

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kingsburg Joint Union High School District

CDS Code: 10622570000000

School Year: 2025-26

LEA contact information:

Heather Wilson

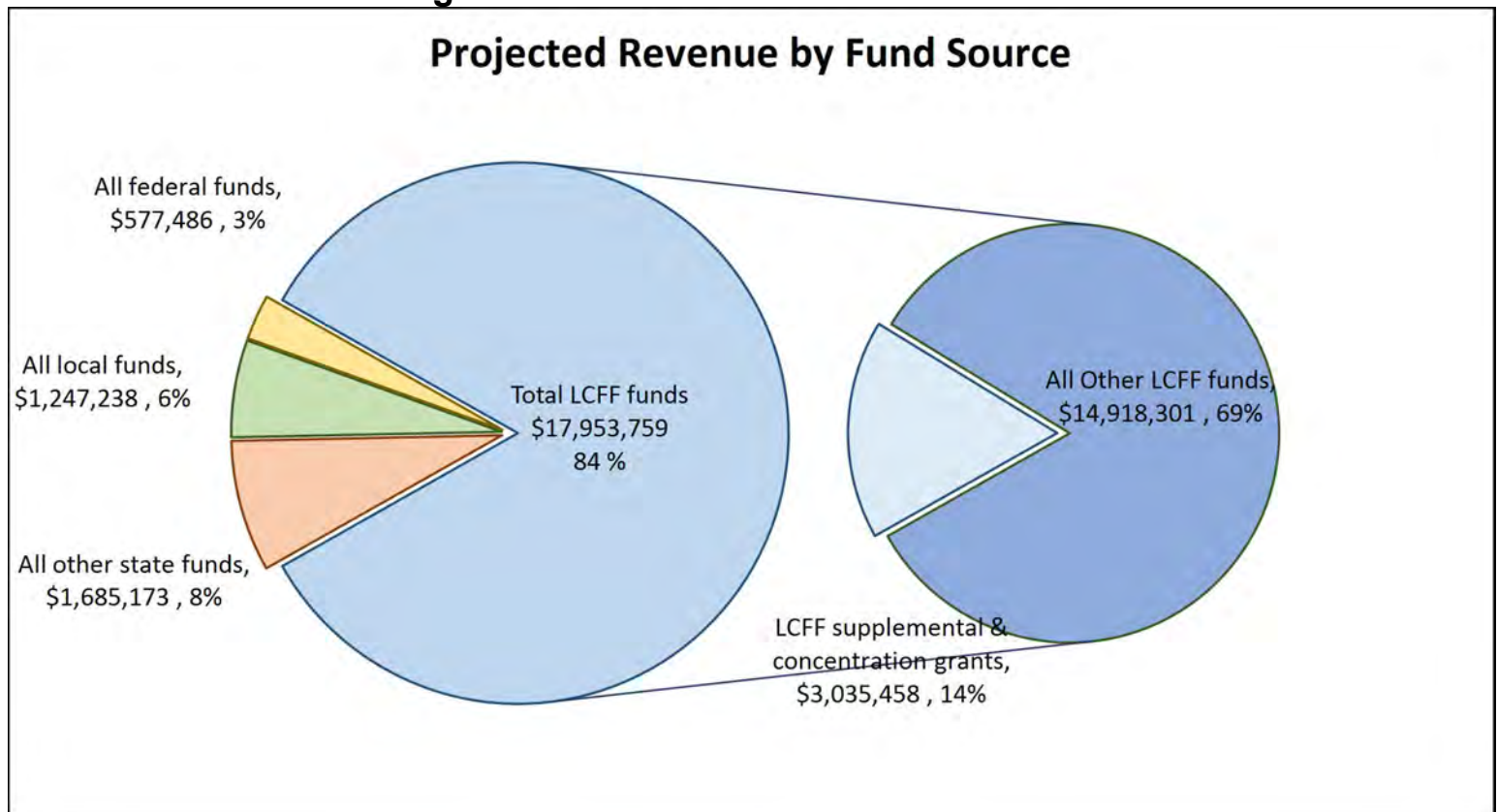
Assistant Superintendent

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559-897-7721

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 2025-26 School Year

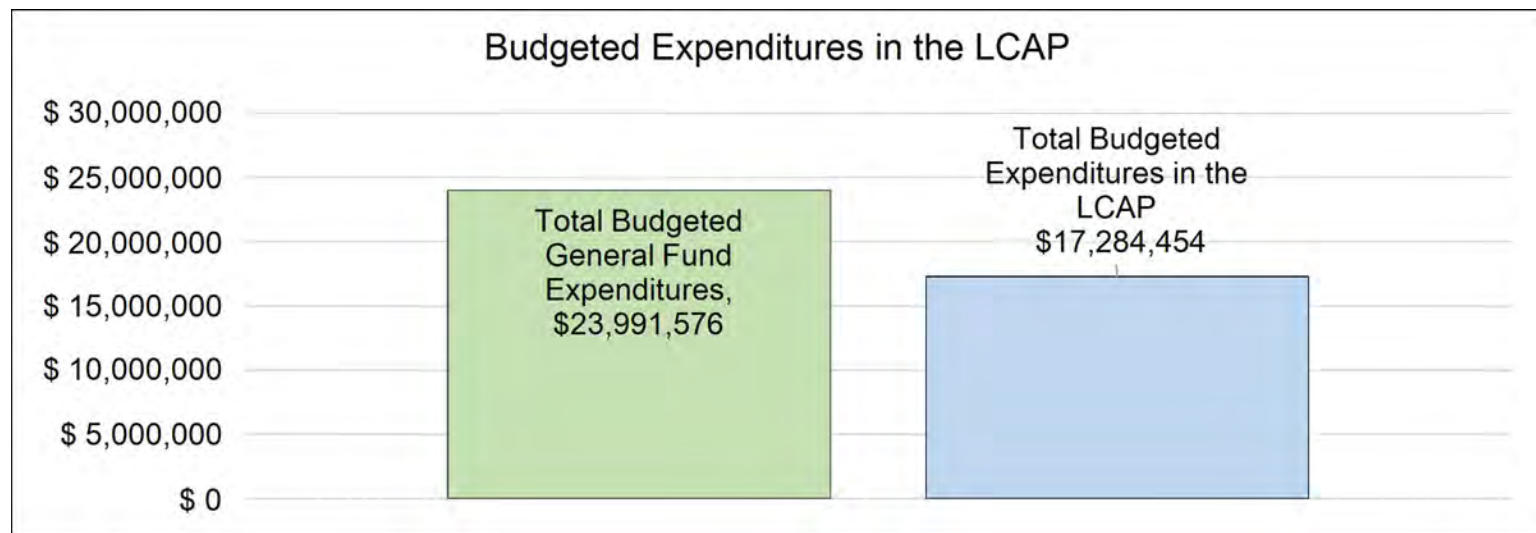


This chart shows the total general purpose revenue Kingsburg Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kingsburg Joint Union High School District is \$21,463,656, of which \$17,953,759. is Local Control Funding Formula (LCFF), \$1,685,173. is other state funds, \$1,247,238. is local funds, and \$577,486 is federal funds. Of the \$17,953,759. in LCFF Funds, \$3,035,458. is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kingsburg Joint Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kingsburg Joint Union High School District plans to spend \$23,991,576 for the 2025-26 school year. Of that amount, \$17,284,454 is tied to actions/services in the LCAP and \$6,707,122 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

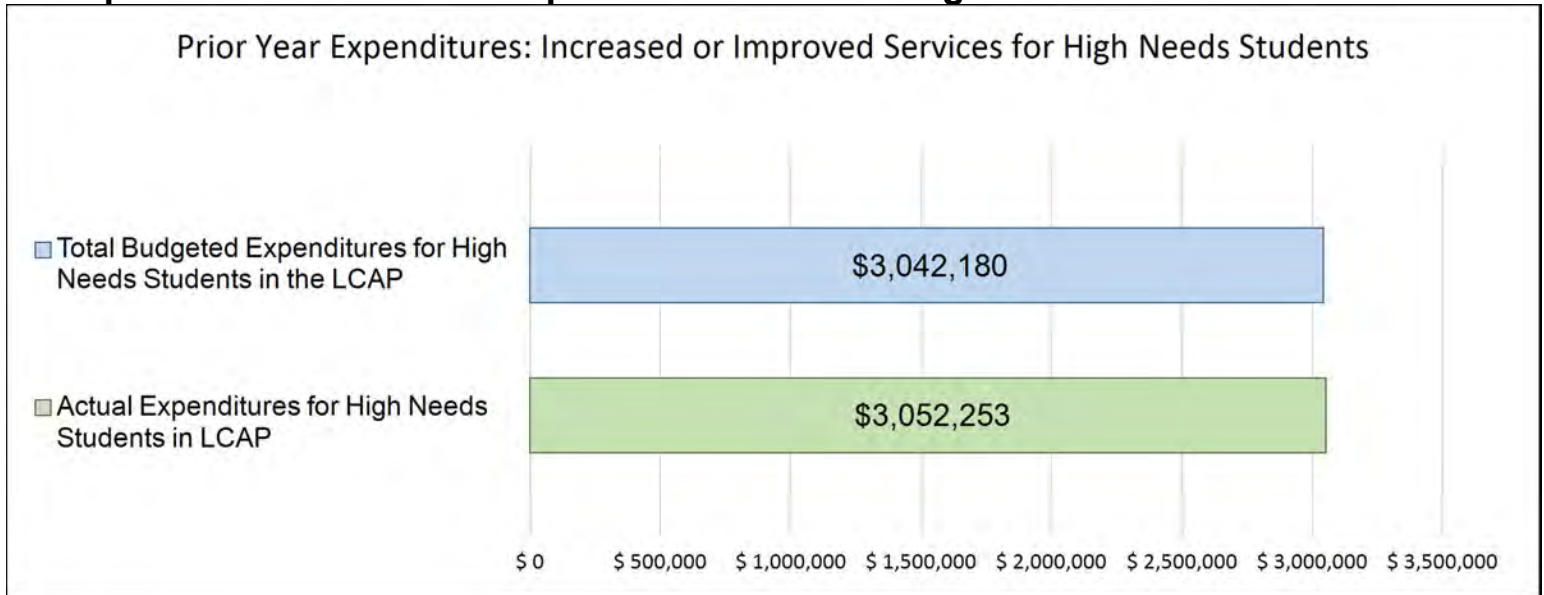
Federal and state one-time funds (A-G Grant, Art and Music grant, and other state grants), a strong ending balance to prepare for economic uncertainties, salary/benefits of administration/counselors, office staff, supplies and services, and funds to pay general running of the district.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Kingsburg Joint Union High School District is projecting it will receive \$3,035,458. based on the enrollment of foster youth, English learner, and low-income students. Kingsburg Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kingsburg Joint Union High School District plans to spend \$3,202,861 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Kingsburg Joint Union High School District's LCAP budgeted \$3,042,180 for planned actions to increase or improve services for high needs students. Kingsburg Joint Union High School District actually spent \$3,052,253 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$10,073 had the following impact on Kingsburg Joint Union High School District's ability to increase or improve services for high needs students:

N/A

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Joint Union High School District	Heather Wilson Assistant Superintendent	hwilson@kingsburghigh.com 559-897-7721

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Kingsburg Joint Union High School District (KJUHSD) has a longstanding tradition of excellence in academics, strong extracurricular programs, a dedicated and caring staff, an outstanding student body and involved parents and community. We value the importance of a holistic educational experience for all students. Students are expected to challenge their minds with the most rigorous academic programs, challenge their bodies with the discipline and team building experience of competitive sports programs, explore vocational and elective areas of study to find their interests and talents, and develop a sense of community service. Our goal is to help students develop personal responsibility and decision-making skills and to prepare and plan for post-secondary education or vocational training.

