students enrolled in Transitional Kindergarten (TK) and Kindergarten attended an assigned morning or afternoon class daily. Students in 1st and 2nd grades attended school every day on a traditional full-day schedule. To make this happen, additional 1st and 2nd grade teachers were hired and new classrooms were created utilizing all available facilities. Students in Special Day Classes (SDC) per their Individualized Education Program (IEP) attended school every day   allowing SDC students to receive consistent instruction towards meeting their IEP goals. Students in Grades 3 – 6 were able to return to school on a modified hybrid schedule. Students were assigned to a team. Students on Team Monday/Thursday attended school on Mondays and Thursdays and scheduled Wednesdays. Students on Team Tuesday/Friday attended school on Tuesdays and Fridays, and scheduled Wednesdays.

Additional grade levels (7-8) were allowed to return to in person instruction as it was deemed safe to do so through continued collaboration with the FCDPH. In March, high school students were allowed to return to in person instruction. Families electing to remain in Distance Education were able to do so through the KCUSD Distance Learning offerings.

Through this plan, KCUSD successfully returned students to school utilizing the KCUSD COVID-19 Safety Plan which outlined specific parameters to mitigate the spread of COVID-19. This plan outlined and directed KCUSD's plan for stable group structures, movement of students, requiring face coverings and other essential protective gear, staff and student screening procedures, explicit instruction of healthy hygiene practices, systematic identification and tracing procedures, guidelines for physical distancing, staff and family training on how to mitigate the spread of COVID-19, staff testing protocols, and an extensive communication plan. Through the pandemic, the greatest success was the ability to mitigate the spread of COVID-19 throughout the phased in Return to School Plan outlined by the

District. As a result of all of the mitigation measures, there were no school site transmissions of COVID-19 in KCUSD. Through this plan, the majority of students in KCUSD were able to return to face to face instruction in this model. Through parent survey data and stakeholder engagment, it was evident that parents were very appriciative of the quality of services delivered in 2020-2021. 97% of survey respondants (55% of parents) inidcated that the quality of schools during this period were satisfactory (9%), good (41%)or excellent (47%). Parents expressed that the quality of communication during this period was positive as well with 97% rating the communication as satisfactory (9%), good (36%)or excellent (52%). 94% of parents rated the quality of the educational programs during the pandemic as satisfactory (14%), good (41%), or excellent (39%). This implementation did present challenges. Site leaders examined student/family needs to limit the number of families that would have students on opposite tracks to provide support for families for when students would need to be in school and when they would stay home for asynchronous learning. Additionally, site and District staff were required to follow up on District communication with site communication and personal contact to ensure that all constituents were receiving the necessary information as the phased in Return to School Plan continued throughout the year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In order to maximize connectivity for students and staff, improvements to infrastructure had to be made to provide added range of internet signals to parking lots and access points on school campuses.	$189,812	$271,362	No
Additional computer devices were purchased to ensure that all students had a usable device to access Distance Education. Over 3,000 internet hotspots were purchased based on parent survey information to provide internet to homes where students did not have connectivity.	$3,208,000	$2,871,905	No
Zoom Education Plan purchased for all certificated and management staff to provide virtual communication tools for the delivery of the synchronous instruction.	$37,734	$37,734	No
Technology support for speech specialists and school psychologists to assist in assessments and for the delivery of appropriate services during distance education.	$10,000	$10,000	No
Speech services contracted through Presence Learning to assist with the delivery of virtual speech services during distance education.	$206,000	$118,000	No
Technology support for special education teachers to support with the increased need for drafting of IEPs, amendments, delivery of services, assessments, parent engagement and collaboration during the period of distance education.	$40,000	$40,000	No
Academic test kits purchased for each site to minimize contact between staff members and eliminating the need for sites to share existing kits.	$50,000	$50,000	No
Additional PPE for assessments and small group support during distance education.	$50,000	$50,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental work hours for special education teachers to plan and collaborate regarding the delivery of services and instruction during distance education.	$100,000	$16,276	No
Supplemental hours for instructional aides and teachers in preparation for and to support distance education.	$100,000	$87,435	No
Translation services to ensure communication with parents who do not speak English during distance education.	$25,000	$25,000	No
Cost of Copiers for supplemental work and packets during 2019-2020 school and in support of and for those students with unexpected connectivity issues.	$110,000	$145,165	No
Additional instructional materials and supplies for Distance Education	$341,000	$341,000	No
Costs associated with legal guidance to ensure compliance with local, state and federal guidelines regarding distance education.	$25,000	$997	No
Equitable Services and proportional share of resources provided to private schools in accordance with the CARE Act.	$106,000	$31,128	No
Additional Professional Development	$100,000	$30,028	No
Technology support for general education teachers to support with the delivery of synchronous and asynchronous instruction , parent engagement and collaboration during the period of distance education.	$260,000	$130,000	No
Additional RSP teaching positions to support students with disabilities in the delivery of Distance Education.	$150,000	$215,338	No
LCAP 2.7 Instructional Coaches This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students, and is designed to provide on-site, real time professional development for teachers and support staff to increase student achievement by providing Instructional coaches to all sites to support student achievement and teacher instruction. Local and state metrics indicate that unduplicated students perform lower than overall student scores and targeted	$1,695,086	$1,984,642	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
support for instruction will assist in addressing this gap. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.			
LCAP Goal 2.9 Foster Youth Liaison A foster youth liaison will be provided to ensure foster youth are supported academically and socially. - Social workers salary and benefits - 50%.	$66,795	$49,048	Yes
LCAP Goal 2.12 Supplemental Technology Supplemental Technology - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school. Plans include providing Chromebooks, which include a GPS that will provide Wi-Fi, for students to checkout as needed for completion of homework. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	$750,000	$400,000	Yes
LCAP Goal 3.2 Bilingual Instructional Aides Salaries This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, namely English Learners by providing bilingual instructional aides in the classroom. Decreasing the pupil-staff ratio is particularly beneficial to English Learners who traditionally perform below English Only students. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	$1,048,163	$1,241,278	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LCAP Goal 4.9 School Connections Counselor This action will provide supplemental support for students with disabilities, Foster and Homeless youth through a School Connections program - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. These student groups are recognized as being at risk for experiencing limited academic achievement and limited future economic status, and/or dropping out of school. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates, increased attendance, decreased suspension rates, and increased College-Career readiness.	$150,187	$142,800	Yes
LCAP Goal 5.12 Bronco Academy This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students by continuing KCUSD's intensive support behavior program. This plan will include special education services, behavioral support staff and necessary materials, supplies and equipment. Based on both student and parent surveys, stakeholder input, and the 2019 CA School Dashboard Suspension Rate Indicator, KCUSD will continue to implement a comprehensive behavioral support program in conjunction with the Districtwide Positive Behavior & Intervention Supports. This intensive behavioral support program will offer additional opportunities for relearning school expectations, developing age appropriate social skills, and self-management strategies. Unduplicated students have historically had higher suspension rates and performed below overall rates. It is our expectation that this action will result in increased attendance, decreased suspension rates, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	$490,378	$430,800	Yes
LCAP Goal 5.8 Behavior Intervention Team	$669,246	$547,926	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students by providing a safe and nurturing environment to support academic achievement and social skills through the Behavior Intervention Team. Local and metrics indicate that unduplicated students often have greater behavioral needs than overall students. This targeted support for behavior will assist in addressing this gap. Stakeholders requested the expansion of the behavior specialist team to support families, students, teachers, and school site staff by helping identify student needs and behavioral interventions. Additionally, as a result of Differentiated Assistance work conducted together with the Fresno County Superintendent's office, this program will continue to focus on supporting students with disabilities in support of increasing attendance, reducing suspensions and increasing student achievement. It is our expectation that this action will result in increased attendance, decreased suspension rates, and increasing CAASPP scores.			

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

KCUSD spend significantly less than budgeted on legal costs associated with legal guidance to ensure compliance with local, state and federal guidelines regarding distance education. The budgeted amount for equitable services and proportional share of resources provided to private schools was calculated based on the private schools eligible to receive services. However, not all school accepted services, resulting in the substantive difference in actual expenditures. Additionally, the budgeted amount for technology support for students and staff was higher than the estimated actual expenditures. Professional development was done primarily through staff inservices during the work day and job embedded delivery methods, which resulted in lower expenditures than originally budgeted. Extra duty hours were also less than originally budgeted. Similarly, the actual costs for additional Speech services were not as high as originally estimated. The funds that were unused in these areas were reallocated to items that required additional funds such as the additional teachers for Distance Education and outdoor learning pavilions that were not originally budgeted for at the level of need.

Analysis of the Distance Learning Program

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

On September 22, 2020, KCUSD's Board of Trustees approved the Districts' Learning Continuity and Attendance Plan which outlined the plan to offer in-person instructional offerings during the 2020-21 school year. KCUSD is located in both Fresno County and Tulare County. Both counties were ordered by Governor Newsom to open school remotely at the start of the 2020-2021 school year. In this distance education virtual model, students received instruction in accordance with the requirements of AB 98 through a standardized instructional delivery model that included daily live interaction via online, face to face instructional session (synchronous) and independent, guided work (asynchronous) utilizing the District's Board adopted guaranteed and viable curriculum.

In order to ensure continuity of instruction and student learning, all students would be able to "attend" classes virtually using the Zoom web meeting platform grades PK-12. Throughout this period of distance education, KCUSD provided opportunities for parents to meet with each student/parent to receive an introduction to what this would look like to start the year, provide necessary books, technology and internet hot spots if needed, expectations and information on grading and participation. Teacher, with support from site administrators then established the daily schedules and their Zoom web meeting groups. Families were given information on how to contact supports for technology and social emotional needs. Students with unique needs (special education students, students with 504's and foster/homeless youth) were connected with case managers and IEP services were coordinated with providers to the greatest extent possible. Integrated and designated English Language Development (ELD) was provided daily through embedded supports consistent with KCUSD's guaranteed and viable curriculum. Throughout this distance education period, sites worked diligently with families to support technology needs and the provision of services for students on IEP's. These conditions proved to be a challenge for families, staff and students alike, but working together with all staff members (including transportation department, food services, technology), KCUSD made every effort to support families with the delivery of equipment when required, required materials and supplies through pick up locations that followed all safety requirements and utilizing virtual meeting platforms for meetings. Students living in more remote areas of KCUSD had limited access to reliable internet. KCUSD partnered with these families to allow for a limited amount of students to utilize the school internet, adhering to all COVID-19 guidelines of distancing and wearing of face coverings.

On September 16, 2020, the Fresno County Department of Public Health (FCDPH) issued guidance related to the application of waivers for students in grades TK-6 to return to in person instruction. KCUSD applied for and was granted a waiver to return students back to in person instruction on October 15, 2020. Additional grade levels (7-8) were allowed to return to in person instruction as it was deemed safe to do so through continued collaboration with the FCDPH. In March, high school students were allowed to return to in person instruction. Prior to this return to in person instruction, students continued to be assessed and evaluated through traditional benchmark assessments using the BPST and SRI local assessments using online platforms. Teachers and staff utilized this data in conjunction with teacher assessments to measure student progress and provide appropriate interventions.   Through the distance education period, KCUSD made a concerted effort to expand on the current social emotional supports, starting with the creation of the District's Social Emotional Learning web site. This web site connects students, staff and families to resources for social emotional well-

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being which was essential during the Distance Education period where all students were away from school sites. Social emotional services were deployed vitually using the Zoom platform.

KCUSD implemented a tiered system to ensure students were engaged in learning and connected to necessary supports. A significant challenge was connecting with those students were were not consistently engaged. Social workers, site office staff, teachers and administrators were required to make contact with students who were chronically absent or not participating in asyncronous instruction. In order to do this effectively, many staff members were pulled from their "traditional" duties as engagement was of primary concern. Re-engaging students involved staff from all areas on school campuses, including campus assistants, after school program mentors, social workers, psychologists, evening security staff, teachers and administrators. Through parent survey data and stakeholder engagment, it was evident that parents were very appriciative of the quality of services delivered in 2020-2021. 97% of survey respondants (55% of parents) inidcated that the quality of schools during this period were satisfactory (9%), good (41%)or excellent (47%). Parents expressed that the quality of communication during this period was positive as well with 97% rating the communication as satisfactory (9%), good (36%)or excellent (52%). 94% of parents rated the quality of the educational programs during the pandemic as satisfactory (14%), good (41%), or excellent (39%).

Families electing to remain in Distance Education were able to do so through the KCUSD Distance Learning offerings. There were several Distance Education platforms available for the continuation of the Distance Education option, based on grade level. Students in grades PK-8, students were given the opportunity to attend virtually with a teacher on a daily basis. For grades 9-12, students were able to attend either Dunlap Leadership Academy, Mountain View Independent Study or take required courses through the Edgenuity platform. Overall, approximately 1,000 students elected to stay in Distance Education for the duration of the 2020-2021 school year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Robust tutoring program to support student in understanding, completing and being successful in their core academic coursework. Collaboration between after school program and mentor teacher at each grade level.	$500,000	$1,018,460	No
During the 2020-2021 school year, KCUSD will operate winter and summer sessions to facilitate recovery of learning loss, credit recovery.	$500,000	500,000	No
Supplemental digital software utilized to facilitate distance education.	$157,000	119,881	No
For students with disabilities, KCUSD will provide additional services to help recover learning loss resulting from COVID-19.	$250,000	148,713	No
Site Allocation Special Education CARES funds to help mitigate learning loss	$200,000	0	No
Special Education CARES funds allocated for additional learning loss mitigation	$532,000	532,000	No
LCAP Goal 2.4 Instructional Aides Instructional aide positions to support increased academic achievement This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performers. Additionally, English Learners may not have adequate support outside of school to rapidly acquire language and core instruction. Reducing pupil-teacher ratio results in improved academic achievement for unduplicated students. It is our expectation that providing instructional aides will result in increasing CAASPP scores.	$571,594	571,594	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LCAP Goal 3.3 Saturday Academy and extended day activities This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students, namely English Learners. Local and state metrics indicate that English Learners perform lower than overall student scores and targeted support for instruction will assist in addressing this gap. This action will provide supplemental opportunities to increase language acquisition as well as student achievement in core subjects (Math, ELA) through Extended Day Intervention and Saturday Academic Language Academy (SALA). - Supplemental opportunities will also be provided to increase language acquisition as well as student achievement in core subjects (Math, ELA) through the Puente a Tecnologia (Bridge to Technology) Project. This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research indicates that students benefit from increased time to learn in a small group setting and through the use of technology. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	$335,305	0	Yes
LCAP Goal 4.5 GATE GATE - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, providing supplemental experiences and instruction not always available outside of school. Unduplicated students often have limited access to supplemental learning experiences that are able to be provided through the GATE program. It is our expectation that this action will result in increasing CAASPP scores, increase EL performance on CELDT/ELPAC and increased EL reclassification rates.	$99,280	133,528	Yes
LCAP 4.7 Student Transition Program This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students who	$599,380	585,522	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
experience difficulty making the transition from middle school to high school, and from high school to college and/or career by connecting them to the Student Transition Program. This program will target 9th grade unduplicated students, special education students and 12th grade students transitioning to post high school life and to parents. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates, increased attendance, decreased suspension rates, and increased College-Career readiness for unduplicated students.			
LCAP Goal 6.5 Bilingual Community Aides Bilingual Community Aides' salaries and benefits - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, particularly those from English Learner families and socioeconomically disadvantaged families. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 0.9 points below standard, socioeconomically disadvantaged students are performing 5.3 points below standard and English Learners are performing 27.7 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 29.4 points below standard, socioeconomically disadvantaged students are performing 35.9 points below standard and English Learners are performing 48.9 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. Socioeconomically disadvantaged families and English Learner families often feel disconnected and unsupported by their child's school. Connections with trained parent educators with cultural backgrounds similar to their own or with knowledge of their culture can help to bridge this gap. Bilingual community aides assist parents	$297,928	225,012	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
with communication, advocacy, and understanding of the school system. It is our expectation that this action will result in increased parent engagement, increased attendance, and increased school connectivity for families of unduplicated students.			

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

KCUSD was able to return the majority of all SDC students to in-person instruction through the cohort model, which resulted in reduction in the cost of providing supports. This resulted in substantive difference in the budgeted funds and estimated actual expenditures. These funds were reallocated to provide for additional tutoring support both after school and during the school day at a cost of $1,018,460. The funds originally budgeted for Saturday Academy were paid for using other revenue (Title III).

Analysis of Pupil Learning Loss

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

Throughout the 2020-2021 school year KCUSD utilized a variety of tools to analyze the effectiveness of the efforts to address Pupil Learning loss. KCUSD utilized its local benchmarks to determine progress and areas of growth and ensured the continuity of English Language progress monitoring through the ELPAC and local administration of LAS Links. While it was a challenge to assess all students in person for mandated assessments KCUSD managed to complete ELPAC summative assessments with a great majority done in person and administered the Smarter Balance Assessment. This data will continue to be utilized in conjunction with local assessments to determine student strengths utilizing the lexile level metric and quantile metric that will be reported. KCUSD utilized the BPST, SRI and teacher driven formative assessments to analyze current standing of students and utilized that data to inform the need for intervention and expanded learning needs for students. This data collection informed site and District leaders on who to target for expanded summer learning. While parents and teachers expressed that supports during the pandemic were effective, they expressed that there would be significant need to increase services for students to recover learning loss and mitigate the effects of loss of instructional time. Through this analysis, KCUSD established a robust summer learning program to support students that are at greatest risk of falling behind in both ELA and Math through targeted instruction and reading support. As a result of parent support and school site engagment, over 3,000 students participated in this summer program. At the high school level, KCUSD will support students that are credit deficient with credit recovery programs.

Additionally, KCUSD learned that in order to better assess long term needs of students, a more robust diagnostic tool was needed. KCUSD piloted iReady. Through this pilot, KCUSD determined it will continue to utilize iReady for the purpose of measuring unfinished

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learning and provide targeted intervention to accelerate learning recovery. Additionally, KCUSD will implement a strategic intervention program across the district in alignment with the District's instructional action plan that will focus on the explicit delivery of the adopted guaranteed and viable core curriculum, focus on the PLC process to accelerate the recovery of unfinished learning.