The district boundaries cover a total of ninety-five square miles, with a population of nearly 18,000 people in portions of Fresno, Tulare and Kings Counties. Except for the city of Kingsburg, the district’s area is predominantly a well producing rural agricultural region. KJUHSD is provided students by four elementary school districts and although not unified, the superintendents work closely together to provide continuity. KJUHSD is student population is 1,199 with 66.2% being Hispanic, 27.94% white, 2.42% Asian, 2.3% multiple, and less than 2% of other ethnicities. Our socioeconomically disadvantaged population makes up 65.8% of our population, EL population is at 8.5%, and foster youth population is less than 1 percent.

Just recently, Kingsburg passed a twenty million-dollar school bond to help improve the facilities at KJUHSD. The district is working with stakeholders to develop a plan for how to utilize the money in the best way to improve classrooms and facilities.

Schools within the LEA receiving Equity Multiplier funding:
Kingsburg Independent High School
Oasis High School

Metrics:

KJUHSD does not have a numerically significant number of Foster Youth students. To protect the privacy of these students, we will not publish the data related to our Foster Youth in the Measuring and Reporting Results section below; however, we will monitor the progress of this student group internally. KJUHSD does not serve middle school students so this plan does not contain a Middle School Dropout.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

In reviewing data from the 2024 California Dashboard, the district demonstrated some positives, but also areas that need to continue to be focused on. The positives for the district is that Math is slowly increasing (1.7 point increase and 4.9% increase in met or exceeded standards). Our district's reclassification rate also increased by 15%. This year our students declined by 12.7% which contributed to being eligible this year for Differentiated Assistance.

Based on a review of local data, the district continues to see positive trends in student connectedness, feelings of safety on campus, and access to resources for personal support. Student connectedness has increased consistently year over year, with a 6% increase reported this year. Students also reported fewer incidents related to bullying, physical altercations, and drug-related concerns on campus. While drugs on campus remain the top concern, reports of this issue decreased by 2% compared to the previous year.

Survey results from students, parents, and staff indicated that at least 91% felt the presence of the School Resource Officer contributes to a greater sense of safety on campus. Given the effectiveness of these efforts, the district will continue to implement actions that promote student safety in the 2025–26 LCAP.

Learning Recovery and Emergency Block Grant

The district has unexpended LREBG funds for the 2025-26 school year which can be found in Goal 5, Action 1 through 4.

Our needs assessment revealed significant needs regarding English Language- Arts performance and chronic absenteeism among English Learners and LTELs. Goal 5, actions 1 through 4 have been written to focus on mental health counseling and additional supports. Based on our needs assessment, we revised Goal 5, Action 2 to focus on diagnostic supports for these student groups. The action(s) align with allowable fund uses in the areas of integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs and additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

The 2025–26 Governor's Budget proposes additional Learning Recovery Emergency Block Grant funding for LEAs. Because the details of the proposal, including the dollar amount, were not finalized in time for the 2025–26 LCAP development process, we will include any additional LREBG funds apportioned as part of the 2025-26 budget act as part of the 2026- 27 LCAP. This approach ensures that Educational Partners will have the opportunity provide feedback on the use of these proposed additional funds.

2023 Dashboard Lowest Performance Indicators-

- o Student groups within the LEA performing in the lowest performance indicator on one or more state indicators:

- *District: EL, SWD- Suspension

- o Schools within the LEA performing in the lowest performance indicator on one or more state indicators:

- *Kingsburg Independent Study HS: CCI

- *Oasis Continuation HS: Suspension

- o Student groups within schools within the LEA performing in the lowest performance indicator on one or more state indicators:

- *Kingsburg HS: SWD- Suspension

- *Kingsburg Independent Study HS: SED, CCI

- *Oasis Continuation HS: HI, SED- Suspension

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Our district has established a collaborative partnership with the Fresno County Office of Education to enhance support for our students within the framework of Differentiated Assistance.

This collaboration targets the following student groups who are eligible for Differentiated Assistance:

-English Learners and Long Term English Learners (LTELs) in the areas of English Learner Progress (ELPI), Suspension Rate, ELA, and Mathematics.

To facilitate professional development, a series of sessions have been organized, employing research-based strategies rooted in the improvement science model. These sessions have been structured into four distinct phases:

Phase 1: This phase entails articulating the problem of practice, conducting a thorough data analysis, processing the findings, and integrating research-based knowledge.

Phase 2: Here, participants review the user perspective, research plan, and accumulated knowledge, aiming to identify root causes through rigorous research.

Phase 3: In this phase, participants delve deeper into research-based knowledge, develop a clear aim, identify key drivers, generate change ideas, and plan the improvement journey.

Phase 4: The Improvement Journey phase involves monthly meetings throughout the academic year to assess the effectiveness of the Theory of Improvement and ensure that the identified changes are yielding positive outcomes. Based on feedback received during these sessions, adjustments are made to adapt the Theory of Improvement accordingly, ensuring ongoing refinement and effectiveness.

We are currently in phase 1 of this development. We have conducted data analysis and have performed our root cause analysis, which we found that we do not have the most appropriate measure of performance. Action 5.2 reflects the work we are doing in Differentiated Assistance which includes selecting an appropriate diagnostic tool to help us identify areas of need and focus for our EL's and LTEL's.

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.

The following school within Kingsburg Joint Union High School District have been identified for CSI:
Oasis High School

Support for Identified Schools

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

Kingsburg Joint Union High School District is committed to supporting Oasis Continuation High School in their CSI plan, by providing resources that address the issues that have made them a CSI school. The LEA is committed to looking at the needs assessments and resource inequities at the school level to help come up with evidenced based interventions. The CSI Plan is being developed with educational partners in mind and the support of the LEA in making sure the plan is attainable and supports the school to its fullest capacity.

Kingsburg Joint Union High School District supported the CSI school staff in providing professional development, time away from campus to attend the professional development and collaborating with the school site on the process.

Kingsburg Joint Union High School District supported sites in identifying and selecting evidenced based interventions included in the CSI plan by communicating with educational partners and analyzing the needs assessment of the school sites. The LEA helped coordinate and communicate with all educational partners about best practices from other school sites including evidenced-based-interventions that were being utilized. The LEA helps guide and support the school site staff by coordinating meetings, professional development time, and collaboration amongst educational partners to look at evidenced based interventions. This helped provide guidance to educational partners and gain a better understanding of interventions that could help develop and implement the CSI plan.

The process of support provided by Kingsburg Joint Union High School District to CSI school staff in the identification of resource inequities included: providing the data for their school, meeting to analyze the data to find root causes, and ensure that the school site was meeting with educational partners. This process leads to the implementation of evidence based interventions.

Monitoring and Evaluating Effectiveness

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

Monitoring the implementation of the CSI plan includes looking at data that directly impacts student discipline in our CSI school. The LEA will make sure school administration is communicating effectively and consistently with all educational partners to achieve the desired results of

the CSI plan. The LEA will look at data on office referrals, cool down visits, and suspension/expulsions to monitor the implementation of the CSI school plan. The LEA will also evaluate the CSI plan by sending out surveys to educational partners as part of the CSI plan evaluation. By looking at this data regularly, it will allow the LEA to have continuous monitoring throughout the school year.

Evaluating the implementation of the CSI plan includes analyzing the interventions that were implemented and looking at the data to see what trends the new data is compared to previous data. The LEA will analyze previous school year's data including student discipline. The LEA and school site will communicate and review with all educational partners the data that the LEA has gathered to help as part of the evaluation process with the CSI plan and get input on the implementation of the CSI plan.

Monitoring the effectiveness of the CSI plans includes talking to all educational partners including students, staff, parents, and community members on a consistent basis. The LEA will offer Zoom meetings to make it easier for our educational partners to be able to communicate with us along with face to face meetings. Also as part of the monitoring process, the LEA will be looking at building capacity amongst staff members through professional development opportunities. These opportunities can help improve student outcomes in regards to student discipline.

Evaluating the effectiveness of the CSI plan includes looking at tools and resources that educational partners can use to rate/score the effectiveness of the interventions that were used. This includes surveys and rating scales that educational partners can fill out to help the LEA evaluate the CSI plan interventions for continuous improvement. Also as part of the evaluation process, the LEA will look at resources that were implemented and evaluate how effective those resources were implemented and utilized.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	2/24/25-3/9/25: LCAP Survey: Teacher survey response-50. Overall the district is providing professional development that is supportive, and services are provided to students such as tutoring, therapists and counseling. They stated that they appreciate the safe environment on campus and communication with the staff is great from the administration. They appreciate the open-door policy. Teachers asked for more support by implementing a no-cell phone policy and more PLC time in department meetings. They also requested for PD on Artificial intelligence. When it came to how to increase services for unduplicated students, they said to continue support with counseling services for our students and technology support. They also expressed the need to continue to support transportation supports for our students and the importance of the SARB liaison. The staff and teachers brought up the concern for lack of staff parking and a no drop off zone for parents when they are dropping off their students at school. This will be an issue that will also be expressed to our Bond Committee since we passed a bond this November.
Principals	3/5/25: Met to review LCAP and reviewed supports needed for next year and ways to spend LREBG based on student data and need. 3/25/25: Met to discuss LCAP survey results and reviewed steps and goals for being eligible for Differentiated Assistance.