Analysis of Mental Health and Social and Emotional Well-Being

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

Social Emotional Supports for both students and staff became a major focus for KCUSD in 2020-2021 resulting in a stronger Social Emotional Learning component being integrated into the District for 2021-2022. Feedback received from stakeholders showed that students and parents needed additional resources and needed greater awareness of the supports available to students. Through the COVID-19 pandemic KCUSD made a concerted effort to expand on the current social emotional supports, starting with the creation of the District's Social Emotional Learning web site. This web site connects students, staff and families to resources for social emotional well-being which was essential during the Distance Education period where all students were away from school sites.

Additionally, school social workers, psychologists and counselors made student/family contact a huge priority, reaching students by phone or Zoom to provide critical support and connect students to supports when needed. KCUSD continued to collaborate with On-Site counseling to provide necessary counseling supports for students in grades K-5 and school social workers were assigned to support students in grades 6-12. The confidentiality of Zoom conversations posed a challenge in that some students were more reluctant to share their concerns with support staff but through the consistent conversations, counselors were able to provide needed support to the greatest extent possible given the circumstances.

In the Spring of 2021, KCUSD began its "S.E.A.T." (Student Emotional and Academic Triage) initiative. This initiative done in conjunction with a review of the academic needs of students and measuring unfinished learning resulted in the identification of students who were in need of social emotional supports that had previously gone unidentified. Together, in partnership with school social workers, psychologists, On-Site counseling and bringing All-4-Youth into the fold, the social emotional supports for students has grown and has become a more concentrated focus. Through this initiative, over 700 students received additional social-emotional support through social workers, psycologists and On-Site counseling. Feedback from teachers was very positive and they expressed appreciation for the greater interaction between clinicians to provide direct communication around student social emotional concerns. Parents also expressed appreciation for this greater focus on the social emotional needs of students.

Analysis of Pupil and Family Engagement and Outreach

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

KCUSD implemented a tiered system to ensure students were engaged in learning and connected to necessary supports. A significant challenge was connecting with those students were were not consistently engaged. Social workers, site office staff, teachers and administrators were required to make contact with students who were chronically absent or not participating in asyncronous instruction. In order to do this effectively, many staff members were pulled from their "traditional" duties as engagement was of primary concern. Re-engaging students involved staff from all areas on school campuses, including campus assistants, after school program mentors, social workers, psychologists, evening security staff, teachers and administrators.

Family Engagement was a major challenge in the 2020-2021 school year. As a result of the COVID-19 pandemic, many of the events that are traditionally held for parent education and engagement could simply not take place. Another obstacle would be the need for parents to access virtual platforms to be able to engage with school sites. Through the District wide efforts of teachers, administrators and parents, parent engagement continued, although it would look very different this school year.

School sites continued to offer Latino Literacy, Parenting Partners, Puente a Tecnologia workshops to families, through the KCUSD Parent Academy. These workshops were conducted via the Zoom meeting platform, resulting in many parents responding to surveys stating that they often preferred the platform due to the tremendous flexibility it allows. Other activities such as parent nights, were held as virtual events. Other activities took place through "drive through" events, where families could pick up awards, fundraiser materials etc. Perhaps the greatest example of this type of parent engagement activity was the Annual Children's Day Celebration. Held annually, this event was not held in 2019-2020. This school year, it was conducted virtually, with over 1,600 participants. Materials for the event were picked up at the school site and through Zoom webinar, local artists instructed students and their families on how to paint an image of peach blossoms, while learning about the rich agricultural background of the Kings Canyon area.

Throughout the COVID-19 pandemic, communication and outreach became more important than ever before because students and parents could not necessarily access the school campus for all of its communication needs. In order to expand the reach of the District and school sites, KCUSD utilized ParentSquare to deliver two way communication which could be delivered instantly in a family's prefered language. This tool enabled sites and the District office to communicate constantly changing directives from state and local health officials and provide updated guidance and information directly to parents. Feedback from surveys showed that this communication tool was far more effective than those utilized in the past and allowed for KCUSD to provide an unified communication platform when it was needed most.

Analysis of School Nutrition

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

Kings Canyon USD Food Service Department experienced a great deal of challenges and successes throughout the COVID-19 pandemic.   One of the greatest challenges was maintaining funding to keep the food services department afloat. Food Service Department receives reimbursement for meals served for eligible students and children in the KCUSD community. During the 2020-21 school year, average daily participation for meals served decreased from 40% to 26% for breakfast and 74% to 40% for lunch, compared to the previous school year. In planning for the types of meals and the method of serving these meals to students and the community, difficult decisions were based on what would positively impact student's health and learning. Many surrounding districts were serving weekly meal kits that were either frozen or shelf stable. In order to provide students with some type of normalcy, KCUSD decided to continue serving hot meals daily through the "Grab n Go" Curbside pickup; this removed the burden for families of having to go home and prepare meals on their own, which could create safety and food safety risk. KCUSD's goal was to ensure students

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received one hot meal per day. Once students returned to in-person instruction, meals were made available using centralized locations at Grant Middle School, Citrus Middle School and Dunlap School for any students choosing to stay in distance education. Parents expressed their appreciation for their continued access to healthy meals through the school District.

The delivery of food to students in KCUSD was made possible through efforts of the entire food service department. Through KCUSD's food distribution programs, families from the Reedley and Orange Cove Communities were able to not only meet food service staff, but also witness first hand the time and effort the department put into creating healthy and delicious meals for students. KCUSD received a lot of feedback regarding meals; what students liked and disliked, and updated recipes as needed to improve the taste and quality of meals. During the summer, an added challenge that our department faced was keeping food within safe temperatures when the weather reached and exceeded 100 degrees. This posed a challenge for staff working in the heat. KCUSD purchased canopies, ice coolers, and extra water to ensure that staff stayed cool during serving times. Staffing was often difficult but district staff was there to support the food service department. Staff from throughout the district volunteered to assist and help get meals out to students. Staff from different departments successfully came together for one cause, the students and families of KCUSD.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Off set program cost deficit for staff for food distribution and preparation for 2019-2020 and 2020-2021	$750,000	$1,000,000	No
Stakeholder Engagement	Website development to improve communication during Distance Education	$31,000	$31,000	No
Mental Health and Social and Emotional Well-Being	Potential Increase in On-Site Counseling	$200,000	$331,138	No
Pupil Engagement and Outreach	LCAP Goal 6.5 Family Connections Technicians This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students by utilizing Family Connections Technicians to support progress monitoring and parent connections for English Learners. Progress monitoring is an integral and required strategy for academic achievement for EL students, who historically perform at lower rates that students overall in KCUSD. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	$279,882	$293,190	Yes
Pupil Engagement and Outreach	LCAP Goal 5.5 CARE Program Provide awareness and support for increased attendance through the Chronic Absentee Recovery Effort - CARE Project. Expenditures include Family Connection liaison salary and benefits, and Family Connection Techs' salaries and benefits- 33% - This action/service is	$152,344	$78,344	Yes

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Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 0.9 points below standard, socioeconomically disadvantaged students are performing 5.3 points below standard and English Learners are performing 27.7 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 29.4 points below standard, socioeconomically disadvantaged students are performing 35.9 points below standard and English Learners are performing 48.9 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. Additionally, the CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with socioeconomically disadvantaged students 5.9% chronically absent. It is our expectation that this action will result in increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.			
Mental Health and Social and Emotional Well-Being	LCAP Goal 5.7 Social Workers Provide safe and nurturing environment to support academic achievement and social skills Social workers assigned to K-8, 6-8, and 9-12 sites - This action/service is principally directed towards,	$1,282,069	$1,371,126	Yes

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Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with socioeconomically disadvantaged students 5.9% chronically absent. Input from our stakeholders indicates that students and families appreciate and benefit from the support services of social workers. Research indicates that this support is effective in supporting students with academic achievement and social interactions. It is our expectation that this action will result in increased attendance and decreased suspension rates.			
Mental Health and Social and Emotional Well-Being	LCAP Goal 5.7 ONSITE Counseling - K-5 sites - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with socioeconomically disadvantaged	$250,000	$131,138	Yes

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Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	students 5.9% chronically absent. Input from our stakeholders indicates that students and families appreciate and benefit from the support services of social workers. Research indicates that this support is effective in supporting students with academic achievement and social interactions. It is our expectation that this action will result in increased attendance and decreased suspension rates.			
Pupil Engagement and Outreach	LCAP Goal 5.9 Health Coordinator Provide increased access to health services Health Coordinator - serves as liaison between KCUSD and Adventist Health Jefferson School - Based Center - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with socioeconomically disadvantaged students 5.9% chronically absent. Socioeconomically disadvantaged students are less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. The District health coordinator serves families of unduplicated students by connecting them with appropriate health agencies, in particular the Adventist Health Center on the site of Jefferson School. It is our expectation that this action will result in increased attendance and increasing CAASPP scores.	$98,913	$95,513	Yes

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Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	LCAP Goal 6.4 Parent Survey This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students by ensuring that parents are able to provide input and serve as an advisory group through an annual parent survey. Socioeconomically disadvantaged families often exhibit limited parent education. Parents of English Learners struggle to provide information to support their children in school due to the language barrier. Feedback received from our District-wide parent survey includes requests for a method to simplify the survey - particularly for parents of English Learners and with limited education. It is our expectation that this action will result in increased parent engagement. Empowering families through providing them with an opportunity to voice their suggestions and concerns; Creating channels of communication between home and school; Offering an array of opportunities for families to participate in school planning, leadership and volunteering; Connecting families to in-school and community support mechanisms and resources; Setting high expectations for students, providing high-quality instruction and meeting students' individual learning needs; Providing a welcoming school climate. It is our expectation that this action will result in increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	$10,000	$10,000	Yes
Stakeholder Engagement	LCAP Goal 6.6 School Websites	$15,000	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Increase parent and family awareness of opportunities through the use of District and school websites - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 0.9 points below standard, socioeconomically disadvantaged students are performing 5.3 points below standard and English Learners are performing 27.7 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 29.4 points below standard, socioeconomically disadvantaged students are performing 35.9 points below standard and English Learners are performing 48.9 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. Parent survey results indicate that parents are increasingly aware of their need to access parent education and involvement opportunities to assist their students with academic achievement, as well as support for social-emotional behavior. Providing parent access to District and school site information through our website is an effective best practice for parent communication. It is our expectation that this action will result in increased parent engagement, increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.			

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	LCAP Goal 6.10 Unified Communication Platform for ParentCommunication and Feedback Improve parent awareness of involvement opportunities by providing communication regarding parent involvement opportunities through a District wide unified communication system. This action/service is principally directed towards, and is effective in, increasing or improving services forunduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 0.9 points below standard, socioeconomically disadvantaged students are performing 5.3 points below standard and English Learners are performing 27.7 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 29.4 points below standard, socioeconomically disadvantaged students are performing 35.9 points below standard and English Learners are performing 48.9 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. Parent survey results indicate that parents are increasingly aware of their need to access parent education and involvement opportunities to assist their students with academic achievement, as well as support for socialemotional behavior. Providing parent access	$45,000	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	to District and school site information through this unified platform is an effective best practice for parent communication. It is our expectation that this action will result in increased and improved parent engagement.			
Stakeholder Engagement	LCAP Goal 6.10 School to Home Coordinator Home Communication Coordinator to facilitate communication to parents and community. - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research indicates that parents of unduplicated students participate in school engagements at a lower rate than parents of other students. It is our expectation that this action will result in increased parent engagement, increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	$129,274	$135,792	Yes
Stakeholder Engagement	LCAP Goal 6.5 Parent Academy This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students by providing support for District-wide Parent Academy programs at all sites, including child care and interpretation - CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 0.9 points below standard, socioeconomically disadvantaged students are performing 5.3 points below standard and English Learners are performing 27.7 points below standard. CA School Dashboard Academic Achievement in Math results	$166,499	$122,900	Yes

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Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	indicate that while students overall are performing 29.4 points below standard, socioeconomically disadvantaged students are performing 35.9 points below standard and English Learners are performing 48.9 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. The KCUSD Parent Academy supports student achievement through providing opportunities for parents in multiple programs including but not exclusive to: Parenting Partners, Latino Family Literacy Project, and Parent Involvement in Quality Education. It is our expectation that this action will result in increased parent engagement, increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.			

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

As the Learning Continuity and Attendance Plan was completed prior to KCUSD's return to in-person instruction, additional expenditures were required. COVID leave for employees ($222,652), additional PBIS materials and supplies in support of COVID mitigation ($44,510) and the Edgenuity online learning platform for high school students ($525,000) were also funded as part of the Learning Continuity and Attendance Plan. The funding allocated for mental health support was expanded to support additional social worker services. As a result of this expansion, the attendance recovery (CARE) did not require as much funding (approximately $40,000) as social workers took a larger role in recovering attendance. Websites were also funded using the available federal dollars in support of increased parent communication and engagement. The cost of covering the deficit for food distribution and preparation during the COVID pandemic required an additional $250,000. Similarly, additional Social Emotional supports were required and

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funded through these federal funds by providing additional contracted hours for "On-Site" counseling at the elementary school level. The budgeted funds for communication (websites and communication platform) were funded using other funding sources.

Overall Analysis

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

Throughout the COVID-19 pandemic, KCUSD has adjusted the delivery of instruction based on the guidance from state and local officials. Despite the constant changes, from 100% Distance Education to full day instruction for students in grades one and two, half day kindergarten and hybrid models for students in grades 3-12, teachers and staff have demonstrated a steadfast commitment to students and their emotional and academic needs. In developing the 2021-2024 LCAP, KCUSD took input from all stakeholders to ensure that the experiences of the pandemic were considered as part of the strategic plan for the future. Stakeholders expressed that KCUSD should focus on returning students back to campus in the most "normal" way possible and that included bringing back all of the programs that had shown to be effective in the past and provide additional supports to address learning gaps and social emotional needs. One of the greatest lessons learned through this pandemic was the need for universal screeners for both academic needs and social emotional needs. KCUSD will begin to implement iReady district wide next school year as both its universal screener for English Language Arts and math as well as adopt a social emotional universal screener to better inform tier 1 supports for students in areas such as self efficacy, social awareness, self-management, relationship skills and decision making. These screeners will better inform KCUSD as to how to implement the actions outlined in the LCAP and provide the best strategies to support the academic and social emotional growth of students. KCUSD implemented strict infection mitigation strategies that were extrememly successful and resulted in zero campus transmissions. Safety guidelines will continue to be implemented as required in 2021-2022 to ensure the continued safety of students, staff and families. Additionally, facility upgrades will also be continued to provide infection mitigation and additional space for students, staff and families.

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

The effectiveness of KCUSD's pupil learning loss strategies will be evaluated through cycles of continuous improvement in collaboration with site and District administrators, teachers and coaches will continue to use the most accurate and relevant data available:
- School sites will administer iReady throughout the year to identify gaps in learning and measure Lexile levels. A District wide intervention based on the results of iReady will be implemented.
- Students in grades kindergarten, first and second will be assessed on their foundational skills and monitored triennially. Students will receive differentiated instruction based on their assessment results.
- Formative and summative assessments embedded in our research based guaranteed viable curriculum will be administered to all students in support of student learning and support how teachers deliver intervention.
- PLC's will focus on the identification of unfinished learning and establish strategic action plans to accelerate learning recovery.

- Plans are in place to establish a district wide extended day program to focus on reading, writing, speaking and listening while providing professional development on best practice strategies.

Students with disabilities and 504's will continue to receive instruction in accordance with the District's guaranteed and viable curriculum. The following additional supports will be put in place to address learning loss and acceleration:
- Present levels of students will be assessed and support will be put in place to address learning loss and opportunities for acceleration.
- Additional opportunities will be provided through the extended day program (After school opportunities and Saturday offerings are planned to take place throughout the year).

English Learners
- English learners will continue to receive support through extended day program such as Saturday Academy and will benefit from the District wide extended day program.
- Teachers and site leaders will utilize data from LAS Links and the ELPAC summative assessment to identify areas of growth needed to reach language proficiency.
- English Learners will also participate in the iReady assessments and participate in intervention programs to support lexile level growth and math skill development.
- Teachers and site leaders will utilize local data results housed in the Illuminate platform to monitor and address learning gaps through strategic intervention in both math and ELA.

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

The "contributing" actions/services are principally directed toward our English learners, low income and Foster students (also known as unduplicated students) and designed to help KCUSD balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services were designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services was calculated at 33.5% using the dollar amount of $26,611,608. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students the District has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. The substantive difference between the funds budgeted for in the Learning Continuity and Attendance Plan and the estimated actual expenditures was $652,170. These funds allocated in 2020-2021 that were not expended will be carried over into the 2021-2022 school year in support of the actions planned in the Local Control and Accountability Plan. Services were provided for utilizing

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additional funds secured through federal grants. These actions will be continued in the upcoming school year to increase or improve services for high need students outlined in the plan.

In addition to the actions/services described in this plan as "contributing" the following narrative describes other actions/services that contributed towards meeting the increased or improved services requirement:

- Utilize an outside service to house and organize State Standards and ELD resources and intervention supports
- Monitor student achievement and instructional practices through the support of the Data and Accountability Team
- Student academic progress will be monitored, at the District level, to develop equity and access for all students and ensure funds and services are appropriately
- Intervention support will be provided to support student achievement through preschool
- Intervention teachers' salaries and benefits
- Supplemental Instructional resources
- Materials and supplies for Science professional development for the purpose of implementation of new Science adoption
- Provide supplemental support for academic achievement for students with disabilities through rigorous implementation of state standards at the high school level
- Provide supplemental support for academic achievement for kindergarten students through additional instructional minutes beyond state requirements
- Increase academic achievement for students in rural areas by eliminating grade level combination classes
- Providing professional development for teachers to meet specific needs of students

increased academic achievement. Includes salary and benefits of Coordinator of Curriculum and Instruction
- Designated and Integrated English Language Development
- Purchase of materials and supplies to promote biliteracy and cultural awareness to increase bilingualism among all students while fostering the strength of English Learners
- ELD Program Specialist
- ELD curriculum and assessments
- Utilize student data system to monitor students' progress-Illuminate
- Substitute salary and benefits to support increasing or improving services for unduplicated students through the progress monitoring of students
- Library services
- K-8 college and career readiness
- Provide co-curricular activities to strengthen student engagement Middle School Athletics
- Increase support for Visual and Performing Arts (VAPA) program
- Provide supplemental educational and co-curricular activities to strengthen student engagement through summer school/extended school year.
- Provide a health/nutrition/fitness program primarily for student athletes, but open to all students, to support academic achievement and student engagement

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- Career Technical Education opportunities through Valley Regional Occupational Program (VROP)
- Positive Behavior Intervention & Support (PBIS) program at all sites and to include additional campus assistants at three schools (Riverview, Dunlap and Navelencia)
- Provide supplemental support for the expansion of after school programs
- Provide safe and nurturing environment for teen parents to support academic achievement and social skills
- Provide anti-bullying assemblies at all sites
- Health Center outreach materials and supplies

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

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

Throughout the COVID-19 pandemic KCUSD has adjusted the delivery of instruction based on the guidance from state and local officials. Despite the constant changes, from 100% Distance Education to full day instruction for students in grades one and two, half day kindergarten and hybrid models for students in grades 3-12, teachers and staff have demonstrated a steadfast commitment to students and their emotional and academic needs. In developing the 2021-2024 LCAP, KCUSD took input from all stakeholders to ensure that the experiences of the pandemic were considered as part of the strategic plan for the future. Stakeholders expressed that KCUSD should focus on returning students back to campus in the most "normal" way possible and that included bringing back all of the programs that had shown to be effective in the past and provide additional supports to address learning gaps and social emotional needs. In developing the 2021-2024 Local Control and Accountability Plan, Kings Canyon Unified School District sought to maximize the opportunity to review and reestablish priorities to ensure continued student success. KCUSD analyzed data from a variety of sources including the California School Dashboard, Data Quest, the College Board, and from internal data sources. This data was triangulated with stakeholder input from parents, students, teachers, classified staff, site and District administrators to evaluate the progress KCUSD has made, both pre-pandemic and throughout the COVID-19 pandemic. Upon reflection on both the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan, it was evident that the foundation established in the previous LCAP needed to remain intact and built upon. The result is a comprehensive and strategic plan that will continue to support the nearly 10,000 students of Kings Canyon Unified. Students had been making tremendous growth on nearly all state and local metrics prior to the pandemic and it was decided that the work that had been going on to get those results needed to continue. However, it is understood that as a result of the COVID-19 pandemic additional supports will be needed as many students have been adversely affected. In the spring of 2021, KCUSD launched an initiative called S.E.A.T. (Student Emotional and Academic Triage), more clearly outlining the tiered systems of support for all students. This multi-tiered approach will require an integration of the previous actions and strategies developed in the LCAP. This initiative will include the use of both academic and social emotional screeners to better inform how school can provide supports for all students, strategic supports for targeted students and intensive supports for smaller group of students.

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Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	131,976,546.00	133,969,856.00
	0.00	0.00
Base	84,967,495.00	76,416,109.00
Other	20,869,405.00	31,746,281.00
Supplemental/Concentrated	26,139,646.00	25,807,466.00

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

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Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	131,976,546.00	133,969,856.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	38,696,123.00	38,262,076.00
1000-3999 Certificated Salaries & Benefits	1,396,173.00	3,928,911.00
1000-5000	25,067,283.00	24,578,601.00
2000-2999: Classified Personnel Salaries	14,272,849.00	14,604,383.00
2000-3999 Classified Salaries & Benefits	473,297.00	940,340.00
3000-3999: Employee Benefits	21,094,664.00	27,523,065.00
4000-4999: Books And Supplies	9,061,483.00	4,220,196.00
5000-5999: Services And Other Operating Expenditures	14,046,255.00	10,706,835.00
5800: Professional/Consulting Services And Operating Expenditures	155,487.00	182,404.00
6000-6999: Capital Outlay	519,282.00	5,091,198.00
7000-7439: Other Outgo	7,193,650.00	3,931,847.00

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

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	131,976,546.00	133,969,856.00
		0.00	0.00
	Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	29,383,945.00	29,988,131.00
1000-1999: Certificated Personnel Salaries	Other	747,943.00	714,851.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentrated	8,564,235.00	7,559,094.00
1000-3999 Certificated Salaries & Benefits	Base	226,554.00	1,943,183.00
1000-3999 Certificated Salaries & Benefits	Other	355,001.00	1,297,976.00
1000-3999 Certificated Salaries & Benefits	Supplemental/Concentrated	814,618.00	687,752.00
1000-5000	Base	8,462,119.00	3,861,019.00
1000-5000	Other	13,775,000.00	16,648,962.00
1000-5000	Supplemental/Concentrated	2,830,164.00	4,068,620.00
2000-2999: Classified Personnel Salaries	Base	10,483,058.00	10,222,101.00
2000-2999: Classified Personnel Salaries	Other	1,185,262.00	1,188,956.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentrated	2,604,529.00	3,193,326.00
2000-3999 Classified Salaries & Benefits	Base	0.00	57,616.00
2000-3999 Classified Salaries & Benefits	Other	7,180.00	373,051.00
2000-3999 Classified Salaries & Benefits	Supplemental/Concentrated	466,117.00	509,673.00
3000-3999: Employee Benefits	Base	16,749,284.00	16,891,799.00
3000-3999: Employee Benefits	Other	640,580.00	6,678,889.00
3000-3999: Employee Benefits	Supplemental/Concentrated	3,704,800.00	3,952,377.00
4000-4999: Books And Supplies		0.00	0.00
4000-4999: Books And Supplies	Base	5,612,365.00	1,473,213.00
4000-4999: Books And Supplies	Other	979,868.00	1,053,806.00
4000-4999: Books And Supplies	Supplemental/Concentrated	2,469,250.00	1,693,177.00
5000-5999: Services And Other Operating Expenditures	Base	7,477,624.00	5,954,340.00
5000-5999: Services And Other Operating Expenditures	Other	2,398,698.00	1,967,035.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentrated	4,169,933.00	2,785,460.00
5800: Professional/Consulting Services And Operating Expenditures	Other	139,487.00	165,553.00

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Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentrated	16,000.00	16,851.00
6000-6999: Capital Outlay	Base	19,282.00	3,182,845.00
6000-6999: Capital Outlay	Other	0.00	1,032,303.00
6000-6999: Capital Outlay	Supplemental/Concentrated	500,000.00	876,050.00
7000-7439: Other Outgo	Base	6,553,264.00	2,841,862.00
7000-7439: Other Outgo	Other	640,386.00	624,899.00
7000-7439: Other Outgo	Supplemental/Concentrated	0.00	465,086.00

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

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Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	81,640,952.00	86,638,658.00
Goal 2	20,659,748.00	20,572,785.00
Goal 3	5,340,635.00	4,325,781.00
Goal 4	9,470,078.00	9,612,361.00
Goal 5	12,695,030.00	10,724,974.00
Goal 6	2,170,103.00	2,095,297.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$4,069,303.00	$6,054,112.00
Distance Learning Program	$9,978,401.00	$9,267,862.00
Pupil Learning Loss	$4,042,487.00	$3,834,710.00
Additional Actions and Plan Requirements	$3,409,981.00	$3,600,141.00
All Expenditures in Learning Continuity and Attendance Plan	$21,500,172.00	$22,756,825.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$4,069,303.00	$6,054,112.00
Distance Learning Program	$5,108,546.00	$4,471,368.00
Pupil Learning Loss	$2,139,000.00	$2,319,054.00
Additional Actions and Plan Requirements	$981,000.00	$1,362,138.00
All Expenditures in Learning Continuity and Attendance Plan	$12,297,849.00	$14,206,672.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$4,869,855.00	$4,796,494.00
Pupil Learning Loss	$1,903,487.00	$1,515,656.00
Additional Actions and Plan Requirements	$2,428,981.00	$2,238,003.00
All Expenditures in Learning Continuity and Attendance Plan	$9,202,323.00	$8,550,153.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kings Canyon Joint Unified School District	Jose E Guzman Administrator, Educational Programs	guzman-j@kcusd.com 559-305-7013

Plan Summary [2021-22]

General Information

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

Kings Canyon Joint Unified School District (KCUSD) is a preschool through 12th grade public school system that serves students from a 600 square-mile area, one of the largest geographic area school districts in California.

Diverse in geography and culture, KCUSD serves the cities of Reedley, Orange Cove and the foothill and mountain communities of Navelencia, Squaw Valley, Dunlap and Miramonte. KCUSD employs approximately 1,500 staff members and has a student population approaching 10,000.

KCUSD operates 22 school campuses in configurations that include TK-5, TK-8, middle school, high school and adult school. KCUSD offers a robust selection of programs that include preschool education, dual immersion, adult education, alternative education, vocational education and a wide range of special education programs. A middle college and an online academy for students are also offered to meet a broad spectrum of student needs. Students enjoy stimulating and innovative curricula that align with state standards and effectively target student needs and interests. We partner with Central Valley Regional Center to support KC Kids which provides a family-centered, relationship based early childhood program, supporting families of children 0-3 years old who have special needs, as well as special education services for preschoolers 3-5 years old, and an in-home individualized intensive behavioral program for young children with a diagnosis of autism or children who are at risk for autism.

Our student population (2020 California School Dashboard) is 27.2% English Learner, 87.3% are classified as Low Income, and 0.3% as Foster Youth. The unduplicated count is 86.88%. Our student population is made up of many ethnicities – 88.6% Hispanic, 8.7% White, .6% Asian, 0.2% African American, 0.3% Native American, 0.4% Filipino, and 1% two or more races.

KCUSD's mission is to provide a broad spectrum of educational programs and co-curricular activities for all students so that they may attain their highest potential.

Throughout the period of the COVID-19 pandemic, KCUSD adjusted its delivery of academic and co-curricular services utilizing the guidance of local and state public health officials. On March 13, 2020, KCUSD elected to close schools to students and begin non-student days (i.e. school closure) in response to COVID-19. This action resulted in non-student days being declared for the period of March 17, 2020, through the end of the academic school year. During this period of Distance Education, KCUSD continued to deliver instruction to students through a combination of instructional packets and virtual Distance Education. This material was aligned to Board adopted curriculum and organized centrally by the Curriculum and Instruction department. During this period of non-student days, over 161,000 meals were served to youth under the age of eighteen (18) in KCUSD. Social and emotional supports were provided via phone and virtual platforms for both students and staff. In preparation for the opening of the 2020-2021 school year, many of the structures put into place during the initial period of non-students days informed the development of both hybrid and Distance Education models.

KCUSD is located in both Fresno County and Tulare County. Both counties were ordered by Governor Newsom to open school remotely at the start of the 2020-2021 school year. In this Distance Education virtual model, students received instruction in accordance with the requirements of AB 98 through a standardized instructional delivery model that included daily live interaction via online, face to face instructional session (synchronous) and independent, guided work (asynchronous) utilizing the District's Board adopted guaranteed and viable curriculum.

On September 16, 2020, the Fresno County Department of Public Health (FCDPH) issued guidance related to the application of waivers for students in grades TK-6 to return to in person instruction. KCUSD applied for and was granted a waiver to return students back to in person instruction on October 15, 2020. Additional grade levels (7-8) were allowed to return to in person instruction as it was deemed safe to do so through continued collaboration with the FCDPH. In March, high school students were allowed to return to in person instruction. Families electing to remain in Distance Education were able to do so through the KCUSD Distance Learning offerings.

Reflections: Successes

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

Based on a comparison of the 2017 and 2019 California School Dashboard, Kings Canyon Unified School District (KCUSD) has been able to sustain continued growth on the indicators measured by the State of California, even while considering changes in how individual indicators are calculated. KCUSD's demographics have remained relatively consistent between the 2017 and 2019 reporting periods. Student enrollment, percentage of students who qualified as socioeconomically disadvantaged, English Learners and Foster Youth remained relatively the same. However, student progress and achievement did not stay the same, improving in almost every indicator.

One of the areas that saw the most dramatic improvement was in the English Language Arts (ELA) indicator, where KCUSD students improved from an overall score of 14.9 points below standard on the 2017 dashboard, to an overall score of 1.5 points above standard on the 2019 dashboard. This resulted in KCUSD moving from Orange to Green on that indicator and having five student groups scoring Green (Asian, Hispanic, Two or More Races, Socioeconomically Disadvantaged and White), up from two student groups in 2017 (Asian and White).

KCUSD showed growth in the Mathematics indicator, moving from an overall 41.8 points below standard to 29.4 points below standard, a change of 12.4 points for the district and two student groups (Asian and Two or More Races) moving to the Blue.

KCUSD also saw continued success in the graduation rate indicator, where it was scored in the Green level, this resulting from changes in the cohort calculation. In 2019, the graduation rate increased 6.1% from the 2018 dashboard and had no student groups in the Red or Orange levels.

KCUSD also saw tremendous improvement in the area of student suspension rate, growing from the Orange level to the Green level between the 2017 and 2019 dashboards. In 2017, 5.5% of students were suspended at least once and that total decreased to 3.1% in 2019.

Through the development and successful implementation of the actions in the previous Local Control and Accountability Plan (LCAP), KCUSD experienced success in nearly all indicators, which were grounded in State priorities. As a result of this success, KCUSD reached significant benchmarks following the release of the 2019 dashboard. For the first time in district history, KCUSD matched or surpassed the State of California in the percentage of students who met or exceeded standards on both the ELA and Math CAASPP. This was a result of consistent, year after year improvements beginning in 2015. In 2015, only 38% of students met or exceeded standards on the CAASPP in ELA. In 2019, that percentage went up to 52%, a growth of 14%. In 2015, only 22% of students met or exceeded standards on the CAASPP in Math. In 2019, that percentage went up to 40%, a growth of 18%. These indicators reflect the great work of teachers, classified staff and administrators, focusing on providing students what they need so they can reach their highest potential. In the next cycle of the LCAP, KCUSD will continue to build upon a solid foundation to continue to support students so they can learn and be successful.

Though the COVID-19 pandemic required Distance Education to be implemented district wide and in person instruction was greatly limited, the dedication of teachers, administrators and classified staff to our students resounded throughout the district. KCUSD staff truly came together in response to the pandemic and the collaborative practices that have allowed KCUSD to continue to grow academically continued as new systems were put in place to support students and their families.

In order to build on the pre-pandemic success KCUSD has demonstrated, KCUSD will continue to provide focused professional development based on the needs of students and continue to adhere to the delivery of a guaranteed and viable curriculum. KCUSD recognizes that as a result of the pandemic, students will require additional supports, especially in the social emotional needs of students. In order for students to continue to show academic growth, social emotional learning (SEL) and support will be at the forefront of education in the District. In order to deliver these supports, KCUSD is committing to expanding the number of SEL staff and utilizing additional curricular materials in support of social emotional needs. Additionally, parents will continue to play a major role as schools return to full time, in person instruction. Parent engagement and education will be another area of focus that will require additional resources and supports to continue to support student achievement.

Reflections: Identified Need

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

Based on a comparison of the 2017 and 2019 California School Dashboard, Kings Canyon Unified School District (KCUSD) students with disabilities (SWD) continue to struggle in the area of English Language Arts (ELA) and Mathematics. KCUSD students with disabilities had a performance level of RED for both indicators. In ELA, SWD dropped slightly, -1.3 points on distance from met. In Math, SWD increased slightly by 1.3 points on distance from met. Both indicators went from ORANGE to RED on the 2019 dashboard compared to the previous year's dashboard. However, when comparing the 2017 dashboard to the 2019 dashboard, students with disabilities have continued to demonstrate growth, showing improvement in the distance from met for both the ELA and Math indicators (improvement of 21.6 points for ELA and 19 points in math), the growth was not sufficient to maintain the Orange level. Additional support for RSP teachers and SDC teachers will be provided through specialized instructional coaching and support to implementation of grade level standards and intervention curriculum will be used to support closing the achievement gap in general education setting.

English Learners (ELs) continue to score lower than the overall, but not significantly. Between the 2017 and 2019 dashboards, ELs improved by 21.6 points in ELA and 19 points in Math. While still behind the District overall scores, ELs in KCUSD continue to make great progress and in many schools, have closed the achievement gap significantly. Additional interventions such as Saturday Academy, iReady formative assessment and follow up instruction utilized to support the growth of English Learners in the area of both ELA and Math.

Based on the 2019 California School Dashboard, Foster and Homeless Youth are currently two colors below the overall for chronic absenteeism. The District overall percentage is 5.5% chronically absent (YELLOW), while Foster and Homeless Youth are RED (20.5% and 42.4% respectively). KCUSD will address this gap by providing additional resources and expanding the Chronic Absentee Recovery Effort (CARE Project) and increasing the outreach to these families in support of positive attendance.

Similarly, based on the 2019 California School Dashboard, Foster and Homeless Youth are currently two colors below the overall for suspensions. The district overall percentage is 3.1% suspended at least once (GREEN), while Foster and Homeless Youth are ORANGE (8.3% and 6.4% respectively). While these statistics reflect a very small number of students (60 Foster Youth and 47 Homeless Youth), KCUSD will look to address this disparity through a more robust "Tier 1" SEL program and concentrated supports for Foster and Homeless youth with additional social workers, psychologists and SEL support staff.

An area that will be addressed through this LCAP is the tremendous need that has been created by the COVID-19 pandemic. Through the COVID-19 pandemic, many students were required to receive their instruction through Distance Education for the majority of the 2020-2021 school year. While KCUSD was able to safely return a great majority of its students back to campus either through daily in person offerings in Kindergarten, first and second grade or through a hybrid schedule for grades three through eight beginning in October, many students remained in Distance Education for the remainder of the school year. High School students were able to return to campus in a hybrid model beginning on March 2, 2021 while a small percentage elected to remain in Distance Education for the remainder of the school year. As a result of the pandemic, increased academic intervention credit recovery programs will need to be invested in as well as an increase in services to provide for the social emotional needs of the students of KCUSD. Additional staff, professional development and student services will be required as many students make the transition back to in person instruction in addition to the traditional rigors of education. In the

spring of 2021, KCUSD launched an initiative called S.E.A.T. (Student Emotional and Academic Triage), more clearly outlining the tiered systems of support for all students to address the new reality of our students. This multi-tiered approach will require an integration of the previous actions and strategies developed in the LCAP. This initiative will include the use of both academic and social emotional screeners to better inform how schools provide supports for all students, strategic supports for targeted students and intensive supports for smaller group of students.

LCAP Highlights

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

The Kings Canyon Joint Unified School District (KCUSD) Local Control and Accountability Plan (LCAP) is organized to address six goals:

Goal 1: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.
Goal 2: All students will demonstrate an increase in academic achievement in all core subject areas - ELA, Math, Science, and Social Science - through the implementation of state standards.
Goal 3: All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining proficiency in ELA and Math.
Goal 4: All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college and career goals.
Goal 5: All students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.
Goal 6: All students will have the opportunity to increase academic achievement through the engagement of parents and families.