Educational Partner(s)	Process for Engagement
Administrators	<p>3/27/25: Meeting with Assistant Principals and SRO and Security Officer to review the LCAP survey results. The survey results expressed being proud of the lack of fights on campus and the support system that is provided to our students. Discussed concern for vaping issues and chronic absentees.</p> <p>4/30/25: Meeting with Assistant Principals and Counselors to discuss LCAP and focuses for next year.</p>
Other School Personnel	<p>2/24/25-3/9/25: LCAP Survey: Staff survey response-33 . Other school personnel emphasized the importance of AI training and shared concerns about increasing student apathy. They also expressed appreciation for the safe environment provided for students and shared gratitude for the programs and resources available, such as counseling, clubs, tutoring, and transportation support.</p>
Local Bargaining Units (Certificated and Classified)	<p>5-8-25: Reviewed the 24-25 annual update. Presented goals and actions for the 25-26 LCAP. No questions or comments.</p>
Parents	<p>2/24/25-3/9/25: LCAP Survey: Parent/Community survey response-133 (93 parents/40 community). This year the district tried to notify the community more about the survey and we went from having 7 community members to 39 submit responses.</p> <p>Overall Parents are proud of: The many ways that students can get involved whether it be through band, choir, sports, or clubs. They love that their students have many opportunities. They expressed gratitude for the communication through social media and parent square. They also appreciated that the campus is open and they feel their students are safe.</p> <p>Areas of Improvement include: They requested services such as one-on-one tutoring for their student and some frustration with not all teachers responding to emails when a parent reaches out. They also would like to see more classes for their students that are geared toward real life situations that would prepare them for adulthood.</p> <p>The community provided areas of strength as: The feeling of safety and appreciation for providing the school with an SRO on campus. They love the open campus and no fences.</p>

Educational Partner(s)	Process for Engagement
	<p>Areas of Improvement for the community included: They would like to see a better partnership with the K-8 Elementary School District to make it a smoother transition to high school. They also expressed concern with the cafeteria line being too long for students and taking too long to receive their lunch.</p> <p>Parents also reported that communication has improved and expressed appreciation for the changes made to Back to School Night this year. Opening up classrooms allowed parents to hear directly from teachers, which they preferred over the previous format held in the new gym. Parents also shared that they value the wide range of opportunities available for their students to get involved on campus. Students echoed this sentiment, frequently noting that their favorite part of school is the variety of activities they can participate in—whether it’s band, choir, clubs, sports, or drama.</p>
Students/SAC	<p>9-25-24: Student Advisory Meeting (SAC)-Reviewed what SAC was and the Green Act and school funding. Students expressed concerns for the Old Gym needing coolers or fans because there is no air conditioning. They also expressed concerns about the bathrooms with stall doors and sink water pressure. These concerns were brought to the district office and the director of maintenance.</p> <p>2/24/25-3/9/25: LCAP Survey: Student survey response- 840. Overall students are proud of the safe open campus, no fights on campus, how clean the campus is, the pride and spirit of the school, athletics programs, how supportive and caring the teachers and staff are, the extra help they receive when it comes to grades, the trust that they receive with having off-campus lunch, and all the extracurricular opportunities they have.</p> <p>Areas of Improvement include: One-on-one tutoring, class offerings that deal with real-life situations, a break in the middle of the long classes, more hands-on learning opportunities, and more time in class for getting homework done. Students also reported that they could always use more academic support whether it was through tutoring services or extra classes to do homework or get help in. In regards to safety, the only safety concern that students expressed with the</p>

Educational Partner(s)	Process for Engagement
	<p>restrooms. They stated that there is concern with times when soap and toilet paper are not stocked and with some of the sinks not working and stall doors being destroyed and no longer up.</p> <p>2-27-25: Student Advisory Meeting (SAC)- Reminded students of the survey that was going out and encouraged them to complete it. Students appreciated the work on the new bathrooms but had more requests for more soap, fixed stall doors and dripping sinks. They enjoy some of the new things that were added this year such as celebrating Perfect Monthly Attendance with extra lunch time and raffle drawing, and the addition of big fans in the Old Gym.</p> <p>5-15-25: Student Advisory Meeting (SAC)-Reviewed LCAP draft with students and LCAP survey. Students did not have any concerns or questions.</p>
Submission to Applicable Committees (PAC)	<p>10-7-24-Reviewed Consolidated Application and ESSER III and how they are spent on intervention specialist, CYS and parents had no concerns. Provided students with LCAP updates and the creation of the Student Advisory Committee. The addition of how the spending of the Learning Emergency Block Grant is now included in the LCAP was discussed. The State Seal of Biliteracy was also reviewed.</p> <p>2-18-25-Reviewed LCAP Midyear report, and Dashboard results. Explained that KJUHSD was eligible for Differentiated Assistance under EL and LTEL in ELPI, Suspensions and Mathematics. Parents asked about the reclassification process for our EL's and LTEL's. Parents had no concerns at the time.</p> <p>5-15-25-Provided PAC with an LCAP draft for feedback. Also shared with the PAC about the LCAP survey results, LCAP Federal Addendum and the local priorities. Parents had no concerns or feedback. No questions were submitted to the Superintendent requiring a written response.</p>
Submission to Applicable Committees (DELAC)	<p>10-9-24: Celebrated seven students with their families for being reclassified. Reviewed EL numbers and EL data. Discussed State</p>

Educational Partner(s)	Process for Engagement
	<p>Seal of Biliteracy, Con App and ESSER III/ELO update. Parents appreciated the format of the meeting and did not have any questions or concerns.</p> <p>2-3-25: Celebrated EL students who have maintained a 3.0 or higher while at high school. Reviewed LCAP Midyear report, ELPAC testing that was coming up, Dashboard data, A-G Completion Improvement Grant Program, and Comprehensive School Safety Plan. Explained that KJUHSD was eligible for Differentiated Assistance under EL and LTEL in ELPI, Suspensions and Mathematics. Parents had no concerns or comments.</p> <p>5-20-25-Provided DELAC with the LCAP draft for feedback. Also shared with the DELAC about the LCAP survey results, LCAP Federal Addendum and the local priorities. Parents had no concerns or feedback. No questions were submitted to the Superintendent requiring a written response.</p>
Schools receiving Equity Multiplier funding	<p>12-9-24: Equity Multiplier funding was discussed.</p> <p>4-07-25: Meeting with KIS and OHS teachers/staff regarding use of equity multiplier funds. All in agreement with the focus on intervention specialist, full time instructional aide, and mental health services.</p> <p>5-12-25: Meeting with KIS and OHS parents regarding equity multiplier funds. No parents attended the meeting.</p> <p>Parents of students in both programs were provided surveys as another opportunity to provide feedback. Feedback included above.</p> <p>Student in both programs were provided surveys as another opportunity to provide feedback. Feedback included above.</p> <p>.</p>
SELPA Consultation	

Educational Partner(s)	Process for Engagement
	<p>9-26-24: Consultation regarding supports for students with disabilities in the LCAP.</p> <p>10-31-24: Consultation regarding supports for students with disabilities in the LCAP. Reach out to the county with any questions.</p> <p>11-9-24: Consultation regarding supports for students with disabilities in the LCAP.</p> <p>1-21-25: Consultation regarding supports for students with disabilities in the LCAP. Reviewed again the need for a parent on the PAC, consultation with SELPA and an action for special education students.</p> <p>2-26-25: Consultation regarding supports for students with disabilities in the LCAP. No updates.</p> <p>3-18-25: Consultation regarding supports for students with disabilities in the LCAP. No updates, please contact county of questions. LCAP writers are in full force writing the plans.</p> <p>4-10-25: Consultation regarding supports for students with disabilities in the LCAP.</p> <p>5-22-25: Discussed making sure LCAP writer and special ed director were in communication about the action required related to students with disability. LCAP's need to be presented to boards by June 30.</p>
Board Meetings	<p>8-12-24: Discussed Teacher Assignment Monitoring and Outcome Data, and AP score data. Also provided the board with LCAP updates that included the approval by the county of our LCAP with final approval coming in September.</p> <p>9-16-24: Reviewed the new requirement of creating a Student Advisory Committee and how 11 students participated. LCAP was approved officially by FCSS and no major changes to the LCAP are expected for the upcoming year.</p>

Educational Partner(s)	Process for Engagement
	<p>10-14-24: Provided input to the board on PAC and ELAC/DELAC meetings. Shared initial CAASPP and ELPAC test scores with the board.</p> <p>11-18-24: Discussed Learning Recovery Emergency Block Grant and how much money is left and where it is currently being spent. Reviewed the changes to the California Dashboard which include the College and Career Indicator including a color, and LTEL is a subgroup.</p> <p>1-13-24: Reviewed Dashboard results. LCAP update- discussed all schools/subgroups that were red on the dashboard. Explained that KJUHSD was eligible for Differentiated Assistance under EL and LTEL in ELPI, Suspensions, and Mathematics.</p> <p>2-11-24: Reviewed the LCAP Mid-year update. Reviewed the goals, and how funds have been spent through the first interim.</p> <p>4-22-25: Reviewed LCAP survey with board. Reviewed percentages and comments from staff, parents, and students.</p> <p>5-12-25: Reviewed LCAP draft with the board. No comments or questions were given.</p>
Public Comment	6-2-25 to 6-16-25: Draft 2025-26 LCAP was posted on the district and school websites. No comments were submitted.
Public Hearing	6-16-25: Presented Draft of 2025-26 LCAP with the budget information. No comments were given.
LCAP Adoption by the governing board	6-23-25: 2025-26 LCAP was adopted. 2-11-25-Midyear LCAP report provided to board.
Budget Adoption and Local Indicator Report to governing board	6-23-25: 2025-26 Local indicators were reported. LEA budget were adopted in conjunction with the adoption of the LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Meetings with educational partners confirmed that our goals meet the needs of students. The district reviewed metrics and educational partner feedback to write the 25-26 LCAP with continued actions and few modifications.

Goal 1:

Action 3- Special Education -continued action.

Action 8- Intervention class. Survey results confirm that parents appreciate the extra supports the intervention class provides. Educational partners wanted this action to continue.

Action 10- Data Accountability. Educational partner (parent) feedback stated that increased data being produced has been beneficial to narrow the focus. Educational partners wanted this action to continue.

Goal 2:

Action 7 & 8- Attendance Intervention Specialist- continued action. Educational partners (parents/community, administration) stated that attendance is a concern. The district plans to continue to provide 2 full time staff members focused on attendance, building relationships, and getting to students to class. Security Resource Officer will also remain as 90% of parents, staff and students feel the security officer makes a positive impact on the school.

Action 10- Intervention Specialist- Education partners (teachers/staff) stated that an intervention specialist that supports 9th graders and students at risk should be continued.

Goal 3:

Action 1- Parent and Student Participation. Educational partner (parent) feedback stated that the increase in the number of ways of communication has been appreciated. They appreciate the Instagram posts and the parent square app with all of the reminders. There have been more parents attending the ELAC/DELAC meetings this year but the high school has helped by picking students to celebrate so that it brings families to the meetings. Educational partners wanted this action to continue.

Action 3- Career Technical Education. Educational partner (parent/student) feedback stated that offering more CTE classes, including dual enrolled classes is important for student success in post secondary. Educational partners wanted this action to continue.

Goal 4: Equity Multiplier. Educational partners (parents/community, teachers/staff) and equity multiplier meetings stated that the actions below would most benefit student success. Though no parent/community attended the equity multiplier meeting, during school site council these actions were discussed and agreed would support students. This goal will continue to focus on OHS and KIS campuses only.

Action 1- Intervention Specialist- The district will provide an intervention specialist that will track graduation status, provide intervention strategies for students and track attendance for students.

Action 2- Full time instructional aide- The district will continue to provide a full time instructional aide to support students throughout the day.