The following is a brief overview of the components within each of the six goals.

Goal 1: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.
- Credentialed teachers
- Basic Operating Expenses
- Provide and Maintain Facilities
- Transportation
- Guidance and Learning Center - Special Education
- Site Based Allocations

Goal 2: All students will demonstrate an increase in academic achievement in all core subject areas - ELA, Math, Science, and Social Science - through the implementation of state standards.
- Alignment of Instruction
- Teacher Resources for Instruction
- VAPA and Physical Education
- Additional Instructional Aides
- Transportation to Reduce Loss of Instructional Time
- Data Accountability
- Instructional Coaches
- Educational Programs Department
- Foster Youth Liaison
- Infant CVRC Program
- Supplemental Support for Preschool
- Technology Department and Supplemental Technology
- Instructional Resources
- NGSS Support
- Supplemental Support for Students with Disabilities
- Expanded Kindergarten Minutes
- Elimination of Combination Classes
- Supplemental Professional Development
- Sci-Con
- Mitigating Potential Overidentification in Special Education
- Intervention Teachers

Goal 3: All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining proficiency in ELA and Math.
- Bilingual Instructional Aides
- ELD Instructional Coach
- ELD Instruction and Professional Development
- Language Acquisition Software and Supplemental Materials
- Promoting Biliteracy and Cultural Awareness
- Extended Day Intervention
- ELD/Migrant Program Specialist
- ELD Monitoring Progress
- Extra Support for Assessments
- Migrant Program

Goal 4: All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college and career goals.
- College and Career Guidance and Support
- Career Technical Education Support
- Library Services
- K-8 College and Career Readiness and Awareness
- Co-Curricular Activities
- Middle School Athletics
- Performing Arts
- GATE Program
- Increased Supports for VAPA
- Summer Extended Learning
- Student Transition Program
- School Connections Counselor
- Health and Nutrition Fitness Program
- CTE Support through VROP

Goal 5: All students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.
- PBIS and Student Services
- Title I Student Services
- Supplmental PBIS
- Afterschool Program
- CARE Project
- Teen Parent Support
- Social Workers
- K-5 Counseling Services
- Behavior Intervention Team and Psychologist
- Bronco Academy District Behavior Support Program
- School Based Health Center Outreach
- After School Nurse Services
- Middle School Opportunity Program
- Restorative Justice Program

Goal 6: All students will have the opportunity to increase academic achievement through the engagement of parents and families.
- Parent Access to Student Information
- Parent Survey

- Parent Academy
- Bilingual Community Aides
- Family Connections Techs
- District and School Websites
- School Based Health Center Outreach
- Unified Communication System
- Puente a Technologia for Parents
- Children's Day Parent Program
- School to Home Communication Team
- Parent Engagement Team
- Site Parent Engagement Support
- District Fair

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.

Mountain View School (Alternative)

Support for Identified Schools

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

For the purpose of supporting Mountain View School (MVS), KCUSD required that a comprehensive needs assessment be conducted to drive the goals for improvement aligned to the California School Dashboard indicators. This needs assessment was conducted through analysis of data, analysis of the current instructional program, current status of results on performance assessments related to student achievement from local and state assessments, staffing and professional development, alignment of curriculum and instruction and parent engagement. This data was provided to the site through the mining of the student information system data, using the California School Dashboard to identify current reality. Data was presented to the school site through a district wide analysis of all indicators on the California School Dashboard, comparing data from previous year on all indicators. This data was compared to other similar schools and analysis was conducted to determine what movement would have to take place to move out of the "red" indicators. Additionally, data was mined to provide data on the previous year's CAASPP administration to identify trends in student achievement. The School Site Council, in partnership with site and District administration reviewed this data together to help guide the development of the School Plan for Student Achievement (SPSA) and incorporated the resources available through the Comprehensive Support and Improvement (CSI) program. As part of this comprehensive review, MVS reviewed attendance trends for the school by grade level to identify trends and patterns and enrollment data to

identify areas of greatest need. Through this process, it was determined that the school site would need to target chronic absenteeism at the lower grades through earlier intervention.

MVS will receive supplementary funding through the CSI ESSA grant to support improvement in the areas identified through the California School Dashboard (Graduation Rate and Chronic Absenteeism). Kings Canyon Unified School District will collaborate with Mountain View to draft ongoing plans to support the areas of need identified through the school dashboard and provide additional support in aligning resources to implement the plan.

MVS's SPSA was built to provide evidence based improvement strategies to support chronic absenteeism and graduation rate. Selection of evidence based intervention included a review of literature, study of meta-analyses and utilizing resources such as the What Works Clearinghouse. When contracting with external providers, KCUSD will only utilize providers who demonstrate research based practices that are in alignment with District goals and objectives in support of student achievement. Once the appropriate department has determined that research based practices indicate potential for a benefit to the students and/or staff of KCUSD, contracts for services will be reviewed and approved by the KCUSD Board of Education.

It was determined through an evaluation of data that many of the students at MVS had limited resources at home and as a result had obstacles to attending school or completing their assignments. As a result of the analysis of this data, District and site administrators brainstormed potential solutions to these resource inequities and through the development of the SPSA, the additional resources provided through the CSI program will be utilized to mitigate those obstacles by providing greater 1:1 service opportunities, increased technology and access to the internet for students enrolled in the independent study program.

Monitoring and Evaluating Effectiveness

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

During school year 2019-2020, KCUSD established an additional monitoring support structure for schools identified for CSI that includes bringing together District leaders, other principals and administrators for the purpose of supporting the implementation of improvement actions. Approximately every month, this group will collaborate with MVS in support of progress monitoring and action plan implementation.

The primary goal of the greater 1:1 service opportunities, increased access to technology and internet will be to increase the amount of work completed by all students enrolled at MVS. Students at MVS earn attendance and credits based on the completion of assigned work and are supported by their independent study teacher. Student data will be collected on the increase of work completion (which will also impact attendance for those students) and credits earned.

During these collaborative support meetings, site and District leaders will review attendance trend data, completion of work data and credits earned by Mountain View School students and adjust accordingly based on progress or the absence of progress. This data will be tracked at the site level and reviewed during the monthly collaborative support meetings with any proposed changes to the plan being discussed with the School Site Council.

Stakeholder Engagement

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

Kings Canyon Unified School District (KCUSD) used a variety of methods to solicit input from all stakeholder groups. Stakeholder groups included parents, teaching staff, support staff, principals, learning directors, district administrators and local bargaining units for both classified and certificated staff. KCUSD held Virtual LCAP Input workshops In February of 2021 in an effort to inform stakeholders of the District's progress with LCAP goals, discuss actions that were implemented to achieve the goals and share evidence that showed progress towards meeting positive and improved outcomes for students, especially in light of the District's response to the COVID-19 pandemic. School sites engaged parent groups on the LCAP and solicited input as to how KCUSD could improve the services provided to students. In addition to District meetings and school presentations, the District also distributed surveys to all parents, students in grades 3-12 and to all staff members. The surveys were used as a tool to collect feedback from stakeholders on the actions and goals of the LCAP.

Stakeholder process:

Virtual LCAP Workshops were held February 11 and 16, 2021. At these workshops, an overview of the LCFF model and the LCAP was presented. Data from each metric was shared and participants were encouraged to asked to provide input on the goals and action through a district wide survey. These meetings were attended by community members, parents, teachers, classified staff, principals and administrators. Input from these groups was documented and prioritized.

Additionally, student "listening sessions" were conducted at Reedley High School (3/23/21), Orange Cove High School (3/24,21), Kings Canyon High School (4/8/21) and Reedley Middle College High School (4/13/21) to collect input from student leaders.

KCUSD has traditionally collected an annual Parent Survey. This information is used to help provide a focus for both district and site direction. To gather information from students, KCUSD utilized an annual Student LCAP Survey to gather information to help inform the direction of the LCAP. In addition to this parent survey, a community survey specific to the LCAP was also conducted for anyone in the KCUSD community to complete.

Presentations about LCFF and actions from the LCAP, and LCAP process were shared with the following groups:

District Advisory Committee - October 26, 2020, January 25, 2021, March 8, 2021 and May 17, 2021
Kings Canyon Teachers Association - March 16, 2021
California School Employees Association - March 23, 2021
District English Language Advisory Committee - October 26, 2020, January 25, 2021, March 8, 2021 and May 17, 2021
Principals/Administrators - ongoing at biweekly meetings

School Site Parent Input:

All school sites requested input from parent groups regarding the Local Control and Accountability Plan. School sites requested feedback and suggestions through their School Site Councils, English Learner Advisory Committees, Puente a Tecnologia programs, Latino Literacy groups and Parent Teacher Clubs.

SELPA Collaboration and Input
Kings Canyon Unified School District is part of the Fresno County SELPA and participated in SELPA Operations meetings, where the LCAP was discussed with member districts and input was solicited from that stakeholder group. 2020 - 2021 Operations meetings were held on September 10, 2020, October 15, 2021, November 12, 2020, January 28, 2021, February 17, 2021, March 23, 2021, April 15, 2021 and May 13, 2021.

Board Meetings- June 8, 2021, June 22, 2021
LCAP Proposed Draft actions presented to the District Advisory Committee (May 17, 2021) and the District English Learner Advisory Committee (May 17, 2021) - There were no questions by these groups regarding the proposed LCAP actions.
Public Comment Period - June 8-18, 2021
Local Indicators were presented in conjunction with LCAP as per Ed Code 52062 (b)(2)
Board adopted the LEA budget at the same meeting as the LCAP Adoption.
Public Hearing - June 8, 2021
Board Approval - June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

Input gathered at the Stakeholder meetings indicated the following trends -

Parent Groups:
Parents gave very positive feedback as to the supports provided for students, especially during the COVID-19 pandemic. Parents expressed that they appreciated the two way communication capabilities of Parent Square and hoped that that would continue. Parents also expressed that the availability of the afterschool program is a great support for students and families. A theme that presented itself was the need to increase the supports for social emotional supports and for students that have behavior issues. Parents expressed that as a result of the pandemic, students are going through issues like feeling disconnected and depression. Parents would like there to be more support from counselors, social workers, psychologists and caring staff. Parents were also interested in seeing an expansion of the offerings in CTE courses. They felt that CTE classes are good for students, and adding more options will benefit students, especially for students that do not see college as their primary option upon graduation. Parents expressed their appreciation for facilities projects and that more classrooms should be built, especially with new construction happening in the KCUSD area. Parents also expressed a need for greater options for students at the middle school level in regards to electives.

Teacher Groups:
Teachers were very supportive of the actions currently taking place through the previous LCAP and expressed that they would want all of these actions to continue. They specifically mentioned that the afterschool programs are a great addition to the schools and should be expanded. They also address the change in the way Instructional Coaches have been utilized (delivering individualized support to new teachers) as being highly effective. They also explained that the results of smaller classes as a result of the requirements of the hybrid schedules creates a positive climate and culture. They expressed that many of the structures that were put in place and supported through the PBIS structures already in place have improved the overall operation of schools and student movement. They provided suggestions on how to expand professional development, especially for new teachers across all grade levels. They also encouraged the expansion of intervention teachers and improved systems as to who receives intervention services. Teachers also expressed the need to expand electives at the middle school level for the purposes of engagement opportunities.

Classified Groups:
Classified staff appreciated the great number of programs that KCUSD offers for students and hoped that these programs would continue. They mentioned that the afterschool program is a great benefit to students and families, but the staff of the afterschool program needs more training on how to work with students that have behavior issues. Similarly, classified staff asked for greater opportunities and supports for student with disabilities and training for classified staff that work with these students. They expressed that teachers do a great job in supporting students in Special Education, but would like more training on how we can do this even better. Classified staff provided input on expanding CTE courses within the District. Classified staff suggested that by expanding CTE courses, students will be exposed to "lost trades" that have be reduced in many districts such as woodshop, mechanics and other areas. They provided input on providing students with "real world" experiences like actual business marketing and sales programs, where student engage in establishing businesses while students in KCUSD. They also explained the importance of continuing intervention programs, especially in response to the COVID-19 pandemic to provide students with opportunities to get caught up on any potential learning loss that may have taken place as a result. The also expressed the need for paraprofessionals to receive professional learning in the curriculum they are supporting and other ways they can support student success, including bilingual certification. They also indicated that the new communication tools have been a great addition to the District and should continue as the constant communication is good for all stakeholders.

Advisory Groups:
Feedback received from the District English Learner Advisory Committee and District Advisory Committee groups was very supportive of the actions being implemented by KCUSD.   These groups, which are predominantly made up of parents, expressed that there was a great need for additional supports for struggling students, especially for social emotional needs. Parents requested additional parent education specifically around navigating student information systems like Powerschool and being able to navigate that system to be able to support their children from home. Parents expressed their gratitude for parent workshops through Parent Academy, Children's Day and Parent Square. Parents also indicated that the use of Zoom helped increase their engagement and participation in school meetings and activities. They requested that this continue, even as schools return back to "normal."

Student Groups:
Students provided great input on how Kings Canyon Unified could continue to supports students. Across all the sites visited, the need for expanded social emotional supports was unanimous. Students explained that the support they receive from social workers, psychologists and counselors is critical to their success and that more students could benefit from these types of services. Students also stated that while

CTE courses are fantastic, they would like to see an expansion of CTE courses and having the same options at both comprehensive high schools. Through the students survey, students expressed that KCUSD has done a great job in creating safe and nurturing schools and stated that sites set expectations for student behavior and clearly outline consequences for breaking of rules. Based on the results of the 2020-2021 student survey, close to 90% of all students reported feeling safe and welcomed on their campus as a result.

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

The following actions were influenced by specific stakeholder input and integrated into the LCAP:

Kings Canyon Unified School District's LCAP goals were originally developed through collaboration between all stakeholders. KCUSD continues to seek input on the actions and goals of the LCAP to determine the best strategies to increase student achievement and grow the capacity of our system. Input from stakeholders indicates that the current goals and actions have been effective and should continue with additional supports for students, staff and families.

Continued and new actions influenced by specific stakeholder input are listed below:

Goal 1:
The actions in Goal 1 are continued actions and stakeholders were supportive of continuing these actions as they provide the majority of the District's basic services required for the operation of the District. Reflected in the spending under this goal includes expansion of facility, transportation and food service needs.

Goal 2:
Stakeholder input indicated that KCUSD should continue to support teachers and classified staff through professional development. This is included in this goal. Specifically, Goals 2.7 (Instructional Coaches), 2.15 (NGSS Support) and 2.19 (Supplemental Professional Development), support this need for expanded targeted and job embedded professional development. The addition of action 2.21, targeting the mitigation of potential overidentification in special education was influenced through input from staff, parents and administrators in being able to provide additional supports for struggling students. As an additional support, the inclusion of action 2.22 (Intervention Teachers) directly addresses the need to provide additional intervention in support of students at risk of falling behind grade level.

Goal 3:
English Learners make up approximately 27% of the students in the District. Stakeholder input shows that KCUSD has done an outstanding job supporting the needs of EL students and working towards reclassification. Through this feedback, the actions in Goal 3 will continue with the intention of increasing the use of additional progress monitoring tools. Through DELAC input, KCUSD has included action 3.5 (Promoting Biliteracy and Cultural Awareness) to increase awareness of the benefits of biliteracy in support of emerging bilinguals and the District's Dual Immersion program at Alta Elementary. KCUSD's Migrant program has been included in this goal in response to feedback received indicating that the majority of students in the Migrant program under action 3.10 are also English Learner students.

Goal 4:
One of the most frequently mentioned feedback points from all stakeholders is the importance of Career Technical Education opportunities for students in KCUSD. Actions 4.1 (College and Career Guidance and Support), 4.2 (Career Technical Education Support), 4.4 (K-8 College and Career Readiness), and 4.14 (VROP) all provide for the promotion and expansion of the CTE programs in the District. Stakeholder input from students showed that KCUSD would do well to expand the marketing and promotion of CTE pathways, especially with elementary students. Action 4.10 (Summer Extended Learning) was written with feedback stakeholders in mind as students return to full time, in person instruction. Feedback was clear that many students will require additional supports in response to the COVID-19 pandemic and expanded summer learning opportunities will be supportive of this need.

Goal 5:
Stakeholder input as well as student and parent survey results show that the actions in this goal around climate, culture and school safety have been successful and should continue. Specific feedback from parents, staff and students, point to specific actions for this success. KCUSD's Afterschool Program (action 5.4) was mentioned as critical to student success by stakeholders. KCUSD will continue to provide this service. Stakeholder feedback also indicated that the structures in place through the successful implementation of Positive Behavior Intervention and Support programs at all sites (action 4.1 and 4.3) has resulted in positive outcomes for students. Considerable stakeholder input was received addressing the need to expand the social emotional supports available to students. In response to this feedback, KCUSD will expand the number of Social Workers (action 4.7) and On-Site Counseling (4.8) in the 2021-2022 school year. Additionally, KCUSD will be expanding the explicit instruction of Social Emotional Learning in support of students social emotional well-being in response to the COVID-19 pandemic. A new action in this goal was written in response to feedback received to address the need for supports for students with behavior challenges is the Restorative Justice Program (action 4.15). This action will allow KCUSD to build on the partnership it has launched with the City of Reedley to support students when behavioral infractions do occur.

Goal 6:
Stakeholders (parents specifically) provided feedback on the increased effectiveness of District and site communication, especially throughout the COVID-19 pandemic. As a result of this feedback, actions 6.6 (District and School Websites), 6.8 (Unified Communication System), 6.11 (School to Home Communication Team), 6.12 (Parent Engagement Team) were included. As a result of the addition of Parent Square in 2021-2022, parents as well as school staff expressed improvement in two way communication and effectiveness of communication through digital/text platforms. Parents also expressed appreciation of site Parent Academy and Puente a Tecnologia programs (actions 6.3, 6.9 and 6.13) and school and District parent engagement opportunities such as District Fair (action 6.14).

Through continued input and feedback received, KCUSD will adjust its action plan as needed to support increasing student achievement, supporting parents and growing the capacity of all staff in KCUSD.

Goals and Actions

Goal

Goal #	Description
1	All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

An explanation of why the LEA has developed this goal.

Goal 1 has been developed for the purpose of addressing state priorities 1 (Basic Conditions of Learning) and 2 (State Standards-Conditions of Learning). It is a priority of Kings Canyon Unified School District that students have basic services, ensuring that all students are attending school on campuses that are in good condition while being taught by teachers who are appropriately assigned and provided with adequate textbooks, materials, supplies and supports. It is the philosophy of KCUSD that by ensuring that all of these basic conditions of learning, students will be in best place to achieve their highest potential. Through effective professional development, strategic planning and efficient use resources, students and staff will have the resources needed to continue to improve outcomes for students. KCUSD has seen consistent growth since 2015 across all indicators on the CA School Dashboard and expect to continue this growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	95% fully credentialed teachers in 2020-2021				Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching -Above 98%
Percentage of misassigned teachers and vacancies	.04% misassigned teachers 0% vacancies				Percentage of misassigned teachers - 0% Number of teacher and vacancies - Below .05%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	100% of school sites Implement State Standards and enable EL students to access State Standards and ELD Standards.				100% of school sites will Implement State Standards and enable EL students to access State Standards and ELD Standards.
Pupils in the school district have sufficient access to the standards-aligned instructional materials	100% of sites have sufficient core instructional materials as measured through annual inspections and reported on SARC				100% of sites have sufficient core instructional materials as measured through annual inspections and reported on SARC
School facilities are maintained in good repair	100% of sites with a rating of "Good" on annual Facility Inspection Tool (Local Data)				100% of sites with a rating of "Good" on annual Facility Inspection Tool

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers	Continue to hire fully and appropriately credentialed teachers at all levels (general education and special education) and monitor implementation.	$37,511,622.00	No
2	Basic Operating Expenses	Continue to provide basic operating expenses – Includes salaries and benefits of District office staff, administrative staff, school site secretaries and health office aides, general office materials and supplies, equipment and central office operating costs and classroom furniture.	$25,556,889.00	No

Action #	Title	Description	Total Funds	Contributing
3	Provide and Maintain Facilities	Continue to provide and maintain facilities-Included in this action is the reporting for costs associated with Routine Restricted Maintenance.	$14,638,177.00	No
4	Transportation	Continue to provide transportation to and from school.	$5,211,270.00	No
5	Guidance and Learning Center - Special Education	Continue to provide Guidance and Learning Center staff in support of students with disabilities - special education teachers, special education techs, school psychologists, program specialists, speech specialists, behavior support staff, interpreter/translator and two secretaries. Services provided by these staff members include academics, speech, functional life skills, social/emotional support and behavior interventions. Staff will receive on-going professional development on writing IEPs, legal updates, instructional strategies and updates to the special education data system.	$9,500,372.00	No
6	Site Base Allocations	Continue to distribute site lottery allocations.	$1,058,412.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students will demonstrate an increase in academic achievement in all core subject areas - English Language Arts, Math, Science and Social Science - through the implementation of state standards.

An explanation of why the LEA has developed this goal.

Goal 2 was developed to address state priorities 2 (State Standards), 4 (Pupil Achievement), 7 (Course Access), and 8 (Other Pupil Outcomes). It is a priority of Kings Canyon Unified School District that all students have access to grade-level state standards, along with rigorous curriculum to support academic achievement for all students. The continued actions outlined in Goal 2 have resulted in continued growth since 2015 in both ELA (15% increase in percentage of students meeting and exceeding standards) and Math (20% increase in percentage of students meeting and exceeding standards). Ultimately, if students in KCUSD continue to make progress on the metrics outlined in Goal 2, students will have a greater opportunity to pursue a greater range of options upon graduation from high school. The growth students in KCUSD have made is expected to continue as a result of continued implementation of this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of students who meet or exceed standards on the Smarter Balanced ELA Assessment	52.43% Met or exceed standards on SBA ELA (2019 CA School Dashboard)				58.% Met or exceed standards on SBA ELA
%age of students who meet or exceed standards on the Smarter Balanced Math Assessment	40.42% Met or exceed standards on SBA Math (2019 CA School Dashboard)				46 % Met or exceed standards on SBA Math
School Dashboard 2019 ELA Distance from Standard by Student Group	1.5 Average Distance from Met (Overall) on 2019 CA School Dashboard				All Students improve by 5 points. Student Groups improve by 10 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Dashboard 2019 Math Distance from Standard by Student Group	-29.4 Average Distance from Met (Overall) on 2019 CA School Dashboard				All Students improve by 5 points. Student Groups improve by 10 points.
%age of 11th grade students considered conditionally ready/ready for College English	67.18% (https://caaspp-elpac.cde.ca.gov/caaspp/Default) 2018-2019				All Students improve by 5 points. Student Groups improve by 10 points.
%age of 11th grade students considered conditionally ready/ready for College Mathematics	33.79% (https://caaspp-elpac.cde.ca.gov/caaspp/Default) 20 2018-2019				All Students improve by 5 points. Student Groups improve by 10 points.
K-2 Local Assessment BPST Basic Phonics Skills Test	% Met or exceeded grade level expectations K-42% 1st-41% 2nd-46% 2nd Grade Lexile-32%				All Students improve by 15% % Met or exceeded grade level expectations K-48% 1st-47% 2nd-53% 2nd Grade Lexile-37%
3-8 Local Assessments Overall Lexile	3-8 Student Lexile Score 42% Met or exceeded grade level expectations				All Students improve by 15% 3-8 Student Lexile Score 48% Met or exceeded grade level expectations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
K-5 Math Local Assessment	45% Met or exceeded grade level expectations				Increase of 15% across each grade level
6-8 Math Local Assessment	30% Met or exceeded grade level expectations				Increase of 15% across each grade level

Actions

Action #	Title	Description	Total Funds	Contributing
1	Alignment of Instruction	Continue to provide core textbooks and materials to align instruction with content standards.	$794,049.00	No
2	Teacher Resources for Instruction	Kings Canyon Unified School District's unduplicated students are among the lowest performing student groups on state and local assessments. KCUSD will utilize an outside service to house and organize State Standards and ELD resources for teachers for instruction who are providing intervention support for these students. This resource will continue to support unduplicated students by increasing the accessibility to and the number of resources the teachers have to use when supporting skill developing. The effectiveness of English Language development and intervention instruction strategies and resources. It is our expectation that providing increased ELD resources and alignment, combined with both Designated and Integrated English Language Development, along with intervention will result in the continuation of increased state and local assessment scores for unduplicated students, increased performance on the ELPAC, and increased EL reclassification rate for English Learners because students will have more opportunities to practice skills through a variety of modalities.	$116,229.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	VAPA and Physical Education Techs	Continue to provide educational opportunities for all 1st through 5th grade students. This action supports core instruction through Visual and Performing Arts activities aligned to ELA standards. Additionally, VAPA and PE allows for common preps for teachers for the purpose of collaboration. Included in this action are base materials and supplies, Visual and Performing Arts (VAPA) and PE Techs, consultation services and capital outlay.	$1,562,700.00	No
4	Additional Instructional Aides	Student achievement data indicates that English Learners and students from low socioeconomic backgrounds are performing much lower than the highest performing sub group. In order for our low socio-economic and English Learner students to have adequate support to readily acquire language and better access to core instruction the district will hire instructional aides to provide individualized support through small groups, scaffolding, and individual support in order to increase language acquisition and performance in core subject areas. It is our expectation that providing instructional aides will result in continued increases in state and local assessments for unduplicated student groups.	$325,812.00	Yes
5	Transportation to Reduce Loss of Instructional Time	According to research, maximizing instructional time is important for students who are struggling academically. In addition, District research has shown athletics can increase self-esteem, social status, and future success in education for our unduplicated student groups if it does not significantly reduce the amount of time spent in core classes. In order for our unduplicated students to participate in athletics and maximize their time in the classroom we will provide additional bus drivers who will be able to limit the amount of time that unduplicated students must leave their school site before dismissal time, thereby increasing instructional time. This additional service will both allow our unduplicated student to participate in athletics and maximize time in the classroom by allowing for delayed or later departure times for students participation in sporting events. It is our expectation that by continuing to provide increased instructional time, our unduplicated youth will continue to show a greater sense of engagement and will	$26,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
		have more time to access learning, thus increasing achievement on state and local assessments.		
6	Data Accountability	State and local data indicates that unduplicated students in Kings Canyon perform lower on state assessments than the District overall scores. The academic needs of these students are most efficiently addressed when teachers have the information and resources needed to target instruction to closing specific achievement gaps. In order to close that achievement gap, Kings Canyon Unified School District will continue to monitor student achievement and instructional practices through the support of the Data and Accountability Team. This team will support site leaders and teachers to identify achievement gaps and inform instructional and programmatic decisions. This will allow for more target support and best practices to support our unduplicated youth and close the achievement gap. It is our expectation that this action will result in continued increases in achievement on state and local assessments, increased EL performance on ELPAC, and increased EL reclassification rate.	$413,233.00	Yes
7	Instructional Coaches	Kings Canyon Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. Instructional coaches will be assigned to teachers to support student achievement and teacher instruction to improve overall effectiveness for the purpose of engagement and use of appropriate scaffolds for best practice strategies. This action will increase access to effective first teaching and will provide on-site, real time professional development for teachers and support staff to increase student achievement. By providing more personalized support to teachers, students will benefit from highly effective instruction and increased teacher and student clarity, thus resulting in continued increases in achievement on state and local assessments, increased EL performance on ELPAC, and increased EL reclassification rates.	$2,688,159.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Educational Programs Department	Kings Canyon Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. Monitoring educational progress through analysis of formative assessments provides needed information for the district to target student learning needs and ensure the LCAP goals are met. In order to support these student groups, progress will be monitored, at the district level, to develop equity and access for all students and ensure funds and services are being provided appropriately. Educational Programs Dept. (Director - 55%, Admin. Asst) will oversee implementation and monitoring of effectiveness of the instructional plan, with a special focus on closing achievement gaps. The data will be shared with site leaders and the necessary staff to discuss and implement strategies that will support students in their learning based on data.These strategies include the support of the development and effectiveness of the districts multi-tiered system of support that creates a framework for how schools provided targeted supports and helps schools identify struggling students early and intervene quickly.The major role of the Administrator for Educational Programs is to develop the Local Control and Accountability Plan, and to ensure that all actions supported by Supplemental and Concentration funds are designed and effective in increasing or improving services for unduplicated students. The LCAP provides the district with direction and clearly articulated strategies based on data and stakeholder feedback to address the learning needs of our most at-promise students within a multi-tiered system of support. It is our expectation that this action will result in continued increases in state and local assessments, increased EL performance on ELPAC, increased EL reclassification rates, and increased parental engagement.	$205,315.00	Yes
9	Foster Youth Liaison	Kings Canyon Unified School District's foster youth student population is among the lowest performing student groups on state and local assessments. A foster youth liaison will be provided (50% of salary) to ensure foster youth are supported academically and socially. The liaison will be responsible for assuring the identified students are connected to resources they may be lacking (clothing, food, medical support, etc.) The liaison will provide monthly mailings to be sent to	$142,771.00	Yes

Action #	Title	Description	Total Funds	Contributing
		any Foster or Homeless students, encouraging their active participation in all facets of their education. It is our expectation that his action will continue to improve achievement on state and local assessments for foster youth and an increase in A-G completion for high school students.		
10	Infant CVRC	Infant program will be provided to support student achievement through preschool. This action corresponds with students served through CVRC (Infant age 0-3)	$4,583,971.00	No
11	Supplemental Support for Preschool	Research has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade. Supplemental support will be provided to support student achievement through early intervention in Preschool. The state preschool programs at the designated sites are limited to socio-economically disadvantaged families. Additionally, as a result of Differentiated Assistance work conducted together with the Fresno County Superintendent's office, KCUSD has increased the access to preschool for students with disabilities by making it possible to include additional seats at each preschool to support and evaluate student needs prior to entering kindergarten. By providing greater opportunity for access to preschool students will have the extra time needed to establish social and emotional skills and develop the basic literacy skills needed to be successful in early elementary school.It is our expectation that this action will result in a continued increased academic preparation for unduplicated students upon entering Transitional Kindergarten or Kindergarten through early exposure to school structures and to academic concepts and content.	$2,395,860.50	Yes
12	Technology Department	Continued support for technology infrastructure and personnel.	$2,173,593.00	No
13	Supplemental Technology	Many low income students do not have reliable access to technology; and to fully prepare students for college and careers it is necessary to	$1,448,026.00	Yes

Action #	Title	Description	Total Funds	Contributing
		include consistent use of technology in class and at home. Supplemental support will be provided to promote increased student achievement through the effective use of supplemental technology in order to provide better access to academic materials and resources. Resources will be allocated to ensure students have supplemental technology in classrooms and at home to support increasing student achievement. This action will support the purchasing of additional computers to ensure 1:1 access in classrooms, computers that students can utilize at home when necessary, mobile hotspots to support students that do not have internet at home when necessary and additional instructional technology. It is our expectation that providing greater access to technology at home and at school will result in increased proficiency of 21st centrury skills and standareds aligned resources, thus resulting in continued achievement on state and local assessments, increased EL performance on ELPAC, and increased EL reclassification rates as a result of the expanded use of technology to access core content in class and at home.		
14	Supplemental Instructional Resources	In Kings Canyon Unified School District, almost 90% of students are eligible for free or reduced lunch. Feedback from families and our experience have shown that the many students identified as low income are not able to provide supplemental instructional supplies needed to fully access learning. This action is meant to provide equity and access to unduplicated students through the support of supplemental instructional resources. By providing supplemental instructional supplies to our low income students they will be equipped with the additional resources necessary to have access and tools that are needed to support student learning of core materials and the resources and supplies needed to be successful in the classroom.It is our expectation that this action will result in greater access and support to students by providing greater resources outside the basic content and coursework, thus supportingcontinued increases in achievement on state and local assessments, increased EL performance on ELPAC, and increased EL reclassification rates.	$2,741,463.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	NGSS Support	Grade level lead teachers will be provided with the support of NGSS professional development for the purpose of implementation of NGSS standards and instructional techniques for supporting a broad range of learners. This action will increase access to research-based curriculum and effective strategies for the successful implementation of science standards.	$180,223.32	No
16	Supplemental Support for Students with Disabilities	Students with disabilities who are also unduplicated students are performing below all students in Mathematics on the CA School Dashboard. Additionally, Smarter Balanced Assessment results show that students with disabilities and English Learners with disabilities are still performing at greater distances from standard than the overall group. This action will provide the learning center staff with additional days to participate in data analysis and the creation and implementation of tiers of support to increase academic achievement in the general education classroom and provide unduplicated students with disabilities with greater access to the state standards. It is our expectation that this action will result in increased support for individualized students skill development, thus increasing student achievement on state and local assessments as a result of improved support structures and the identification of learning gaps supported by strategic interventions.	$273,920.00	Yes
17	Expanded Kindergarten Minutes	In Kings Canyon Unified School District, almost 90% of students are classified as socio-economically disadvantaged, local data indicates that full day kindergarten has provided tremendous academic and socioemotional benefits for socio-economically disadvantaged students. KCUSD will provide supplemental support for academic achievement for Kindergarten students through additional instructional minutes beyond state requirements; will allow for more opportunities for child-centered, creative activities, as well as more opportunities for developing academic and social skills. By providing a longer school day for kindergarten students, KCUSD exceeds the instructional minutes requirements outlined in the California State Educational	$1,124,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Code. Increased learning time can benefit students at risk of academic failure because it allows for greater amounts of individualized instruction, more reinforcement of positive behavior, and greater progress in both social and academic skill development.. It is our expectation that this action will result in continued increases in achievement on state and local assessments, increased EL performance on ELPAC, and increased EL reclassification rates.		
18	Elimination of Combination Classes at Dunlap	Kings Canyon Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. KCUSD will increase academic achievement for students in rural areas (Dunlap School) by eliminating grade level combination classes. This action will provide for effective implementation of grade level standards and increased differianction opportunities to support individual student needs. It is our expectation that this action will result in continued increases in achievement on state and local assessments, increased EL performance on ELPAC, and increased EL reclassification rates as a result of students being able to learn withing their own grade as opposed to being in combination classes where specific grade level standards are not able to be taught with the same focus and intensity.	$167,319.96	Yes
19	Supplemental Professional Development	Unduplicated students are more likely to struggle with engagement-for multiple reasons including health and nutrition practices, vocabulary development, and mindset. KCUSD always seeks to improve its ability to deliver the highest quality instruction to increase student achievement data. However, not all unduplicated students are meeting or exceeding standards on local and state assessments. Providing professional development for teachers to meet specific needs of students has translated into increased academic achievement as evidenced by local student engagement metrics, but can be improved upon. In order to determine and support the most meaningful and impactful professional development, this action will fund a Coordinator for Curriculum and Instruction to support professional development and the delivery of professional development for teachers and staff in	$279,515.00	Yes

Action #	Title	Description	Total Funds	Contributing
		order to continue to provide teachers with the tools needed to engage students' vocabulary development, growth mindset, and other best practices. It is our expectation that providing professional development for teachers and staff will result in teachers having increased knowledge in how to support students' academic needs through the use of research based teaching strategies as well as tools to build students' mindsets as learners. Through this action we expect continued increases in academic achievement on state and local assessments, increased performance on the ELPAC and increased EL reclassification rate.		
20	Sci-Con	Evidence has shown that the many students identified as low income, do not have access to experiential learning opportunities compared to higher income students. Students in KCUSD will have access to a science based experiential activity. Students will attend a multiple day science camp where they will receive standards aligned lessons while experiencing science in nature that will support standards based instruction in the classroom. It is our expectation that this action will result in continued increases in achievement on state and local assessments, increased EL performance on ELPAC, and increased EL reclassification rates as a result of the authentic, hands on learning experience provided and the increased engagement that this experience allows.	$198,344.00	Yes
21	Mitigating Potential Overidentification in Special Education	KCUSD local data indicates that our unduplicated students have a higher rate of overidentification for special education services, especially English Learners. An additional school psychologist and a program specialist focused on academic achievement will support providing appropriate scaffolds, prevention and intervention to mitigate the number of students requiring special education services as well as supporting all students with appropriate instructional support through the Student Study Team process and professional development of all staff. This action will support unduplicated students, especially English Learners for the purpose of preventing potential overidentification by providing students with early intervention and support in order to fill	$154,855.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning gaps. As a result of this action, academic achievement for SWD and unduplicated students will increase as measured by state and local assessments and the percentage of students qualifying for special education services will decrease.		
22	Intervention Teachers	Provide District intervention teachers especially in early primary grades. Intervention teachers will increase the amount of additional learning through strategic support of foundational skills and support practice to help student perform at grade level. Intervention teachers will support ELA and math with students scoring below grade level expectations.	$1,168,011.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining proficiency in ELA and Math.