Action 3- Mental Health Counselor- The district will provide 2 days of mental health counseling for students.

Goal 5: Learning Recovery Block Grant

Action 1- Mental Health Counselors- continued action. Educational partners (students, parents/community, teachers/staff) stated that continued mental health was important to student success and well-being. The district previously funded mental health counselors through one time funding. The district will provide for 1.6 FTE counselor to support student need in the district.

Action 2- Tutoring/Diagnostic Tool- new action. Educational partners—including students, parents, community members, and staff—identified a need for additional tutoring services to support students with homework. They also emphasized the importance of a diagnostic tool that provides teachers with actionable data to better support academic growth and assist in the reclassification process for English learners. In response, the district will implement online tutoring services and adopt a diagnostic tool to meet these needs.

Action 3- Drug Prevention- continued action. Educational partners (students, parents/community, admin) feedback stated that they appreciate the supports for drug prevention and we continue to see a decline in students, parents, and teachers believing drugs are an issue on campus. The district will continue to provide additional drug counseling, drug prevention programs and voluntary drug testing.

Action 4- Attendance-continued action. Educational partner (Parents/community, teachers/staff, administration) continue to state that attendance is a concern. The district continues to plan to contract with a nurse for 1 day a week to work with families and doctors to find the cause of so many excused absences. There will also be an additional part time person to support tracking of attendance and the district will develop incentives to increase attendance.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement- KJUHSD believes that all students need to be able to leave our district college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Our analysis of 2024 Dashboard and other LCAP metrics, indicate a need to continue to focus on improving academic achievement to ensure students are prepared for college and career. This need is echoed by feedback provided by educational partners, to ensure all students are ready after they graduate from the district. The following actions and metrics are specifically designed to enhance student academic achievement, ultimately aligning with our overarching goal of preparing students for college and career success. We measure this preparedness through various indicators, including SBAC assessment data, graduation rates, A-G completion, AP participation and success rates, English learner reclassification rates, and feedback from educational partners. These metrics collectively serve as benchmarks for evaluating students' readiness for post-secondary endeavors upon graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	Clear(% of teacher FTE)- 84.8% Comparison to State- Above Data Year: 2021-2022 Data Source: Dashboard Fall 2023	Clear(% of teacher FTE)- 84.2% Comparison to State- Below Data Year: 2022-2023 Data Source: Dashboard Fall 2024		Clear(% of teacher FTE)- 90% Comparison to State- Above Data Year: 2024-2025	Clear: -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024	100% Data Year: 2024-25 Data Source: Dashboard Fall 2024		100% Data Year: 2026-27 Data Source: Dashboard Fall 2027	No difference
1.3	Smarter Balanced ELA-standard	26 points above standard Data Year: 2022-23 Data Source: California Dashboard	20.4 points above standard Data Year: 2023-24 Data Source: California Dashboard		50 points above standard Data Year: 2025-26 Data Source: California Dashboard	-5.6 points above standard
1.4	Smarter Balanced Math-standard	62.6 points below standard Data Year: 2022- 23 Data Source: California Dashboard	60.9 points below standard Data Year: 2023-24 Data Source: California Dashboard		30 points below standard Data Year: 2025-26 Data Source: California Dashboard	+1.7 points below standards
1.5	Smarter Balanced ELA - % met or above	Met or exceeded standards: All: 64% EL: 7% LTEL: 8.7% LI: 54% Data Year: 2022- 23 Data Source: CAASPP	Met or exceeded standards: All: 59.45% EL: 4.76% LTEL: 14.29% LI: 55.9% Data Year: 2023-24 Data Source: CAASPP		Met or exceeded standards: All: 66% EL: 10% LTEL: 12% LI: 58% Data Year: 2025-26 Data Source: CAASPP	Met or exceeded standards: All: -4.55% EL: -2.24% LTEL: +5.59% LI: +1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Smarter Balanced Math - % met or above	Met or exceeded standards: All: 30% EL: 3% LTEL: 4.35% LI: 19% Data Year: 2022- 23 Data Source: CAASPP	Met or exceeded standards: All: 34.93% EL: 4.35% LTEL: 0% LI: 27.92% Data Year: 2023-24 Data Source: CAASPP		Met or exceeded standards: All: 33% EL: 13% LTEL: 13% LI: 21% Data Year: 2025-26 Data Source: CAASPP	Met or exceeded standards: All: +4.93% EL: +1.35% LTEL: -4.35% LI: +8.92%
1.7	A-G Completion Rate	All: 35.7% EL: 0% LI: 27.7% Data Year: 2022-23 Data Source: DataQuest	All: 32.8% EL: 6.3% LI: 24.2% Data Year: 2023-24 Data Source: DataQuest		All: 42% EL: 17% LI: 31% Data Year: 2025-26 Data Source: DataQuest	All: -2.9% EL: +6.3% LI: -3.5%
1.8	EAP ELA	College Ready All: 28% EL: 0.0% LI: 18.0% Data Year: 2022-23 Data Source: CAASPP	College Ready All: 24.03% EL: 0.0% LI: 20% Data Year: 2023-24 Data Source: CAASPP		College Ready All: 31% EL: 4% LI: 21% Data Year: 2025-26 Data Source: CAASPP	All: -3.97% EL: 0% no change LI: +2%
1.9	EAP Math	College Ready All: 11.8% EL: 0.0% LI: 5.8%	College Ready All: 14.38% EL: 0.0% LI: 11.17%		College Ready All: 15% EL: 4% LI: 8%	All: +2.58% EL: 0% no change LI: +5.37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CAASPP	Data Year: 2023-24 Data Source: CAASPP		Data Year: 2025-26 Data Source: CAASPP	
1.10	High School Graduation Rate	All: 96.4% EL: 95.2% LI: 95.7% Data Year: 2022-23 Data Source: DataQuest	All: 95.2% EL: 90.6% LI: 94.1% Data Year: 2023-24 Data Source: DataQuest		All: 97% EL: 97% LI: 97% Data Year: 2025-26 Data Source: DataQuest	All: -1.2% EL: -4.6% LI: -1.6%
1.11	AP Passage Rate	All: 62% EL: Not published to protect privacy LI: 54.8% Data Year: Summer 2023 Data Source: CollegeBoard	All: 62.5% EL: Not published to protect privacy LI: 60.87% Data Year: Summer 2024 Data Source: CollegeBoard		All: Maintain at 62% EL: Not published to protect privacy LI: 60% Data Year: Summer 2026 Data Source: CollegeBoard	All: +0.5% EL: Not published LI: +6.07%
1.12	EL students making progress toward English Proficiency	51.1% Data Year: 2022-23 Data Source: Dashboard Fall 2023	38.4% Data Year: 2023-24 Data Source: Dashboard Fall 2024		53% Data Year: 2025-26 Data Source: Dashboard Fall 2026	-12.7% decline
1.13	EL Reclassification Rate	11.3%	27%		15%	+15.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: Local Data	Data Year: 2023-24 Data Source: Local Data		Data Year: 2025-26 Data Source: Local Data	
1.14	A-G Completion and CTE Pathway Completion Rate	Students completed a-g and were a CTE completer. All: 15% EL: 4.8% LI: 10.6% Data Year: 2022-23 Data Source: CALPADS EOY 1	Students completed a-g and were a CTE completer. All: 12.4% EL: 0% LI: 5.3% Data Year: 2023-24 Data Source: CALPADS EOY 1		Students completed a-g and were a CTE completer. All: 17% EL: 6% LI: 12% Data Year: 2025-26 Data Source: CALPADS EOY 1	All: -2.6% EL: -4.8% LI: -5.3%
1.15	Broad Course of Study	Students enrolled in advanced placement courses: All= 188 (unduplicated) EL= 2 (unduplicated) Low-income = 84 (unduplicated) Students enrolled in CTE courses: All= 656 (unduplicated) EL= 43 (unduplicated) Low-income= 396 (unduplicated) Students enrolled in VAPA courses: All= 458 (unduplicated) EL= 30 (unduplicated)	Students enrolled in advanced placement courses: All= 171 (unduplicated) EL= 2 (unduplicated) Low-income = 91 (unduplicated) Students enrolled in CTE courses: All= 713 (unduplicated) EL= 38 (unduplicated) Low-income= 458 (unduplicated)		Students enrolled in advanced placement courses: All= 195 (unduplicated) EL= 4 (unduplicated) Low-income = 90 (unduplicated) Students enrolled in CTE courses: All= 665 (unduplicated) EL= 50 (unduplicated) Low-income= 410 (unduplicated)	Students enrolled in advanced placement courses: All -17 (unduplicated) EL= 0 no change (unduplicated) Low-income = +7 (unduplicated) Students enrolled in CTE courses: All= +57 (unduplicated) EL= -5 (unduplicated) Low-income= +62 (unduplicated)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Low-income= 286 (unduplicated)</p> <p>Total Enrollment= 1110 Data Year: 2023-24 Data Source: CALPADS Fall 2</p>	<p>Students enrolled in VAPA courses: All= 509 (unduplicated) EL= 27 (unduplicated) Low-income= 342 (unduplicated)</p> <p>Total Enrollment=1073 Data Year: 2024-25 Data Source: CALPADS Fall 2</p>		<p>Students enrolled in VAPA courses: All= 465 (unduplicated) EL= 40 (unduplicated) Low-income= 300 (unduplicated)</p> <p>Data Year: 2026-27 Data Source: CALPADS Fall 2</p>	<p>Students enrolled in VAPA courses: All= +51 (unduplicated) EL= -3 (unduplicated) Low-income= +56 (unduplicated)</p>
1.16	Implementation of standards for all students and enable ELs access to CCSS and ELD standards.	<p>CCSS- Full Implementation, 4.1 ELD- Full Implementation, 4.0</p> <p>Data Year: 2023-24 Data Source: Local Data- Priority 2 Self Reflection Tool</p>	<p>CCSS- Full implementation, 4.2 ELD-Initial implementation, 3.89</p> <p>Data Year: 2024-25 Data Source: Local Data- Priority 2 Self Reflection Tool</p>		<p>CCSS- Full Implementation, 4.4 ELD- Full Implementation, 4.4</p> <p>Data Year: 2026-27 Data Source: Local Data- Priority 2 Self Reflection Tool</p>	<p>CCSS-+0.1 ELD- -0.11</p>
1.17	Implementation of State Academic Standards:	<p>Professional Learning as a group- 88.3% Agree/Strongly Agree</p> <p>Professional Learning needs of individuals-</p>	<p>Professional Learning as a group- 90% Agree/Strongly Agree</p>		<p>Professional Learning as a group- 90.0% Agree/Strongly Agree</p>	<p>Professional Learning as a group- +1.7%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		80.5% Agree/Strongly Agree Providing support for teachers on standards not met- 87.8% Agree/Strongly Agree Data Year: 2023-24 Data Source: Local Data- Teacher/staff Survey	Professional Learning needs of individuals-82% Agree/Strongly Agree Providing support for teachers on standards not met- Agree/Strongly Agree Data Year: 2024-25 Data Source: Local Data- Teacher/staff Survey		Professional Learning needs of individuals- 85.0% Agree/Strongly Agree Providing support for teachers on standards not met- 90.0% Agree/Strongly Agree Data Year: 2026-27 Data Source: Local Data- Teacher/staff Survey	Professional Learning needs of individuals-+1.5% Providing support for teachers on standards not met- +2.2%
1.18	Smarter Balanced CAST - % met or above	Met or exceeded standards: All: 30.3% EL: 4.35% LI: 20.38% Data Year: 2022- 23 Data Source: CAASPP	Met or exceeded standards: All: 27.3% EL: 0% LI: 22.84% Data Year: 2023-24 Data Source: CAASPP		Met or exceeded standards: All: 35% EL: 9% LI: 25% Data Year: 2025-26 Data Source: CAASPP	Met or exceeded standards: All: -3% EL: -4.35% LI: +2.46%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

The actions outlined in Goal One supported the progress toward meeting the goal of all students needing to be able to leave our district with a diploma and college and career ready.