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address state priorities 2 (State Standards) and 4 (Pupil Achievement). English Learner progress continues to be a priority for Kings Canyon Unified. This goal has been established to ensure that English Language Learners have increased support towards attaining English language proficiency and increasing student achievement on state and local measures. 27% of the students in Kings Canyon Unified are currently English Learners with a majority of students in KCUSD having been English Learners at some point in their educational experience. Because of this, it is critically important for KCUSD to continue to focus on the progress of English Learners to support their acquisition of English proficiency. This goal is implemented in alignment with Goal 2. The growth English Learners have made will continue through the implementation of this goal and will support their academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of English Learner students who score proficient (level 4) on the English Language Proficiency for Summative ELPAC, or subsequent assessment of English proficiency approved by the State Board of Education	On the 2018-19 English Language Proficiency for Summative ELPAC , 16.4% of EL students scored Proficient or Level 4				26% of the EL students will score Proficient or Level 4 on the English Language Proficiency for Summative ELPAC,or subsequent assessment of English proficiency approved by the State Board of Education
Percentage of student making progress toward the English	On the 2019 CA School Dashboard the percentage of EL				57% of EL students demonstrate that they are making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
language proficiency according to the 2019 CA Dashboard	students making progress to English language proficiency is 52.4%				towards English language proficiency as demonstrated on the CA School Dashboard
%age of students reclassified to redesignate to Fluent English Proficient	In 2019-2020 18.7% of EL students redesignate to Fluent English Proficient according to CDE Data Quest				23% of EL students will redesignate to Fluent English Learners Proficient according to CDE Data Quest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Bilingual Instructional Aides	Kings Canyon Unified School District's English learner student populations are some of the lowest performing student groups on state and local assessments. Bilingual Instructional Aides will provide support to English Learners in the classroom by providing additional support to emerging language students in their classroom/core content course during math, science, language arts, social studies. This action has contributed to improving services for English Learners by supporting student's language goals, needs and progress. It is our expectation that this action will result in continued growth on state and local assessments for EL students, increased EL performance on ELPAC, and increased EL reclassification rates.	$1,062,922.00	Yes
2	ELD Instructional Coach	Kings Canyon Unified School District's English Learner student populations are some of the lowest performing student groups on state and local assessments. Instructional coach, specializing in English Language Development, will provide coaching to teachers to ensure implementation of language acquisition specific strategies, materials and supplies. Research shows that language acquisition is best taught outside the content areas, as well as through integration with the	$116,839.00	No

Action #	Title	Description	Total Funds	Contributing
		content areas and the continued use of ELD instructional coaches will continue to support the growth of our English Learners. It is our expectation that this action will result in continued growth on state and local assessments for EL students, increased EL performance on ELPAC, and increased EL reclassification rates. Funded with Title III allocation.		
3	ELD Instruction and Professional Development	Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas. Professional development opportunities will be provided to teachers in the area of ELD standards and effective research-based EL strategies to increase learning. Additionally, classified staff will be provided with professional learning for the purpose of supporting the implementation of effective research-based EL strategies. Increases in student achievement, particularly of English Learners, is directly affected by this professional development by providing teachers with the tools necessary to support language acquisition and equity of access . It is our expectation that this action will result in continued growth on state and local assessments for EL students, increased EL performance on ELPAC, and increased EL reclassification rates.	$2,707,973.00	Yes
4	Language Acquisition Software and Supplemental Materials	Kings Canyon Unified School District's English Learner student populations are some of the lowest performing student groups on state and local assessments. Language acquisition software will be purchased to support English Language Learners in reaching language proficiency. Local data shows that some English Learners may respond more readily to instruction delivered through technology. The use of these types of supplemental resources has contributed to the continued academic growth of EL students. It is our expectation that this action will result in continued growth on state and local assessments for EL students, increased EL performance on ELPAC, and increased EL reclassification rates.	$127,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Promoting Biliteracy and Cultural Awareness	Kings Canyon Unified School District's English Learner student populations are some of the lowest performing student groups on state and local assessments. Research indicates that promoting bilingualism and cultural awareness can support student success. The purchase of materials and supplies will promote biliteracy and cultural awareness to increase bilingualism among all students while fostering the strength of English Learners. This action will support the academic achievement of English Learners while they work towards mastering English.	$10,000.00	Yes
6	Extended Day Intervention	Kings Canyon Unified School District's English Learner student populations are some of the lowest performing student groups on state and local assessments. Supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (Math, ELA) through Extended Day Intervention and Saturday Academic Language Academy (SALA). The academic support provided for these students will accelerate the acquisition of language through the reinforcement of academic language, speaking and listening activities and individualized support. Students benefit from increased time to learn in a small group setting and through the use of technology.as well as student achievement in core subjects (math, ELA). Saturday Academy has been successful in supporting the academic growth of English Learners. It is our expectation that this action will result in continued growth on state and local assessments for EL students, increased EL performance on ELPAC, and increased EL reclassification rates	$73,071.00	Yes
7	ELD/Migrant Program Specialist	Kings Canyon Unified School District's English learner student populations are some of the lowest performing student groups on state and local assessments. ELD Program Specialist will assist principals and teachers with progress monitoring and instructional practice, and provide parent education opportunities to support language acquisition and student achievement. Support from the ELD Program Specialist will continue to grow the academic achievement of English Learners through increased monitoring of data and best practices. The role of	$153,985.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the ELD Program Specialist is to provide equity for all EL students across the district through data analysis, professional development, and instruction. It is our expectation that this action will result in continued growth on state and local assessments for EL students, increased EL performance on ELPAC, and increased EL reclassification rates.		
8	ELD Monitoring Progress	Kings Canyon Unified School District's English Learner student populations are some of the lowest performing student groups on state and local assessments. Frequent progress monitoring is an important component used to inform instructional decisions in support of continued growth in student achievement of EL students. KCUSD will continue to purchase ELD curriculum and assessments in order to effectively collect data and provide the needed instructional materials to support English Learner's language acquisition, vocabulary development, and mastery of grade level standards. It is our expectation that this action will result in continued growth on state and local assessments for EL students, increased EL performance on ELPAC, and increased EL reclassification rates.	$332,122.00	Yes
9	Extra Support for Assessments	Kings Canyon Unified School District's English Learner student populations are some of the lowest performing student groups on state and local assessments. Progress monitoring is an integral and required strategy for academic achievement for EL students and the additional testing support provides an optimal testing environment for student success by allowing for smaller group testing environments and additional support as needed. It is our expectation that this action will result in continued growth on state and local assessments for EL students, increased EL performance on ELPAC, and increased EL reclassification rates.	$39,000.00	Yes
10	Migrant Program	Kings Canyon Unified School District's English Learner student populations are some of the lowest performing student groups on state and local assessments. Many of Kings Canyon English Learner	$486,652.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students are migrant students. Kings Canyon Unified School District will provide supplemental support for Migrant students who are from migrant families, and who may not be able to access appropriate instructional support due to frequent moves and socio-economic instability. These supports will be provided through a Migrant program liaison and Migrant program director. These continued supports will allow Migrant program students to receive the supplemental support they need to continue to increase academic achievement through coordination of community resources, college readiness, data analysis and other supports as necessary. It is our expectation that this action will result in continued growth on state and local assessments for EL students, increased EL performance on ELPAC, and increased EL reclassification rates.		

Goal Analysis [2021-22]

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

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

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

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Goals and Actions

Goal

Goal #	Description
4	All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college and career goals.

An explanation of why the LEA has developed this goal.

Goal 4 was developed to address state priorities 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Course Access), and 8 (Other Pupil Outcomes). This goal was established for the purpose of ensuring that students are provided a broad spectrum of both educational and co-curricular activities to support college and career readiness. Students in KCUSD benefit greatly from having access to Career and Technical Education and access to courses that allow them to be A-G eligible as they work towards being college and career ready. Additionally, research indicates that students involved in co and extracurricular activities have higher attendance rates, have fewer discipline issues and have higher student achievement rates. This goal is essential in connecting students to meaningful co and extracurricular activities to support students in attaining their highest potential and being better prepared to achieve college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate	90.2% (California Dashboard-Data Quest) 2019-2020				Cohort Graduation Rate will be above 90%
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University(A-G)	54.6% (Data Quest) 2019-2020				The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					State University(A-G) will be 65%
CTE Participation Rate	24.1% (CALPADS-1.21 and 3.14) 2019-2020				CTE Participation Rate will be more than 35%
%age of students having access to a broad course of study	100% (Local Indicator)				%age of students having access to broad course of study will be 100%
High School Dropout Rate	2.9% (CALPADS-Data Quest) 2019-2020				High School Dropout Rate will be less than 2%
Middle School Dropout Rate	.0% (CALPADS-CALPADS 1.21 and 1.14) 2019-2020				Middle School Dropout Rate will be less than .2%
AP Course Exam Passing Rate	65.1% (Data Quest) 2019-2020				AP Course Exam Passing Rate will improve to 70%
CTE Pathway Completion Rate	CTE Pathway Completion Rate - 18%				Percentage of students that complete CTE pathway will be higher than 25%
A-G Completion and CTE Pathways Completion Rate	84% of A-G eligible students are also CTE completers* (Preliminary 2021 Data)				89% of A-G eligible students are also CTE completers

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Guidance and Support	Continue to share responsibility for improvement of college and career readiness with school sites. a) Counseling Dept. b) Adult Education c) Site support for Middle School and High School AVID program - embedded in site budgets	$2,310,376.00	No
2	Career Technical Education Support	Continue to share responsibility for providing college and career readiness through Career-Technical Education - funded through Perkins, Career Technology Grant Program, Ag Incentive Grant and Strong Workforce Grant: Equipment Career Pathway Observations Vocational School Visitations Professional Development Skills Development Competitions	$495,003.00	No
3	Library Services	Through feedback collected from families and sites, unduplicated students in KCUSD have limited access to reading material and technology. In order to ensure that our students have sufficient access to these materials KCUSD will provide library and media services on all school campuses to provide access to students who may not have access outside of school to books, technology, Battle of the Books and research resources. This increased action will allow for students to continue their learning beyond the classroom and have access to tools they otherwise would not have access to. These opportunities will broaden students' perspectives by providing access to a wide range of books which will strengthen comprehension and energize their desire to read. It is our expectation that this action will result in increased	$1,398,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		vocabulary and reading comprehension, thus we will continue increases on state and local metrics, increased EL performance on ELPAC, and increased EL reclassification rates as a result of improved access to resources in support of core instruction, technology and engagement opportunities.		
4	K-8 College and Career Readiness and Awareness	Student survey data suggests that a significant number of K-8 students do not believe they are receiving sufficient information regarding college and career readiness. As a response to this need KCUSD will continue to provide services targeted for unduplicated students to support college and career readiness and awareness through college preparation guidance, A-G requirements workshops, tutorial support and mentoring. It is our expectation that this action will result in continued increased college/career readiness on the College and Career Indicator, greater numbers of students being A-G eligible and going on to college/university out of high school.	$56,996.00	No
5	Co-Curricular Activities	Continue to provide co-curricular activities to strengthen student engagement such as: a) Elementary, Middle and High School Athletics b) NJROTC c) Secondary Music, Art and Drama Programs d) Teachers' Extra Hours to support Co-Curricular Activities - Supplemental (Embedded in Goal 1)	$1,093,773.00	No
6	Middle School Athletics	Many low income students in Kings Canyon Unified School District are unable to participate in athletics outside of school due to the cost of participation. Research and a review of data indicates that unduplicated students' participation in athletics significantly impacts academic achievement, attendance rates, and graduation rates. KCUSD will continue to provide school based opportunities for students to compete in middle school athletics to ensure low income students have access to athletic competition they otherwise would not	$183,621.00	Yes

Action #	Title	Description	Total Funds	Contributing
		have access to. This action will continue to provide transportation for and materials needed to ensure these opportunities are available to unduplicated students, specifically for low income students.Based on local data, participation in extracurricular activities has shown an increase in student achievement because students will have a greater sense of belonging, school pride, and incentives to do well in academic classes. It is our expectation that this action will result in continued increases in student achievement on state and local assessments, increased EL performance on ELPAC, increased EL reclassification rates, increased attendance rates, decreased suspension rates, and an increases in graduation rate.		
7	Performing Arts	Many low income students in Kings Canyon Unified School District are unable to participate in performing arts due to factors beyond their control such as cost and lack of exposure. Research indicates that students participating in the arts have greater success academically. This action is provided to support socio-economically disadvantaged students who may not have access to performing arts instruction outside of school. Through this increased engagement and connection to school, it is our expectation that this action will result in continued increases in student achievement as measured by state and local assessments. and increased attendance due to increased engagement.	$80,330.00	No
8	GATE Program	Unduplicated students are often underrepresented in accelerated programs. KCUSD is deliberate in its identification criteria for GATE in order to provide our unduplicated students with additional enrichment opportunities and hands-on learning environments. KCUSD will continue to expand supplemental experiences and supplemental instructional opportunities for students not always available outside of school through the purchasing of supplemental materials and enrichment activities. These opportunities are beneficial to students' overall learning and achievement because they provide increased exposure to state standards and 21st century skills in interactive learning environments that promote collaboration and higher order	$95,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		thinking. This action has and will continue to be effective at increasing student achievement on state and local assessments.		
9	Increased Supports for VAPA	Many low income students in Kings Canyon Unified School District are unable to participate in performing arts due to factors beyond their control. This action is provided to support socio-economically disadvantaged students, primarily at the elementary school level so they will have access to performing arts programs at school. This action will increase support for Visual and Performing Arts (VAPA) program by supporting the following performing arts opportunities: a) Band loaner instrument replacement b) KC Showcase scholarships and transportation c) Website licenses d) KCUSD Fair Art Show e) Art and music enrichment supplies f) Oral Interpretation Festival g) Peach Blossom Festival h) Field trips to local theater - Gr. 1-5 This action is provided to support socio-economically disadvantaged students who may not have access to visual and performing arts programs outside of school. By providing access to the performing arts, research states, students will benefit from emotional well-being and academic progress. Students will be encouraged to explore their emotions, expand their imagination, and help them develop their own, unique voice. It is our expectation that this action will provide access to a Broad Course of Study for 100% of socio-economically disadvantaged grade 1-5 elementary students who would not otherwise have access to performing arts.	$175,402.00	Yes
10	Summer Extended Learning	KCUSD local data indicates that extended school year has helped mitigate summer learning loss and supports in closing achievement gaps for unduplicated students, especially those from low socio-	$1,032,726.00	Yes

Action #	Title	Description	Total Funds	Contributing
		economic backgrounds. KCUSD will provide robust supplemental educational and co-curricular activities to strengthen student engagement through summer school/extended school year. These activities will support learning through the summer to mitigate learning loss during the summer months through extension activities like foundational skills instruction, writing across the curriculum and enrichment activities. As a result of work conducted together with the Fresno County Superintendent's office, this summer program continues to include students with disabilities with expanded learning opportunities and co-curricular opportunities and supports. It is our expectation that this action will result in continued increases in academic achievement for unduplicated students as measured by state and local assessments, increased EL performance on ELPAC, and increased EL reclassification rates.		
11	Student Transition Program	Feedback from low income students and staff show that the transition from middle school to high school is difficult for many students because it is often difficult to connect to either a bigger setting or navigate between all of the requirements of high school. This transition has an adverse effect on social emotional well being of students which can negatively impact academic achievement. Student feedback has shown that the transition to high school is made easier with support from caring adults that serve as mentors and guides. To ensure students make successful transitions from middle school to high school and from high school to college and/or career, the Student Transition Program will continue. The Student Transition Program will continue to support students with tutoring, academic and social-emotional supports to mitigate the difficulty in transitioning from middle school to high school. It is our expectation that this action will result in continued increases in student achievement on state and local assessments, increased EL performance on ELPAC, and increased EL reclassification rates by providing students with access to a network of support, mentoring and through the close progress monitoring this program provides. Through the activities that the Transition Program provides, students will have access to additional engagement activities such as college visits, tutoring and career	$695,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
		exploration which have shown to have positive effects on student achievement.		
12	School Connections Counselor	Kings Canyon Unified School District's students with disabilities, homeless and foster youth student populations are among the lowest performing student groups on state and local assessments. As a result of work conducted together with the Fresno County Superintendent's office, this action will provide supplemental support for students with disabilities, foster and homeless youth through a "School Connections" counseling and mentoring program. This support will allow for intensive and individualized counseling to improve attendance, grades and academic performance for identified students by advocating and collaborating to promote equity and access for unduplicated students. Increased guidance and connections for students within the school setting has increased students' sense of ownership by providing a caring adult on campus to support them. As a result of this work students have shown improvements in attendance and course work. It is our expectation that this action will result in growth on state and local assessments, increased attendance, decreased suspension rates, and increased College-Career readiness for these identified groups.	$147,255.00	Yes
13	Health and Nutrition Fitness Program	Research shows that low socioeconomic status (SES) is associated with lower consumption of healthy foods, and limited fitness opportunities. This action provides a health/nutrition/fitness program primarily at Reedley High School. Through explicit instruction in health and nutrition, students will learn about life long fitness as well as receive support on how to eat healthy diets when not at school. Research states that supporting students with good exercise and healthy eating can support better sleep, regulate mood, and help students stay healthy throughout the semester. Through improvements in overall health and greater engagement through this program, it is our expectation that this action will result in students' ability to make better choices in nutrition and overall wellness in order to increase their overall well-being and health, thus allowing students	$57,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to continue to attend school more frequently. We expect to continue to see an increase in attendance for our low income students.		
14	CTE Support - VROP	Research indicates that it is important for students to be exposed to a range of career opportunities to make informed decisions about their future careers and can motivate students to attend school more frequently and be more engaged. Feedback from low income, English Learners and Foster youth students shows that they have benefitted from having a variety of career exploration options and would like a greater array of options to explore. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration between students and teachers. KCUSD will provide a wide range of CTE courses through our continued partnership with Valley ROP. CTE courses provide students with a comprehensive set of skills and experiences designed to cultivate relationships and enhance skills that can close skill gaps and allow students to find success and passion in a technical education pathway. It is our expectation that through increased engagement and participation in rigorous career pathways, this action will result in increased college and career readiness for unduplicated students and continued growth on state and local assessments.	$1,156,327.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	All students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.

An explanation of why the LEA has developed this goal.