Action 1: Properly credentialed teachers.

Implementation Status: Full Implementation and Sustainability. Kingsburg JUHSD has a long standing history of retaining qualified teachers. The average years in the district is over 15 years.

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

Action 2: Credential teachers for English and math supplemental support

Implementation Status: Full Implementation and Sustainability. Kingsburg JUHSD continues to maintain qualified teachers for additional support in English and Math.

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

Action 3: Special Education

Implementation Status: Full Implementation. Kingsburg JUHSD provided a comprehensive special education program.

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

Action 4: School Intervention, with after school transportation

Implementation Status: Full Implementation. KJUHSD has numerous opportunities for students to receive additional support with 5 days of math lunch tutorials, after school tutorials 4 days a week, Saturday School, and 24/7 online tutoring. The number of students taking advantage of the after school transportation has been low but the number of students attending Saturday School is high.

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

Action 5: Summer School with Transportation

Implementation Status: Full Implementation and Sustainability. Kingsburg JUHSD provided summer school with tutorial support, including transportation to both remediate and to advance in their classwork. More students used transportation last summer, than in previous years.

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

Action 6: Alignment of instruction with content standards

Implementation Status: Full Implementation and Sustainability. Kingsburg JUHSD continues to provide curriculum, books, materials, resources, technology, outside services, and training for teachers.

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

Action 7: Library Media Services

Implementation Status: Full Implementation. Kingsburg JUHSD continues to provide a credentialed librarian that provides lessons to all students, update the library with current books at different reading levels, encourages students to use resources that provide audible recordings of books.

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

Action 8: Intervention Class

Implementation Status: Full Implementation. Kingsburg JUHSD has maintained intervention classes on both the KHS and OHS campus to support students. They have access to tutoring and recovering credits they have fallen behind on.

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

Action 9: English Language Development Program

Implementation Status: Full Implementation. Kingsburg JUHSD continues to provide a ELD class specific for our EL newcomers and designated ELD for EL's. All staff have access to software that allows them to see specific strategies to support their students in their classroom at their EL level. The district offered professional development to staff that focused on EL's and LTEL's.

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

Action 10: Data Accountability

Implementation Status: Full Implementation. The district Data and Accountability team monitored student achievement and instructional practices. Kingsburg JUHSD has a person who provides data to teachers and departments of the school to support students by monitoring attendance, behavior, and academic progress. To better support the data accountability person, a new software that is able to input data and produce comparable data was purchased. These reports were easier for teachers to understand. This action will continue as teachers and administration are becoming more comfortable with the new software and how to utilize it best.

Action 11: Instructional Aides

Implementation Status: Full Implementation. Kingsburg JUHSD continues to hire instructional aides to support students, though there has been a high turnover rate in instructional aides during the year.

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

Action 12: Professional Development

Implementation Status: Full Implementation. Kingsburg JUHSD continues provide professional development both on campus and off campus, and collaboration time to meet with colleagues to analyze data.

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

Action 13: Mentor Support for New Teachers

Implementation Status: Full Implementation. Kingsburg JUHSD provided a mentor teacher for teachers with fewer than two years of experience and any new teacher to the district.

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

Action 14: Data Management System

Implementation Status: Full Implementation. Kingsburg JUHSD Purchased a contract with data management system to create benchmark exams, analyze local and state assessments, and monitor students' progress.

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

Overall Successes: To ensure this goal is met, Kingsburg JUHSD provided additional intervention, including access to 24/7 online tutoring and 1:1 online tutoring in addition to in person tutoring during lunch and after school. An increase focus on English Learners and Long Term English Learners through monitoring software, and professional development. This year we celebrated our EL's for reclassifying and their academic success while at KHS. The district was able to hire more instructional aides to provide support for students in the classroom.

Overall Challenges: The district is struggling to maintain the same instructional aides throughout the year, even though new aides are able to be hired. Academically, the district is seeing an increase in the number of students wanting to attend community college and enlist in the military which has impacted the metric related to meeting A-G completion.

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

Action 1: Expenditures exceeded: Increase of substitute costs and raises that were not projected prior.

Action 3: Did not meet expenditures: Administrative support, who had been with the district for many years, departed in November. Due to not wanting to hire in the middle of the school year—the position has remained unfilled. Even though this position remained unfilled, existing staff members fulfilled the duties, ensuring that all services were provided to students. We plan to fill the role in July 2025.

Action 4: Expenditures exceeded: Transportation and staffing costs increased as additional teachers were required to accommodate the growing number of students attending Saturday School.

Action 6: Expenditures exceeded: The cost of materials and supplies has risen, along with the prices of online subscriptions that teachers have come to rely on. Despite these increases, the district has made efforts to maintain access to these digital resources, as they continue to support and enhance instruction aligned with academic standards.

Action 8: Expenditures exceeded: Increase to salaries and raises that were not projected prior.

Action 11: Expenditures exceeded: Increase of an addition of one part-time aide to meet the needs of our students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

The actions outlined in Goal One helped make progress towards the LEA's goal: That all students need to be able to leave our district college and career ready. Improving student academic achievement helps demonstrate that our students are ready when they graduate with a diploma.

Actions(s): Action 1: Properly credentialed teachers. Action 3: Special Education. Action 6: Alignment of instruction with content standards
Effectiveness of Action(s): 3- Effective

Metrics: Graduation Rate, A-G completion and CTE Completion Rate, Fully Credentialed teachers, access to aligned instructional materials

Graduation Rate:

All: 95.2%

EL: 90.6%

LI: 94.1%

A-G Completion:

All: 32.8%

EL: 6.3%

LI: 24.2%

CTE Completion Rate:

All: 14%

LI: 54.6%

EL: 4.6%

Fully Credentialed Teachers:

Clear(% of teacher FTE)- 84.2%

Comparison to State- Below

Access to Aligned Instructional Materials:

100%

Analysis Statement: Our overall graduation rate saw a slight decline this year, with the most significant decrease—4.6%—occurring among our English Learner (EL) students. This subgroup has also been identified through ELA CAASPP scores and suspension data as needing additional support. In response, we have assigned one of our assistant principals to specifically monitor this group and are working to improve communication and engagement with families through the support of our intervention specialist.

While the graduation rate for EL students declined, we did see a positive increase in their A–G completion rates. We are committed to continuing efforts to raise our overall A–G completion rate and build on this progress. We believe this is true to having high rates of properly credentialed teachers.

Additionally, there was a notable 17.6% drop in our percentage of CTE Pathway completers. Upon review, we found that although we offer a wide range of CTE courses, many of these do not currently include capstone courses, which prevents students from completing a full pathway. We did, however, see a drastic increase in the percentage of Low Income students who were CTE Pathway completers. We are continuing to support our teachers in becoming fully credentialed. We are continuing to ensure all students have access to aligned instructional materials.

Actions(s): Action 2: Credential teachers for English and math supplemental support. Action 7: Library Media Services

Effectiveness of Action(s): 2- Somewhat Effective

Metrics: CAASPP ELA and Math (All, LI, and EL)

CAASPP ELA Met or exceeded standards:

All: 59.45%

EL: 4.76%

LTEL: 14.29%

LI: 55.9%

CAASPP MATH Met or exceeded standards:

All: 34.93%

EL: 4.35%

LTEL: 0%

LI: 27.92%

Analysis Statement: While we saw a slight decrease in our overall CAASPP ELA scores and for EL's, we did see an increase of students scoring met or exceeded with our LTEL and LI, so we believe it is because of additional targeted time with teachers and the material provided by the library media teacher that was targeted at their reading level. Our math saw an increase of 4.93% and our low-income students saw the greatest improvement with an 8.92% increase in meeting or exceeding standards. Our LTEL's saw a bit of a decrease, but we believe that with the continued support of lunch tutorials and after-school tutorials, we will continue to see improvements.

Actions(s): Action 4: School Intervention, with after-school transportation, Action 11: Instructional Aides, Action 13: Mentor Support for New Teachers

Effectiveness of Action(s): 3- Effective

Metrics: Graduation rate, CAASPP ELA and Math (All, LI, and EL)

Graduation rate

All: 95.2%

EL: 90.6%

LI: 94.1%

CAASPP ELA Met or exceeded standards:

All: 59.45%

EL: 4.76%
LTEL: 14.29%
LI: 55.9%

CAASPP MATH Met or exceeded standards:

All: 34.93%
EL: 4.35%
LTEL: 0%
LI: 27.92%

Analysis Statement: Our graduation rate dropped slightly. The EL's had the greatest decrease with 4.6% decrease. We will continue to support these students with aides in classrooms, check-ins with the intervention specialist, and provide after-school transportation for those who need to stay for tutoring services.

While we observed a slight decrease in our overall CAASPP ELA scores and among English Learners (ELs), we are encouraged by the improvement shown by our Long-Term English Learners (LTELs) and Low-Income (LI) students. Specifically, there was an increase in the number of LTEL and LI students scoring "Met" or "Exceeded" on the ELA assessment. This growth can be attributed in part to the continued support of instructional aides and school-wide intervention efforts, which have allowed for more small group instruction and focused concept review.

In mathematics, we saw a notable overall increase of 4.93%, with our low-income student group demonstrating the most significant growth—an 8.92% increase in students meeting or exceeding standards. While our LTEL students experienced a slight decline in math performance, we are optimistic that continued support—through the use of instructional aides, targeted interventions, and the provision of after-school transportation—will help close this gap.

Moving forward, we remain committed to providing these essential support systems, including mentor support for new teachers to ensure that all students receive the personalized attention they need to thrive academically.

Actions(s): Action 5: Summer School with Transportation, Action12: Professional Development

Effectiveness of Action(s): 3- Effective

Metrics: Graduation Rate, Students meeting A-G requirements, CAASPP ELA, CAASPP Math

Graduation Rate:

All: 95.2%
EL: 90.6%
LI: 94.1%

Students meeting A-G requirements

All: 32.8%
EL: 6.3%

LI: 24.2%

CAASPP ELA Met or exceeded standards:

All: 59.45%

EL: 4.76%

LTEL: 14.29%

LI: 55.9%

CAASPP MATH Met or exceeded standards:

All: 34.93%

EL: 4.35%

LTEL: 0%

LI: 27.92%

Analysis Statement: Even though our overall graduation rate is slightly lower this year, we are encouraged by our English Learner (EL) students showed a slight increase in meeting A–G requirements.