Goal 5 was developed to address state priorities 5 (Pupil Engagement), 6 (School Climate), and 8 (Other Pupil Outcomes). This goal was established with the purpose of ensuring that students are provided with safe and nurturing learning environments to support their social, emotional, and academic success. The introduction of PBIS, restorative practices, attendance recovery programs and increased supports for health and safety initiatives has allowed students in KCUSD to decrease suspensions, maintain high attendance rates and develop positive campus culture and climate so that learning can be the highest priority. As these indicators have improved, it is not coincidental that student achievement has continued to increase. It is the expectation of KCUSD that this progress will continue with the continued implementation of the actions outlined in Goal 5.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of suspended students	23.10% (Data Quest) 2018-2019				%age of suspended students will be less than 20%
%age of expelled students	0% (Data Quest) 2018-2019				%age of expelled students will be less than 2%
Attendance rates	94.68% (Local SIS ADA Summary Tool) 2018-2019				Attendance rates will improve to 96%
Chronic absenteeism rates	6.6% (Data Quest) 2018-2019				Chronic absenteeism rates will improve to 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of students feeling safe at school as reported on the Annual Student Survey	92.3% Annual Student Survey (Local Data) 2020-2021				%age of students feeling safe at school as reported on the Annual Student Survey will remain above 90%
%age of of student who feel welcome at school as reported on the Annual Student Survey	92% Annual Student Survey (Local Data) 2020-2021				%age of of student who feel welcome at school as reported on the Annual Student Survey remain above 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS and Student Services	Share responsibility for continued improvement of school safety and climate: a) Positive Behavior Intervention & Support (PBIS) program at all sites b) Provide support for the expansion of After School Programs c) Provide Health Services d) Student Services Department	$2,179,367.00	No
2	Title I Student Services	Continue Student Services Department - funded through Title I. Continue to share responsibility for improvement of school safety and climate.	$29,783.00	No
3	Supplemental PBIS	The 2019 CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. Positive Behavior Intervention & Support (PBIS) have	$485,337.00	Yes

Action #	Title	Description	Total Funds	Contributing
		been shown to be effective in reducing behaviors that lead to suspensions. KCUSD will continue to implement PBIS at all sites and will include additional campus assistants at three schools (Riverview, Dunlap and Navelencia) to support in the effective implementation of PBIS, which when implemented at a high level, has shown to decrease behaviors that lead to suspension. Positive behavioral support refers to the application of positive behavioral interventions and systems to achieve socially important behavior change. This behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments in which teaching and learning occurs is focused on creating and sustaining school environments that improve lifestyle results for all children through uniformly implemented strategies, student incentives, alternatives to suspension (Decisions Program) and culturally appropriate interventions. PBIS is integrated into the delivery of Social Emotional learning, focusing on social skills, decision making, self awareness, self efficacy, self management, and relationship skills. It is our expectation that this action will result in a continuation of decreased suspension rates.		
4	Afterschool Program	Local data and stakeholder input indicates that providing after school program supports for families and students through providing a safe place for students after the regular school day, increases attendance, and provides interventions and support for academic achievement and can reduce problem behaviors. KCUSD will continue to provide supplemental support for After School Programs at school to provide additional tutoring, enrichment and engagement activities which will greatly benefit unduplicated students, promoting a continued positive attendance trend and support the implementation of PBIS to support decreasing behaviors that lead to suspension through increased engagement and academic supports for students. It is our expectation that this action will result in continued increases in attendance, resulting in continued academic achievment, and increased social-emotional support for students.	$1,249,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	CARE Project	The 2019 CA School Dashboard data indicates that 5.5% of students were chronically absent, with socioeconomically disadvantaged students being 5.9% chronically absent. The Chronic Absentee Recovery Effort (CARE Project) has been successful in reducing the number of students who qualify as chronically absent by providing additional monitoring and outreach to chronically absent students and their families. The CARE project will provide District attendance liaisons that will support sites with data analysis and connecting with the families of students who are chonically absent. Additionally, sites are provided with resources to establish student incentives to improve attendance. Through the improvement in attendance, students who have been chronically absent in the past will have more instructional time in support of their academic achievement. It is our expectation that by providing additional support and incentives we will be able to remove the barriers for students based on data and communication with families. We believe this action will result in increased attendance and a reduction in the chronic absenteeism rate.	$205,886.00	Yes
6	Teen Parent Support	State and local data indicates that unduplicated students have a higher rate of teen pregnancy which can often lead to academic difficulties often resulting in students dropping out of school. Research shows that teen parenting programs can support student progress towards graduation and help build knowledge and skills to become self-sufficient. KCUSD is committed to continuing to support the students and families served in the Teen Parent program, most of whom are unduplicated students. The program will provide a safe and nurturing environment for teen parents to support academic achievement and social skills. The goal of this program is to provide support for those teens that do have children while in school so that they may continue their education while providing support for their child and their own academic success. This action will continue to support students who become teen parents while in school. It is our expectation that this action will result in increased graduation rates and a decrease in dropout rate among teen parents.	$234,286.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Social Workers	2019 CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with socioeconomically disadvantaged students 5.9% chronically absent. In order to support this need KCUSD will provide school workers to provide the integral link between school, home and the community. Research indicates the use of school social workers is effective in supporting students with academic achievement and social interactions which will decrease behaviors that lead to suspension through explicit coaching on social skills, socio-emotional counseling, mentoring and connecting students to outside services. As a result of this increased support, it is our expectation that this action will result in increased attendance and decreased suspension rates for unduplicated students.	$1,521,591.00	Yes
8	K-5 Counseling Services	2019 CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with socioeconomically disadvantaged students 5.9% chronically absent. KCUSD will continue to provide safe and nurturing environment to support academic achievement and social skills through contracting with outside agency to provide On-Site Counseling services for unduplicated students at assigned K-5 sites. Research indicates the use of school social workers is effective in supporting students with academic achievement and social interactions which will decrease behaviors that lead to suspension through explicit coaching on social skills, socio-emotional counseling, mentoring and connecting students to outside services. Parent feedback showed a great appreciation for the counseling services provided to students. As a result of the COVID-19 pandemic, it was evident that these services needed to be continued and expanded. As a result of this increased support, it is	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		our expectation that this action will result in increased attendance and decreased suspension rates for unduplicated students in grades K-5.		
9	Behavior Intervention Team and Psychologists	Research indicates that unduplicated students often need additional social emotional and academic supports. KCUSD will help cultivate a safe and nurturing environment to support academic achievement and social skills through the Behavior Intervention Team and psychologist supports to further increase the social emotional supports for students as well as supporting the needs of students through behavior interventions so they may reach their academic potential. This team will continue to support families, students, teachers, and school site staff by helping identify student needs and providing behavioral interventions. Additionally, as a result of work conducted together with the Fresno County Superintendent's office, this program will continue to focus on supporting students with disabilities in support of increasing attendance, reducing suspensions and increasing student achievement through the explicit teaching of behavior modification strategies, self regulation and mentoring. It is our expectation that the continuation of this action will result in continued improvements in attendance, decreased suspension rates, and increased academic achievement on state and local assessments as a result of students in the program learning behavior modification	$1,533,647.00	Yes
10	Bronco Academy District Behavior Support Program	Based on both unduplicated student and parent surveys, stakeholder input, and the 2019 CA School Dashboard Suspension Rate Indicator, KCUSD will continue to implement a comprehensive behavioral support program in conjunction with district-wide Positive Behavior & Intervention (Bronco Academy). This intensive behavioral support program will offer additional opportunities for relearning school expectations, developing age appropriate social skills, and self-management strategies. Students in this program will learn positive behavior strategies and self regulation skills that will provide them with the tools they need in order to self-regulate in difficult social and academic settings. We expect to see a decrease in the behaviors that lead to suspension. As a result of these skills it is our expectation that	$487,414.00	Yes

Action #	Title	Description	Total Funds	Contributing
		this action will result in increased attendance, and decreased suspension rates.		
11	School Based Health Center Health Coordinator	Socioeconomically disadvantaged students are less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with socioeconomically disadvantaged students being chronically absent 5.9%. KCUSD will provide increased access to health services through a health coordinator who will serve as a liaison between KCUSD and Adventist Health Jefferson School-Based Health Center to support the delivery of health services for unduplicated students to mitigate students missing school as a result of not having adequate health services. This action has been successful in connecting unduplicated students with reliable and affordable health care. It is our expectation that this action will continue to provide students with the resources needed to be healthy and better prepared to be active learners at school, thus, resulting in increased attendance for unduplicated students and continued improvement on state and local assessments.	$81,923.00	Yes
12	After School Nurse Services	KCUSD will provide additional hours to LVN salaries and benefits to provide additional nursing support for students to receive medical services during the school day. The additional hours will benefit students attending After School Programs by providing health professionals on duty during After School Program hours.	$72,220.00	No
13	Middle School Opportunity Program	State and local data indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performers and may benefit from short and long term alternative classroom settings to increase academic achievement, build positive relationships with school staff and social emotional learning. KCUSD will continue to support an alternative education program for middle school students in order to better support academic achievement and social/emotional	$286,066.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health through two full time teachers. Teachers will be able to support students through more personalized intervention in smaller group instruction, mentoring and social emotional support. Professional learning will be provided to support teachers in working with students with behavioral, academic and motivation challenges. As a result of this continued action it is our expectation that this action will result in continued improvements in students' ability to self regulate their emotions and increase in academic skill development, thus improving attendance and increases in student achievement on state and local assessments.		
14	Restorative Justice Program	The 2019 CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. Through feedback from stakeholder engagements, there is a need for utilizing restorative practices to reduce suspensions, especially among unduplicated students. KCUSD will implement its own restorative justice program to create systematic alternatives to suspension while supporting positive climate and culture within the school setting which will reduce the behaviors that lead to suspension. KCUSD Restorative Justice counselors will teach students to take ownership of their actions, be held accountable for repairing relationships and building a stronger campus culture. It is our expectation that this action will result in a decrease in suspension rates.	$316,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
6	All students will have the opportunity to increase academic achievement through the engagement of parents and families.

An explanation of why the LEA has developed this goal.
Goal 6 was developed to address state priorities 3 (Parent Involvement), 4 (Pupil Achievement), and 8 (Other Pupil Outcomes). This goal was established with the purpose of ensuring that students have the opportunity to increase academic achievement through the engagement and education of parents and families. Families have expressed that the services and engagement opportunities that have been offered to parents have been effective. Parents have expressed the need to continue to expand and differentiate the parent education opportunities and communication tools used to connect with families. As a result of the actions outlined in Goal 6, KCUSD expects to be able to continue to deliver the services and tools our families need to continue improving outcomes for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Return Rate	2020-2021 Survey Return Rate 53.4% (Local Data)				Parent Survey Return Rate will exceed 70%
Parent Survey - Quality of Schools	Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent - 98% (Local Data)				Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent greater than 90%
Parent Survey - Quality of Service	Percentage of surveys returned reporting the "quality with which you are greeted, treated with respect, and made to feel a part of this school" is				Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent greater than 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	satisfactory, good or excellent - 97% (Local Data)				
More than 10 opportunities, per school site, will be offered to parents for parental involvement, as defined by a two-way and meaningful communication involving student academic learning and other school activities.	100% (Local Data)				100% of sites will offer more than 10 opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Access to Student Information	Feedback received from parents of unduplicated students through the district-wide parent survey includes requests to provide multiple ways for parents to access student information including grades, attendance and information to help them support their children in school. KCUSD will continue to provide parents with access to the student information system through the parent portal and support parents in understanding how to navigate the system to keep them informed of student progress in support of student achievement. Providing parent access to student grades and attendance information through our student information system is an effective best practice for parent communication, particularly for socioeconomically disadvantaged families where parents are not always available to attend parent conferences. Through workshops conducted in support of parent education, parents will be able to support their students at home and stay in communication with school sites. It is our expectation that this action	$92,030.26	Yes

Action #	Title	Description	Total Funds	Contributing
		will result in continued increases in student achievement on state and local assessments and increase parent engagement.		
2	Parent Survey	Feedback received from parents of unduplicated students through the district-wide parent survey includes requests for a simplified parent survey. KCUSD will continue to provide a parent survey written in parent friendly language to allow for greater interaction and quality input on KCUSD programs. This survey will be easy to access as it will be available on an online platform. It is our expectation that this action will result in increased parent engagement and continued parent input to inform the development of programs for students by: • Empowering families by providing them with an opportunity to voice their suggestions and concerns; • Creating channels of communication between home and school; • Offering an array of opportunities for families to participate in school planning, leadership and volunteering; It is our expectation that through the parent survey, decisions can be made on what will help parents provide necessary supports for students at home and provide a channel for communication of needs specific to families. Through the survey, KCUSD will be able to measure successful actions and identify areas that need improvement to support student achievment and social emotional growth.	$10,000.00	Yes
3	Parent Academy	Parents of unduplicated students often need support in navigating through the structures of the education system. KCUSD will ensure that parents have the opportunity to engage in activities to connect with schools and the District through Parent Academy programs at every site to provide parent education and engagement that support parents in navigating through an often complicated system. The KCUSD Parent Academy supports student achievement through providing opportunities for parents in multiple programs including but not exclusive to: Parenting Partners, Latino Family Literacy Project, and Parent Involvement in Quality Education. These programs will	$130,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
		help parents learn how to support their student at home and how to gain support from school sites and the District when needed. It is our expectation that as a result of Parent Academy programs at each site student achievement on state and local assessments will continue to improve as a result of the greater understanding of programs and access to resources for students. It is also our expectation that as a result of this action, parent engagement will increase at both the school and district level by providing parents with relevant parent engagement and educational workshops.		
4	Bilingual Community Aides	Feedback from socioeconomically disadvantaged families and English Learner families indicate that they often feel disconnected from the school system. Bilingual community aides will continue to assist parents with communication, advocacy, and understanding of the school system. Connections with trained parent educators with similar cultural backgrounds and who speak their language can help bridge this gap. It is our expectation that this action will result in increased parent engagement, increased student attendance, and increased school connectivity for families of unduplicated students, ultimately resulting in increased student achievement.	$263,519.10	Yes
5	Family Connections Techs	Local data shows that our EL families are not as connected to their children's school, often not feeling comfortable seeking support from school sites. Family Connections Technicians will be provided to support families and schools with some of the translation and interpretation needed to aide in communication with bilingual families. (e.g., registration process, teacher-parent meetings/conferences, IEP, RTI and or discipline meetings, urgent/emergency phone calls). By providing resources and support to families in their home languages allows for a better school to home connection, resulting student growth and increased achievement. Family Connection Techs promote Parent Academy opportunities, assist parents with communication, advocacy, and understanding of the school system. Serving as the liaison between sites and families, Family Connections Techs support the progress monitoring of EL students and help communicate that	$307,278.71	Yes

Action #	Title	Description	Total Funds	Contributing
		progress to families. Parent survey data shows that school sites have done an excellent job in communicating. EL parents have expressed their appreciation for bilingual family connections techs. By continuing this action, it is our expectation that KCUSD will see increased parent engagement, increased student attendance, and increased school connectivity for families of unduplicated students, ultimately resulting in increased student achievement		
6	District and School Websites	Feedback from parents of unduplicated students shows that parents are more likely to connect through digital media to connect to information communicated by schools and the District office. KCUSD will continue to provide parent access to District and school site information through both district and site websites as it is an effective best practice for parent communication, connecting parents with critical resources and parent education/engagement opportunities. Websites have been redesigned using the latest technology to create a user friendly experience accessible to a greater audience and allow parents that would otherwise not be in contact with school sites with easy access to the information they require. Through increased and improved digital resources available through the school and district websites, parents will have greater access to key information such as engagement opportunities, access to social emotional supports and greater communication capabilities to support student growth.	$59,050.00	Yes
7	School Based Health Center Outreach	Local data shows that socioeconomically disadvantaged and unduplicated students are often less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. KCUSD will continue its connection to the School Based Health Center in partnership with Adventist Health and providing outreach to families in the District. This outreach will consist of communication regarding the opportunities for socio-economically disadvantaged families to receive health care service at the District School Based Health Center and support district wide communication of vaccine clinics, health screenings and other health related engagements. Additionally, the school based health center will provide informational	$374,245.72	Yes

Action #	Title	Description	Total Funds	Contributing
		materials and resources to families on how to maintain healthy structures for their children. Research states that by providing these additional supports students are in a better position to learn and spend more time in class because they tend to be sick less often and don't have to take as much time off school to get appointments. It is our expectation that this action will result in increased attendance.		
8	Unified Communication System	Feedback received through an in depth study on parent engagement found that parents at different schools were receiving school communication through a variety of methods and providing messages in multiple languages was inconsistent. Parents of unduplicated students expressed that this was often confusing and resulted in difficulty communicating when they had children at multiple schools. KCUSD will continue to utilize ParentSquare as its unified communication system to help mitigate the variability among sites in how communication takes place among schools. Parent surveys indicate that a greater percentage of families prefer digital communication from schools and the District. This system will support continued improvements in how schools communicate with parents across all grade levels and provide a two-way communication system for parents in multiple languages. It is our expectation that this action will continue to improve parent engagement especially with parents of unduplicated students.	$45,000.00	Yes
9	Puente a Tecnologia for Parents	Parents of English Learners have expressed a need to continue the Puente a Tecnologia program to support EL parents with language acquisition and assistance connecting with supports for their students through access to technology and resources. KCUSD will continue to conduct the Puente a Tecnologia program at all school sites in response to this feedback. Through this program, parents of English Learners will learn how they can support their children at home while receiving valuable parent education and training on how to utilize digital resources. It is our expectation that this action will continue to result in increased parent engagement, resulting in increased academic achievement for unduplicated students.	$205,008.33	Yes