It's important to highlight that the gap between low-income students and the overall student population in A–G completion is closer than our other subgroups, reflecting positive progress toward equity for our low income students. Additionally, we've seen modest but encouraging growth in our overall Math CAASPP scores, along with notable improvements in ELA performance among our low-income and LTEL students. Expanding access to summer school by removing transportation barriers will further support students in recovering credits, meeting A–G requirements, and staying on track for graduation. Providing our teachers with ongoing professional development has also proven effective, particularly in supporting small gains in math achievement. These training opportunities continue to help educators address learning gaps and implement targeted strategies that better support all students in meeting academic standards.

Actions(s): Action 8: Intervention Class,

Effectiveness of Action(s): 2- Somewhat Effective

Metrics: CAASPP ELA and Math, Graduation Rate

CAASPP ELA Met or exceeded standards:

All: 59.45%

EL: 4.76%

LTEL: 14.29%

LI: 55.9%

CAASPP MATH Met or exceeded standards:

All: 34.93%

EL: 4.35%

LTEL: 0%

LI: 27.92%

Graduation Rate:

All: 95.2%

EL: 90.6%

LI: 94.1%

Analysis Statement: While there was a slight increase in our overall CAASPP Math scores, we experienced a small decline in our CAASPP ELA scores. However, it's worth noting that our Long-Term English Learners (LTELs) showed a significant improvement in meeting or exceeding standards in ELA. The intervention classes provided have given these students extra assistance and smaller class sizes to be able to focus on the gaps that might need to be filled in.

Although our graduation rate declined slightly, we remain committed to academic growth. We will continue to offer intervention courses to support students, with the goal of not only increasing test scores but also improving graduation rates.

Our low-income students have shown growth in both Math and ELA, and we aim to build on that progress by providing targeted supports through these intervention courses. We are optimistic that these efforts will lead to continued academic improvement and higher overall student achievement.

Actions(s): Action 9: English Language Development Program

Effectiveness of Action(s): 3- Effective

Metrics: Reclassification Rate, ELPI

Reclassification Rate:

27%

ELPI:

38.4%

Analysis Statement: Our reclassification rate continues to show positive growth due to the monitoring within the English Language Development Program, with a 15% increase this year. However, we also saw a 12.7% decline in our English Learner Progress Indicator (ELPI), which has made KJUHSD eligible for Differentiated Assistance for both our English Learners (ELs) and Long-Term English Learners (LTELs).

We recognize the need for continued focus and improvement in this area. As a district, we are committed to strengthening our English Language Development (ELD) program and identifying targeted strategies to support our students—particularly our LTELs—in making meaningful progress and reaching reclassification. Our goal is to ensure every English Learner has the support and opportunities needed to succeed. We will continue our English Language Program so that we can continue to put an emphasis on our EL's and LTEL's making growth toward becoming reclassified.

Actions(s): Action 10: Data Accountability, Action 14: Data Management System

Effectiveness of Action(s): 2- Somewhat Effective

Metrics: Graduation Rate, A-G rate

Graduation Rate:

All: 95.2%

EL: 90.6%

LI: 94.1%

A-G Rate:

All: 32.8%

EL: 6.3%

LI: 24.2%

Analysis Statement: Our overall A-G completion rate has seen a slight decline this year, although it's worth noting that our English Learner (EL) students showed a positive gain with a 6.3% increase. The work of the data analysis team supports this effort by analyzing student data and identifying specific areas of need. Similarly, our graduation rate experienced a slight decline across all areas and subgroups.

Moving forward, we recognize the importance of continued data analysis and meaningful, solution-focused conversations within our PLCs. These will remain a priority as we work collaboratively to identify gaps and implement strategies to improve both our A-G completion and graduation rates.

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

We added substitute costs to Action 1.1. This has always been included, but was not clear in the plan.

Administrative support was added to Action 1.3.

In next year's plan, going forward, we included the EL focus of the addition of administrative support to action 1.9 as part of our overall EL efforts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Properly credentialed teachers.	The district will provide properly credentialed teachers to improve academic achievement. This will include the costs of substitutes.	\$9,520,188.78	No
1.2	Credentialed teachers for English and math supplemental support	The district will provide additional, targeted time with credentialed teachers who will reinforce concepts and provide additional skills practice	\$484,023.24	Yes
1.3	Special Education	Provide the resources to support the academic needs of students with disabilities. * Credentialed teachers * Instructional Aides * Credentialed support services (school psychologist, speech therapist, APE, OT) * After school tutorial support * Curriculum/Materials * Administrative Support	\$754,192.53	No
1.4	School Intervention, with after school transportation	The district will provide lunchtime intervention, after school intervention, and Saturday School with transportation for after school and Saturday school.	\$152,171.57	Yes
1.5	Summer School with Transportation	The district will provide summer school classes, including transportation, for tutorial support for both remediation and A-G requirements.	\$276,536.52	Yes
1.6	Alignment of instruction with content standards	Alignment of instruction with content standards by * utilizing outside services * purchasing textbooks, books, materials, resources and technology.	\$97,744.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Library Media Services	The district will provide: * A program that provides audio reading of textbooks, novels, and pleasure reading. * The library media service teacher will provide supplemental reading material at the students level and interest. * Students will engage in the supplemental and novels in the classroom	\$141,962.38	Yes
1.8	Intervention Class	The district will provide intervention classes during the school day to address academic gaps, credit recovery, and academic skills.	\$213,087.91	Yes
1.9	English Language Development Program	The district will have a designated ELD class for newcomers, designated ELD instruction in English class, instructional aide support in classrooms, supplemental material to support English language development, a software program to better monitor the progress of English language learners, in addition to Long Term English Learners (LTEL's) and provide professional development for teachers with specific lessons to support EL and LTEL students. A portion of an assistant principal's time will be devoted to monitoring and support of English Learners and LTEL's.	\$106,415.39	Yes
1.10	Data Accountability	The district will promote monitoring student achievement and instructional practices through the support of the Data and Accountability Team, including maintaining a staff member and software to work at the local sites to gather, disaggregate, and provide data, specific to the identified student groups, to site teachers and departments for analysis and collaboration.	\$161,334.52	Yes
1.11	Instructional Aides	The district will provide instructional aides in the classroom to address achievement gaps by providing individualized and small group support within the classroom, targeting the identified students who lack the academic skills needed to succeed.	\$271,026.79	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Professional Development	The district will provide professional development both on campus and off campus, and collaboration time to meet with colleagues to analyze data	\$101,369.19	Yes
1.13	Mentor Support for New Teachers	The district will provide a mentor teacher for teachers with fewer than two years of experience and any new teacher to the district.	\$7,984.83	Yes
1.14	Data Management System	Purchase/Contract with data management system to create benchmark exams, analyze local and state assessments, and monitor students' progress.	\$12,308.45	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maintain a positive and safe environment- KJUHSD believes that a positive and safe environment is paramount in providing an environment that promotes learning, high academic achievement and students who will become good citizens.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district has made safety a priority, as students feeling safe and positive promotes learning. Students reported that additional services to make them feel safe were important, especially in areas of mental health support. The actions in the goal are focused on promoting a positive and safe environment that will be measured by statewide data and educational partner feedback. The actions and metrics outlined below are aimed at ensuring the creation and maintenance of a positive and safe environment within KJUHSD. We firmly believe that fostering such an environment is essential for facilitating learning, fostering high academic achievement, and helping students become responsible citizens. To measure the effectiveness of our efforts, we will monitor various indicators, including attendance rates, rates of chronic absenteeism, suspension and expulsion rates, as well as feedback from our educational partners. These metrics collectively serve as indicators for assessing the health and effectiveness of our school environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	93.72% Data Year: 2023-24 Data Source: P-2	94.9% Data Year: 2024-25 Data Source: P-2		95% Data Year: 2026-27 Data Source: P-2	+1.2%
2.2	Chronic Absenteeism	All: 20.4% EL: 24.1% LI: 24.8%	All: 17.4% EL: 22.9% LI: 21.8%		All: 10% EL: 14% LI: 14%	All: -3% EL: -1.2% LI: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Correction: Data Source: DataQuest	Data Year: 2023-24 Correction: Data Source: DataQuest		Data Year: 2025-26 Correction: Data Source: DataQuest	
2.3	High School Dropout Rate	All: 0.6% EL: 0% LI: 0.4% Data Year: 2022-23 Data Source: DataQuest	All: 0% EL: 0% LI: 0% Data Year: 2023-24 Data Source: DataQuest		All: Less than 1% EL: Less than 1% LI: Less than 1% Data Year: 2025-26 Data Source: DataQuest	All: -0.6% EL: no change LI: -.4%
2.4	Suspension Rate	All: 5.2% EL: 9.1% LI: 6.1% Data Year: 2022-23 Data Source: DataQuest	All: 5.8% EL: 11.3% LI: 6.4% Data Year: 2023-24 Data Source: DataQuest		All: Less than 4% EL: Less than 4% LI: Less than 4% Data Year: 2025-26 Data Source: DataQuest	All: +0.6% EL: +2.2% LI: +0.3%
2.5	Expulsion Rate	All: 0.5% EL: 0% LI: 0.6% Data Year: 2022-23 Data Source: DataQuest	All: 0.6% EL: 0.08% LI: 0.4% Data Year: 2023-24 Data Source: DataQuest		All: Less than 1% EL: Less than 1% LI: Less than 1% Data Year: 2025-26 Data Source: DataQuest	All: +0.1% EL: +0.008% LI: -0.2%
2.6	Facilities maintained in good repair	All met good repair Data Year: 2023-24	All met good repair		All met good repair	No changes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: FIT 2023	Data Year: 2024-25 Data Source: FIT 2024		Data Year: 2026-27 Data Source: FIT 2026	
2.7	School Climate Survey- % agree or higher for provide a safe environment	Students-90% Parents- 91% Teachers/Staff- 95% Data Year: 2023-24 Data Source: Local Survey	Students-93% Parents- 95% Teachers/Staff- 94% Data Year: 2024- 25 Data Source: Local Survey		Students-92% Parents- 92% Teachers/Staff- 95% Data Year: 2026- 27 Data Source: Local Survey	Students-+3% Parents-+4% Teachers/Staff-- 1%
2.8	School Climate Survey- % agree or higher for school connectedness	Students- 73% Parents- 87% Teachers- 88% Data Year: 2023-24 Data Source: Local Survey	Students- 79% Parents- 94% Teachers- 92% Data Year: 2024- 25 Data Source: Local Survey		Students- 80% Parents- 90% Teachers- 90% Data Year: 2026- 27 Data Source: Local Survey	Students- +6% Parents- +7% Teachers- +4%
2.9	School Climate Survey- % agree or higher for provide resources to help students with personal issues	Students- 85% Data Year: 2023-24 Data Source: Local Survey	Students- 91% Data Year: 2024- 25 Data Source: Local Survey		Students- 90% Data Year: 2026- 27 Data Source: Local Survey	Students +6%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

The actions outlined in Goal Two supported the progress toward meeting the goal of all students feeling safe and positive to promote learning.

Action 1: Behavior Supports

Implementation Status: Full Implementation. KJUHS D continues to provide resources to both teachers and students on developing interpersonal and self regulation strategies. This included evidenced based software curriculum, professional development for staff and administrative focus in individual support for students.

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

Action 2: School Safety.

Implementation Status: Full Implementation and Sustainability. KJUHS D added a school resource office this school year, in addition to upgrade systems of security cameras, school safety dog, visitor check-in system, online system to monitor mental health, and emergency alert system.

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

Action 3: Mental Health Services.

Implementation Status: Full Implementation. KJUHS D continued to provide mental health counseling/resources for students and families through mental health counselors, All 4 Youth, and online platform to connect to outside resources.

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

Action 4: School Transportation

Implementation Status: Full Implementation and Sustainability. KJUHS D provides transportation to students not living in the city limits.

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

Action 5: Maintenance and Facilities

Implementation Status: Full Implementation and Sustainability. KJUHS D maintained all facilities as planned.

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

Action 6: 9th Grade Mentor Program

Implementation Status: Full Implementation. KJUHS D provided a 9th grade mentor program at KHS. Students had multiple opportunities to get involved in activities outside of the school day and work with their mentors.

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

Action 7: Attendance Intervention Specialist

Implementation Status: Full implementation. KJUHSd had one full time person and one part time person supporting attendance. The number of home visits increased, in addition to SARB meetings to communicate more frequently with parents about attendance concerns. This year we hired two full-time employees to focus on attendance.

Action 8: School Safety Monitor

Implementation Status: Full implementation. KJUHSd has a safety monitor who monitors campus, interacts and builds positive relationships with students, ensures students are in class, respond to alerts from vape detectors, and manages the online hall pass system to ensure students are not out longer than assigned.

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

Action 9: After School Transportation, Athletics

Implementation Status: Full implementation. KJUHSd continues to provide transportation for both athletics and academics, but only a small number of students are taking advantage of it.

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

Action 10: Intervention Specialist

Implementation Status: Full implementation. KJUHSd provided a full time intervention specialist that met with students regarding academic progress, behavior issues and attendance to ensure they are making progress.

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

Overall Successes: To ensure this goal is met, Kingsburg JUHSd provided services to students. The addition of the School Resource Officer and part time attendance person impacted students feeling of safety and connectedness on campus.

Overall Challenges: There were no significant challenges to this goal.

Attendance rates continue to be struggle even with the additional staff to support this area. The number of unexcused absences have been decreasing, but the number of excused absences continue to go up.

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

Action 1: Expenditures were exceeded: Our expanded administrative focus included the hiring of a new assistant principal who brought valuable experience in English Language Development, and we've seen significant support for our EL students. He has played a key role in checking in on their progress, organizing study sessions, and leading parent meetings to engage and inform our EL families.

Action 4: Expenditures exceeded: The cost of fuel and bus maintenance has also increased, impacting overall transportation expenses for the district.

Action 5: Expenditures were exceeded-Maintenance costs have increased, along with the rising prices of products and supplies.
Action 6: Did not meet expenditure-The allotted funds for materials and supplies were not fully spent, as the anticipated need did not arise.
Action 7: Did not meet expenditure- New hires were brought on at lower salary levels, resulting in cost savings for the district.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

The actions outlined in Goal Two supported the progress toward meeting the goal of all students feeling safe and positive to promote learning.

Actions(s): Action 1: Behavior Supports, Action 2: School Safety, Action 8: School Safety Monitor

Effectiveness of Action(s): 3- Effective

Metrics: Suspension, Feeling Safe survey, Sense of School Connectedness

Suspension:

All: 5.8%

EL: 11.3%

LI: 6.4%

School Climate Survey- % agree or higher for providing a safe environment

Students-93%

Parents- 95%

Teachers/Staff-94%

School Climate Survey- % agree or higher for school connectedness

Students- 79%

Parents- 94%

Teachers- 92%

School Safety Monitor has a positive impact- % agree or higher for providing a safe environment

Students- 90%

Parents- 93%

Analysis Statement: There has been an increase in the overall percentage of parents and students who feel that KJUHSD provides a safe environment. Perception of safety remains strong across all three educational partner groups, with all reporting in the 90th percentile. Parents represented the highest level of confidence, with 95% indicating they believe the district provides a safe environment.

The survey question regarding the presence of the School Resource Officer (SRO) contributing to campus safety also showed consistently high results, with all groups in the 90% range. Notably, 97% of parents agreed that the SRO helps make the campus safer.

Our LI students saw a 0.3% increase in suspensions this year, however, they saw a decrease in expulsions, with zero of our LI students being expelled. Although the overall suspension rate remains around 5%, there has been a noticeable decrease in the number of physical altercations on campus, signaling progress in maintaining a positive and safe school climate. The addition of the school safety monitor, behavioral supports, and increased administrative focus has played a significant role in contributing to this success.

Actions(s): Action 3: Mental Health Services, Action 6: 9th Grade Mentor Program

Effectiveness of Action(s): 3- Effective

Metrics: School connectedness, Student Support for Personal issues, Graduation Rate, Mentor Program Survey

School Climate Survey- % agree or higher for school connectedness

Students- 79%

Parents- 94%

Teachers- 92%

School Climate Survey- % agree or higher for provide resources to help students with personal issues

Students- 91%

Graduation Rate

All: 95.2%

EL: 90.6%

LI: 94.1%

9th Grade Mentor Program Survey-

% agree or higher that Mentor Program should be kept-92%

% agree or higher that mentor program supported transition to high school-80%

Analysis Statement: Overall, we saw a strong improvement in school connectedness. Both parent and teacher responses increased, with both groups now reporting in the 90% range. While student connectedness currently sits at 79%, this represents a 6% increase from the previous year—a positive step forward.

Additionally, there was a 6% increase in students agreeing that the school provides resources to help them with personal issues, reflecting our ongoing efforts to support student well-being.

The survey results for the 9th grade mentor program also saw increases in the percentages. There was a 6% increase of students believing the program should be kept, with an overall 92% of students wanting to keep it and a 2% increase in assisting in the transition to high school for our 9th graders.

While there was a slight decrease in the overall graduation rate, survey results indicate that students continue to feel connected to school and supported through available services. The overwhelmingly positive feedback from the 9th grade mentor program and mental health services highlights the impact these supports have on student well-being and their sense of belonging on campus.

Actions: Action 7: Attendance Intervention Specialist, Action 10: Intervention Specialist

Effectiveness of Action(s): 3-Effective

Metrics: Graduation Rate, Suspension Rate, Chronic Absenteeism Rate, Overall Attendance Rate, School Connectedness

Graduation Rate

All: 95.2%

EL: 90.6%

LI: 94.1%

Suspension Rate

All: 5.8%

EL: 11.3%

LI: 6.4%

Chronic Absenteeism

All: 17.4%

EL: 22.9%

LI: 21.8%

Overall Attendance Rate

94.9%

School Climate Survey- % agree or higher for school connectedness

Students- 79%

Parents- 94%

Teachers- 92%

Analysis Statement: We saw a decrease in chronic absenteeism across all student subgroups, with an overall reduction of 3%. Most notably, our Low Income (LI) population experienced a similar 3% decrease, while our EL students saw a 1.2% drop. We also saw an overall increase in our attendance rate which grew by 1%. Our school connectedness continues to see an increase each year. Even though, our

students are only at 79%, they continue to increase each year with a 6% increase this year. Our suspension rate increased slightly and our graduation rate saw a slight decrease.

These improvements are a direct reflection of our proactive attendance interventions and the dedicated work of our support team and intervention specialist. Through consistent tracking, home visits, targeted communication, and regular follow-ups—including letters and phone calls—we've been able to build strong connections with students and families. The collaboration and responsiveness of the team have been instrumental in achieving these positive results. The intervention specialists have played a key role in the decrease in chronic absenteeism. While our graduation and suspension rates have not yet shown improvement, we believe that with greater fidelity and continued implementation of these specialists, we will begin to see positive changes in both areas

Actions(s): Action 4: School Transportation, Action 5: Maintenance and Facilities

Effectiveness of Action(s): 3- Effective

Metrics: Facilities reports, Campus cleanliness surveys,

Facilities maintained in good repair:

All met good repair

Campus and Buildings Well Maintained and Clean:

Students: 79%

Staff: 75%

Parents: 94%

Grounds, parking lot and athletic fields clean and orderly:

Students: 88%

Staff: 95%

Bathrooms are clean and orderly:

Students: 40%

Staff: 71%

Parents: 82%

Analysis Statement: Overall, students and staff feel that the campus and buildings are well-maintained and clean, with parents reporting an even higher level of satisfaction in this area. One of the most positively rated aspects of our campus is the condition of the grounds and athletic fields, which received high marks from both staff and students.

However, bathrooms remain a concern, with only 40% of students indicating they believe the restrooms are clean and orderly. In response to this, a new restroom remodel was completed this year, providing both students and staff with new, single-user unisex restrooms.

Additionally, the City of Kingsburg recently passed a bond measure, and a committee is currently being formed to begin planning for future improvements to our school buildings and classrooms. These updates reflect our ongoing commitment to maintaining a safe, clean, and welcoming environment for all.

Providing school transportation has been a welcomed support for our students, and many have expressed excitement about the well-maintained grounds and athletic fields. The continued efforts of our maintenance team in keeping our facilities in excellent condition contribute greatly to a positive and well-rounded school experience for all students.

Actions(s): Action 9: After School Transportation, Athletics

Effectiveness of Action(s): 3- Effective

Metrics: School Connectedness Survey, Student Participation Rate in Activities

School Climate Survey- % agree or higher for school connectedness

Students- 79%

Parents- 94%

Teachers- 92%

Student Participation Rate in Activities:

94% of students participate in co-curricular activities that enhance their education.

Analysis Statement: All of these percentages have shown an increase. While the student connectedness rate still falls below that of parents and teachers, it continues to grow each year. Notably, there was a 3% increase in student participation in co-curricular activities compared to last year. The district's decision to provide transportation for after-school athletics has played a significant role in this growth, helping to improve students' sense of connectedness and ensuring that all students have access to the opportunity to participate in school sports.

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

Action 2.1 includes EL's in population served under student groups

Data Source for Metric 2.2 Chronic Absenteeism was corrected to DataQuest.

Corrected data source of metric 2.6 to FIT.

Action 2.8 added new wording to include: The district will provide a safe school environment by providing a full-time school resource officer in addition to the full-time safety monitor. This was originally in action 2.2 and will be removed from that action and placed in 2.8 moving forward.