Action #	Title	Description	Total Funds	Contributing
10	Children's Day Parent Program	Research conducted by Abdul Latif Jameel Poverty Action Lab shows the importance of parent engagement and involvement with schools and their children's educational experiences. Feedback from parents of unduplicated students in KCUSD have requested for the District to continue to provide an annual opportunity for parents to engage in a multicultural parent education program and student recognition event- Children's Day in support of connecting parents to engagement opportunities in the District. It is our expectation that this action will result in greater participation in parent education events, increased attendance at parent engagement activities and as a result, improved student achievement on state and local metrics by increasing the engagement of parents in similar activities through out the school year. It is our expectation that by creating these types of engagement opportunties, it will increase the level of engagement and participation in parent education activities that will support their improved ability to support students as home.	$30,000.00	Yes
11	School to Home Communication Team	Parents of unduplicated students have expressed that they appreciate the frequency of communications with parents from the District. KCUSD will continue to improve communication through the School to Home Communication Officer and Production Specialist positions to coordinate and prepare communication tools in both digital and print mediums. Through this improved communication team, parents will be better connected to information and be more informed as to engagement and education opportunities in the District. It is our expectation that this action will continue to result in increased parent engagement, resulting in increased academic achievement for unduplicated students as a result of keeping parents informed of the resources available to them to support their children's education.	$254,928.00	Yes
12	Parent Engagement Team	KCUSD will continue to provide a Parent Education and Engagement Coordinator to facilitate and promote parent education and involvement through engagement opportunities such as how to	$118,117.40	No

Action #	Title	Description	Total Funds	Contributing
		navigate through district resources, web sites, connect with student support services and take stakeholder input. This position will work closely with the School to Home Communication Team in support of improved parent engagement and communication.		
13	Site Parent Engagment Support	Continue to support sites with parent involvement funding through Title I in support of parent involvement, education and engagement.	$31,037.74	No
14	District Fair	Research conducted by Abdul Latif Jameel Poverty Action Lab, indicates that socioeconomically disadvantaged students benefit from parent involvement at school, exposure to the arts, and family connections to schools. Feedback received from parents of unduplicated students indicated that events that bring multiple programs together increases understanding of what supports are available to students and how to to access them. KCUSD will continue to provide an annual opportunity for parents to engage in the District Fair and have access to the programs that are available in the District for their children and in support of parents. This event will provide parents access to student support programs, site program offerings, and allow for parent stakeholder input. It is our expectation that this action will continue to result in increased parent involvement, parent education and increased student attendance.	$20,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.98%	$28,348,226

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

Required Descriptions

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

Using the calculation tool provided by the state, Kings Canyon Unified School District has calculated that it will receive $28,348,226 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal 2.2-Ed Caliber Lessonear
Goal 2.4-Additional Instructional Aides
Goal 2.5-Transportation to Reduce Loss of Instructional Time
Goal 2.6-Data Accountability
Goal 2.7-Instructional Coaches
Goal 2.8-Educational Programs Department
Goal 2.9-Foster Youth Liaison
Goal 2.11-Supplemental Support for Preschool
Goal 2.13-Supplemental Technology
Goal 2.14-Supplemental Instructional Resources
Goal 2.16-Supplemental Support for SWD
Goal 2.17-Expanded Kindergarten Minutes
Goal 2.18-Elimination of Combination Classes at Dunlap Elementary
Goal2.19-Supplemental Professional Development

Goal 2.20-Sci-Con
Goal 2.21-Mitigating Potential Overidentification in Special Education
Goal 3.1-Bilingual Instructional Aides
Goal 3.3-ELD Instruction and Professional Development
Goal 3.4-Language Acquisition Software and Supplemental Materials
Goal 3.5-Promoting Biliteracy and Cultural Awareness
Goal 3.6-Extended Day Intervention
Goal 3.7-ELD/Migrant Program Specialist
Goal 3.8-ELD Monitoring Progress
Goal 3.9-Extra Support for Testing
Goal 3.10-Migrant Program
Goal 4.3-Library Services
Goal 4.6-Middle School Athletics
Goal 4.8-GATE Program
Goal 4.9-Increased Supports for VAPA
Goal 4.10-Summer Extended Learning
Goal 4.11-Student Transition Program
Goal 4.12-School Connections Counselor
Goal 4.13-Health and Nutrition Fitness Program
Goal 4.14-VROP
Goal 5.3-Supplemental PBIS
Goal 5.4-Afterschool Program
Goal 5.5-CARE Project
Goal 5.6-Teen Parent Support
Goal 5.7-Social Workers
Goal 5.8-K-5 Counseling Services
Goal 5.9-Behavior Intervention Team and Psychologists
Goal 5.10-Bronco Academy District Behavior Support Program
Goal 5.11-School Based Health Center Health Coordinator
Goal 5.13-Middle School Opportunity Program
Goal 5.14-Restorative Justice Program
Goal 6.1-Parent Access to Student Information
Goal 6.2-Parent Survey
Goal 6.3-Parent Academy
Goal 6.4-Bilingual Community Aides
Goal 6.5-Family Connections Techs
Goal 6.6-District and School Websites
Goal 6.7-School Based Health Center Outreach
Goal 6.8-Unified Communication System

Goal 6.9-Puente a Tecnologia for Parents
Goal 6.10-Children's Day Parent Program
Goal 6.11-School to Home Communication Team
Goal 6.14-District Fair

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Kings Canyon Joint Unified School District be effective in meeting the District's LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of Kings Canyon Unified. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive $28,348,226 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 33.98%. Our LEA has demonstrated that it has met the 33.98% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$115,994,761.95	$19,914,768.50	$433,531.00	$5,210,654.59	$141,553,716.04

Totals:	Total Personnel	Total Non-personnel
Totals:	$109,458,778.22	$32,094,937.82

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Credentialed Teachers	$37,511,622.00				$37,511,622.00
1	2	All	Basic Operating Expenses	$25,556,889.00				$25,556,889.00
1	3	All	Provide and Maintain Facilities	$10,805,965.00	$3,832,212.00			$14,638,177.00
1	4	All	Transportation	$5,211,270.00				$5,211,270.00
1	5	All	Guidance and Learning Center - Special Education		$6,995,667.00		$2,504,705.00	$9,500,372.00
1	6	All	Site Base Allocations	$1,058,412.00				$1,058,412.00
2	1	All	Alignment of Instruction	$640,740.00	$153,309.00			$794,049.00
2	2	English Learners Foster Youth Low Income	Teacher Resources for Instruction	$116,229.00				$116,229.00
2	3	All	VAPA and Physical Education Techs	$1,562,700.00				$1,562,700.00
2	4	English Learners Foster Youth Low Income	Additional Instructional Aides	$325,812.00				$325,812.00
2	5	English Learners Foster Youth Low Income	Transportation to Reduce Loss of Instructional Time	$26,692.00				$26,692.00
2	6	English Learners Foster Youth Low Income	Data Accountability	$340,331.00			$72,902.00	$413,233.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	Instructional Coaches	$2,688,159.00				$2,688,159.00
2	8	English Learners Foster Youth Low Income	Educational Programs Department	$205,315.00				$205,315.00
2	9	Foster Youth	Foster Youth Liaison	$142,771.00				$142,771.00
2	10	Students with Disabilities Infant Toddler CVRC	Infant CVRC		$4,583,971.00			$4,583,971.00
2	11	English Learners Foster Youth Low Income	Supplemental Support for Preschool	$736,289.00	$1,659,571.50			$2,395,860.50
2	12	All	Technology Department	$1,372,955.00	$800,638.00			$2,173,593.00
2	13	English Learners Foster Youth Low Income	Supplemental Technology	$1,244,026.00			$204,000.00	$1,448,026.00
2	14	English Learners Foster Youth	Supplemental Instructional Resources	$2,741,463.00				$2,741,463.00
2	15	All	NGSS Support				$180,223.32	$180,223.32
2	16	English Learners Foster Youth Low Income	Supplemental Support for Students with Disabilities	$273,920.00				$273,920.00
2	17	English Learners Foster Youth Low Income	Expanded Kindergarten Minutes	$1,124,539.00				$1,124,539.00
2	18	English Learners Foster Youth Low Income	Elimination of Combination Classes at Dunlap	$167,319.96				$167,319.96
2	19	English Learners Foster Youth Low Income	Supplemental Professional Development	$279,515.00				$279,515.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	20	English Learners Foster Youth Low Income	Sci-Con	$198,344.00				$198,344.00
2	21	English Learners Foster Youth Low Income	Mitigating Potential Overidentification in Special Education	$154,855.00				$154,855.00
2	22	All	Intervention Teachers				$1,168,011.00	$1,168,011.00
3	1	English Learners	Bilingual Instructional Aides	$1,062,922.00				$1,062,922.00
3	2	All	ELD Instructional Coach				$116,839.00	$116,839.00
3	3	English Learners	ELD Instruction and Professional Development	$2,640,473.00			$67,500.00	$2,707,973.00
3	4	English Learners	Language Acquisition Software and Supplemental Materials	$5,000.00			$122,000.00	$127,000.00
3	5	English Learners	Promoting Biliteracy and Cultural Awareness	$10,000.00				$10,000.00
3	6	English Learners	Extended Day Intervention	$25,000.00			$48,071.00	$73,071.00
3	7	English Learners	ELD/Migrant Program Specialist	$153,985.00				$153,985.00
3	8	English Learners	ELD Monitoring Progress	$252,122.00			$80,000.00	$332,122.00
3	9	English Learners	Extra Support for Assessments	$39,000.00				$39,000.00
3	10	English Learners Foster Youth Low Income	Migrant Program	$196,952.00			$289,700.00	$486,652.00
4	1	All	College and Career Guidance and Support	$949,048.00	$1,361,328.00			$2,310,376.00
4	2	All	Career Technical Education Support		$365,852.00		$129,151.00	$495,003.00
4	3	English Learners Foster Youth Low Income	Library Services	$1,308,500.00	$90,000.00			$1,398,500.00
4	4	All	K-8 College and Career Readiness and Awareness			$56,996.00		$56,996.00
4	5	All	Co-Curricular Activities	$1,093,773.00				$1,093,773.00
4	6	English Learners Foster Youth Low Income	Middle School Athletics	$183,621.00				$183,621.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	7	All	Performing Arts	$80,330.00				$80,330.00
4	8	English Learners Foster Youth Low Income	GATE Program	$95,280.00				$95,280.00
4	9	English Learners Foster Youth Low Income	Increased Supports for VAPA	$175,402.00				$175,402.00
4	10	English Learners Foster Youth Low Income	Summer Extended Learning	$1,032,726.00				$1,032,726.00
4	11	English Learners Foster Youth Low Income	Student Transition Program	$695,749.00				$695,749.00
4	12	Foster Youth Low Income	School Connections Counselor	$147,255.00				$147,255.00
4	13	Low Income	Health and Nutrition Fitness Program	$57,600.00				$57,600.00
4	14	English Learners Foster Youth Low Income	CTE Support - VROP	$1,156,327.00				$1,156,327.00
5	1	All	PBIS and Student Services	$1,802,832.00		$376,535.00		$2,179,367.00
5	2	All	Title I Student Services				$29,783.00	$29,783.00
5	3	English Learners Foster Youth Low Income	Supplemental PBIS	$485,337.00				$485,337.00
5	4	English Learners Foster Youth Low Income	Afterschool Program	$1,249,525.00				$1,249,525.00
5	5	English Learners Foster Youth Low Income	CARE Project	$205,886.00				$205,886.00
5	6	English Learners Foster Youth Low Income	Teen Parent Support	$234,286.00				$234,286.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	7	English Learners Foster Youth Low Income	Social Workers	$1,521,591.00				$1,521,591.00
5	8	English Learners Foster Youth Low Income	K-5 Counseling Services	$200,000.00				$200,000.00
5	9	English Learners Foster Youth Low Income	Behavior Intervention Team and Psychologists	$1,533,647.00				$1,533,647.00
5	10	English Learners Foster Youth Low Income	Bronco Academy District Behavior Support Program	$487,414.00				$487,414.00
5	11	English Learners Foster Youth Low Income	School Based Health Center Health Coordinator	$81,923.00				$81,923.00
5	12	All	After School Nurse Services		$72,220.00			$72,220.00
5	13	English Learners Foster Youth Low Income	Middle School Opportunity Program	$264,766.00			$21,300.00	$286,066.00
5	14	English Learners Foster Youth Low Income	Restorative Justice Program	$316,000.00				$316,000.00
6	1	English Learners Foster Youth Low Income	Parent Access to Student Information	$64,716.13			$27,314.13	$92,030.26
6	2	English Learners Foster Youth Low Income	Parent Survey	$10,000.00				$10,000.00
6	3	English Learners Foster Youth Low Income	Parent Academy	$130,611.00				$130,611.00
6	4	English Learners	Bilingual Community Aides	$263,519.10				$263,519.10

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	5	English Learners Foster Youth Low Income	Family Connections Techs	$307,278.71				$307,278.71
6	6	English Learners Foster Youth Low Income	District and School Websites	$59,050.00				$59,050.00
6	7	Low Income	School Based Health Center Outreach	$374,245.72				$374,245.72
6	8	English Learners Foster Youth Low Income	Unified Communication System	$45,000.00				$45,000.00
6	9	English Learners	Puente a Tecnologia for Parents	$205,008.33				$205,008.33
6	10	English Learners	Children's Day Parent Program	$30,000.00				$30,000.00
6	11	English Learners Foster Youth Low Income	School to Home Communication Team	$254,928.00				$254,928.00
6	12	All	Parent Engagement Team				$118,117.40	$118,117.40
6	13	All	Site Parent Engagment Support				$31,037.74	$31,037.74
6	14	English Learners Foster Youth Low Income	District Fair	$20,000.00				$20,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$28,348,225.95	$31,030,584.58
LEA-wide Total:	$27,604,684.95	$30,265,743.58
Limited Total:	$0.00	$0.00
Schoolwide Total:	$743,541.00	$764,841.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Teacher Resources for Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,229.00	$116,229.00
2	4	Additional Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	$325,812.00	$325,812.00
2	5	Transportation to Reduce Loss of Instructional Time	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,692.00	$26,692.00
2	6	Data Accountability	LEA-wide	English Learners Foster Youth Low Income	All Schools	$340,331.00	$413,233.00
2	7	Instructional Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,688,159.00	$2,688,159.00
2	8	Educational Programs Department	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,315.00	$205,315.00
2	9	Foster Youth Liaison	LEA-wide	Foster Youth	All Schools	$142,771.00	$142,771.00
2	11	Supplemental Support for Preschool	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool	$736,289.00	$2,395,860.50

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	13	Supplemental Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,244,026.00	$1,448,026.00
2	14	Supplemental Instructional Resources	LEA-wide	English Learners Foster Youth	All Schools	$2,741,463.00	$2,741,463.00
2	16	Supplemental Support for Students with Disabilities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Reedley High School 9-12	$273,920.00	$273,920.00
2	17	Expanded Kindergarten Minutes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All schools with Kindergarten Kingdergarden	$1,124,539.00	$1,124,539.00
2	18	Elimination of Combination Classes at Dunlap	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dunlap School K-5	$167,319.96	$167,319.96
2	19	Supplemental Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$279,515.00	$279,515.00
2	20	Sci-Con	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools with 6th Grade 6th Grade	$198,344.00	$198,344.00
2	21	Mitigating Potential Overidentification in Special Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,855.00	$154,855.00
3	1	Bilingual Instructional Aides	LEA-wide	English Learners	All Schools	$1,062,922.00	$1,062,922.00
3	3	ELD Instruction and Professional Development	LEA-wide	English Learners	All Schools	$2,640,473.00	$2,707,973.00
3	4	Language Acquisition Software and Supplemental Materials	LEA-wide	English Learners	All Schools	$5,000.00	$127,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Promoting Biliteracy and Cultural Awareness	LEA-wide	English Learners	All Schools	$10,000.00	$10,000.00
3	6	Extended Day Intervention	LEA-wide	English Learners	All Schools	$25,000.00	$73,071.00
3	7	ELD/Migrant Program Specialist	LEA-wide	English Learners	All Schools	$153,985.00	$153,985.00
3	8	ELD Monitoring Progress	LEA-wide	English Learners	All Schools	$252,122.00	$332,122.00
3	9	Extra Support for Assessments	LEA-wide	English Learners	All Schools	$39,000.00	$39,000.00
3	10	Migrant Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,952.00	$486,652.00
4	3	Library Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,308,500.00	$1,398,500.00
4	6	Middle School Athletics	LEA-wide	English Learners Foster Youth Low Income	Grades 6-8	$183,621.00	$183,621.00
4	8	GATE Program	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$95,280.00	$95,280.00
4	9	Increased Supports for VAPA	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,402.00	$175,402.00
4	10	Summer Extended Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,032,726.00	$1,032,726.00
4	11	Student Transition Program	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$695,749.00	$695,749.00
4	12	School Connections Counselor	Schoolwide	Foster Youth Low Income	All Schools 9-12	$147,255.00	$147,255.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	13	Health and Nutrition Fitness Program	Schoolwide	Low Income	Specific Schools: Reedley High School 9-12	$57,600.00	$57,600.00
4	14	CTE Support - VROP	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$1,156,327.00	$1,156,327.00
5	3	Supplemental PBIS	LEA-wide	English Learners Foster Youth Low Income	All Schools	$485,337.00	$485,337.00
5	4	Afterschool Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,249,525.00	$1,249,525.00
5	5	CARE Project	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,886.00	$205,886.00
5	6	Teen Parent Support	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$234,286.00	$234,286.00
5	7	Social Workers	LEA-wide	English Learners Foster Youth Low Income	Grades 6-12	$1,521,591.00	$1,521,591.00
5	8	K-5 Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-5	$200,000.00	$200,000.00
5	9	Behavior Intervention Team and Psychologists	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,533,647.00	$1,533,647.00
5	10	Bronco Academy District Behavior Support Program	LEA-wide	English Learners Foster Youth Low Income	K-5	$487,414.00	$487,414.00
5	11	School Based Health Center Health Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,923.00	$81,923.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	13	Middle School Opportunity Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Citrus and Grant Middle Schools 6-8	$264,766.00	$286,066.00
5	14	Restorative Justice Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$316,000.00	$316,000.00
6	1	Parent Access to Student Information	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,716.13	$92,030.26
6	2	Parent Survey	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
6	3	Parent Academy	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,611.00	$130,611.00
6	4	Bilingual Community Aides	LEA-wide	English Learners	All Schools	$263,519.10	$263,519.10
6	5	Family Connections Techs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$307,278.71	$307,278.71
6	6	District and School Websites	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,050.00	$59,050.00
6	7	School Based Health Center Outreach	LEA-wide	Low Income	All Schools	$374,245.72	$374,245.72
6	8	Unified Communication System	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	$45,000.00
6	9	Puente a Tecnologia for Parents	LEA-wide	English Learners	All Schools	$205,008.33	$205,008.33
6	10	Children's Day Parent Program	LEA-wide	English Learners	All Schools	$30,000.00	$30,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
6	11	School to Home Communication Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,928.00	$254,928.00
6	14	District Fair	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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