Action 2.8 changed some of the wording and added more metrics to the increased and improved services section.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Behavior Supports	The district will incorporate evidenced based software for students, professional development for staff on behavioral supports, and additional administrative focus to provide individual support for positive behavior.	\$166,901.33	Yes
2.2	School safety	Provide a safe environment for students * Full time school resource officer * Use and upgrade of security cameras * School safety dog * Visitor check-in system * Online system to monitor student mental health * Emergency alert system	\$35,870.39	No
2.3	Mental Health Services	The district will continue to contract with outside agencies to provide on campus counseling in addition to providing a company that will work with families to find counseling services outside of the school setting.	\$52,500.00	Yes
2.4	School Transportation	Provide transportation to students who do not live in the city limit boundaries.	\$216,009.92	No
2.5	Maintenance and Facilities	Includes salaries/benefits for personnel and materials and supplies to maintain facilities.	\$1,800,747.62	No
2.6	9th grade mentor program	The district will continue the freshman mentor program at the comprehensive high school to support the transition to high school and get the identified students connected with student mentors.	\$27,026.68	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Attendance Intervention Specialist	The district will provide staff who will focus on attendance. These position will pick up students, run reports to track attendance, conduct home visits and work with parents and students through the SARB process to have students attend school on a regular basis.	\$222,263.60	Yes
2.8	School Safety Monitor and School Resource Officer	The district will provide a safe school environment by providing a full time safety monitor and full time school resource officer.	\$266,298.37	Yes
2.9	After School Transportation, Athletics	The district will provide transportation for after school school athletics to improve student connectivity, physical and mental development, self-discipline, and access to opportunity through school sports.	\$85,963.95	Yes
2.10	Intervention Specialist	The district will provide an intervention specialist that will meet with students regarding academic progress, behavior issues, and attendance to ensure they are making progress in meeting graduation requirements.	\$134,270.79	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	College and Career Exploration- KJUHSD believes that all students should have the opportunity to explore both college and career options in order to be ready when they leave high school. Through the college and career center, career technical education (CTE) classes, AVID program, and Advanced placement classes students will be provided with multiple options to explore and prepare for the transition to post-secondary schooling/training. In addition the district will provide parent nights on supporting student success during high school and preparing for post-secondary.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

College and career readiness is the goal of the district. Through educational partner meetings, a need was seen in having more options to help students achieve postsecondary success. The actions in the goal are focused on providing students options to help prepare for college (AP courses and AVID) and career (CTE classes) with the additional support of a credentialed teacher in the college and career center to work with students and parents on the transition. Through the district survey college and career remains a high priority for educational partners. The following actions and metrics are designed to ensure progress toward this goal. We will measure various indicators, including the percentage of students completing CTE programs, the number of dual-enrolled classes offered, the number of students earning dual enrollment credits, the percentage of students pursuing college or trade school, and feedback from our educational partners. These metrics will help us measure the effectiveness of our efforts in providing students with the resources and support they need to make informed decisions about their future pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of graduating seniors enrolled in trade school, community college, or 4-year college	74% Data Year: 2022-23 Data Source: Local Data	85% Data Year: 2023-24 Data Source: Local Data		85% Data Year: 2025-26 Data Source: Local Data	+11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	% of CTE Pathway Completers	All: 31.6% LI: 22.3% EL: 2.5% Data Year: 2022-23 Data Source: CALPADS EOY 3.20	All: 14% LI: 54.6% EL: 4.6% Data Year: 2023-24 Data Source: CALPADS EOY 3.20		All: 37% LI: 28% EL: 5% Data Year: 2025-26 Data Source: CALPADS EOY 3.20	All: -17.6% LI: +32.3% EL: +2.1%
3.3	Number of Dual Enrolled Courses	13 courses Data Year: 2022-23 Data Source: CALPADS EOY 1, 3.10	12 courses Data Year: 2023-24 Data Source: CALPADS EOY 1, 3.10		15 courses Data Year: 2025-26 Data Source: CALPADS EOY 1, 3.10	-1 less course
3.4	Number of students earning dual enrollment credits	All: 178 students LI: 107 students EL: 10 students Data Year 2022-23 Data Source: Local Data	All: 190 students LI: 122 students EL: 14 students Data Year 2023-24 Data Source: Local Data		All: 200 students LI: 135 students EL: 35 students Data Year 2025-26 Data Source: Local Data	All: +12 students LI: +15 students EL: +4 students
3.5	Parent Engagement- % agree or higher for communication	88% Data Year: 2023-24 Data Source: Local Data	88% Data Year: 2024-25 Data Source: Local Data Survey		93% Data Year: 2026-27 Data Source: Local Data	No change
3.6	Parent Engagement- Priority 3, LEA's	3.21 average	3.3 average		3.5 average	+ .19 average

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	Data Year: 2023-24 Data Source: Local Data	Data Year: 2024-25 Data Source: Local Data		Data Year: 2026-27 Data Source: Local Data	
3.7	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Total Survey: 110 Engagement- # of parent/community survey responses on the direction of the LCAP Data Year: 2023-24 Data Source: Local Data	Total Survey: 133 Engagement- # of parent/community survey responses on the direction of the LCAP Data Year: 2024-25 Data Source: Local Data		Total Survey: 150 Engagement- # of parent/community survey responses on the direction of the LCAP Data Year: 2026-27 Data Source: Local Data	Total Survey: +23
3.8	College/Career Indicator	All: 39.2% prepared EL: Not published to protect privacy LI: 33.5% prepared Data Year: 2022-23 Data Source: Dashboard 2023	All: 43.4% prepared EL: Not published to protect privacy LI: 35.2% prepared Data Year: 2023-24 Data Source: Dashboard 2024		All: 45% prepared EL: Not published to protect privacy LI: 40% prepared Data Year: 2025-26 Data Source: Dashboard 2026	All: +4.3% prepared EL: Not published to protect privacy LI: +2.9% prepared

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

The actions outlined in Goal Three supported the progress toward meeting the goal of students being able to explore and prepare for the transition to post-secondary schooling/training.

Action 1: Parent and Student Participation

Implementation Status: Full Implementation. KJUHS D continued to offer parent nights and student involvement opportunities which were well attended, though attendance at district specific parent groups remained low. The district increased the number of ways communication went out to parents, including information being translated.

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

Action 2: Technology-targeted

Implementation Status: Full Implementation and Sustainability. KJUHS D continued to offer hot-spots for students who did not have internet connection at home, in addition to all students having a computer. Students are able to access technology support if they are having any issues with their computers.

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

Action 3: Career Technical Education

Implementation Status: Full Implementation and Sustainability. KJUHS D continues to provide a variety of CTE courses for students. This year a new CTE course was created that is offered to both the comprehensive high school and continuation school.

A positive difference in planned action compared to the actual implementation because of the increase in CTE offering.

Action 4: Advanced Placement Courses

Implementation Status: Full Implementation. KJUHS D continues to provide open access to AP courses for all students. Professional development is offered to teachers both during the summer and during the school year to better support students. Some AP teachers help grade the AP test and thus are better prepared to know the expectations.

There was a slight difference in planned and implemented action because while all AP teachers were offered training, none attended.

Action 5: College and Career Center

Implementation Status: Full Implementation and Sustainability. KJUHS D continues to employ a college and career teacher who meets regularly with students to prepare them for college and post secondary careers. Parent FAFSA nights were held to support parents in the process and meet individually with students during the difficult transition this year with FAFSA. Students are made aware of multiple scholarship opportunities and will reach out to individual or groups of students based on specific requirements.

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

Action 6: AVID

Implementation Status: Full Implementation. KJUHS D continues to provide resources to maintain the AVID program on the comprehensive high school campus.

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

Action 7: Technology

Implementation Status: Full Implementation and Sustainability. Students are provided computers and if needed hot spots. Teachers have access to technology supports in the classroom to engage students.

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

Overall Success: KJUHSd has maintained a focus on ensuring students are college and career-ready. As encouraged by educational partners, the need for more CTE courses is something the district is trying to improve. The district was able to add another new CTE class that was available for all students at all schools and is a capstone to the one that was added last year. Technology continues to be a focus on ensuring students have access at home through the use of district-provided hotspots. The district continued to have an exceptional year for students related to AP passing rate. They maintained their passing rate this year.

Overall Challenges: KJUHSd is seeing a drop in the number of students attending college or trade school after graduating. There has been an increase in the number of students enlisting in the military and wanting to directly join the workforce. With the increase of students entering the workforce, a focus needs to continue on having CTE pathways available to students to earn the necessary certificates to be successful in the workforce. It is also important to encourage our students who are taking the CTE pathways to finish the capstone classes.

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

Action 4: Did not meet expenditures-The cost of AP exams was covered using a different funding source and we had a limited amount of teachers than anticipated attend the AP conference.

Action 7: Did not meet expenditures- Hot spots were being paid for that were not being used. Developed a system within the district to assure hot spots were being used and checked out properly.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

The actions outlined in Goal Three supported the progress toward meeting the goal of students being able to explore and prepare for the transition to post-secondary schooling/training.

Actions(s): Action 1: Parent and Student Participation

Effectiveness of Action(s): 3- Effective

Metrics: School Connectedness, Support for families, Parent communication, Ed. Partner Feedback

School Connectedness

- * Students: 73% to 79%, increase from baseline of 6%
- * Parents: 87% to 88%, increase from baseline of 1%. Strongly agree increased from 25% to 43% this year.
- * Teachers/Staff: 88% to 91%, increase from baseline of 3%.

Support for Families

- * Parents: 3.21 to 3.3, slight increase from baseline

Parent Communication

- * Parents: 88% to 88%, no change from last year.

Ed Partner Feedback: Parents reported that communication has improved and expressed appreciation for the changes made to Back to School Night this year. Opening up classrooms allowed parents to hear directly from teachers, which they preferred over the previous format held in the new gym. Parents also shared that they value the wide range of opportunities available for their students to get involved on campus. Students echoed this sentiment, frequently noting that their favorite part of school is the variety of activities they can participate in—whether it's band, choir, clubs, sports, or drama.

Analysis Statement: The district continues to see an increase in students feeling connected based on all three surveys given to students, parents, and teachers/staff. Parents and students both report that students reported in the surveys that they appreciate the district for the many opportunities and ways that students can be involved at the school whether it is with sports, clubs, band, choir, or other extracurricular activities. Both also appreciated and spoke highly of the culture of caring and supportive staff and teachers. Parents appreciated the communication and in the survey, it was evident that 81% of parents receive their communication through the website, Instagram, or Facebook. Students feel extremely comfortable and supported while at school. 90% of our students feel comfortable reaching out to staff members to discuss their academic success whereas, 83% feel comfortable reaching out to staff to discuss suggestions or complaints. From educational partner meetings, it was reported that they enjoyed the change to Back to School Night being in classes this year instead of all in the gym. This will be something that is continued for next year. Because this action was effective, as demonstrated by the continued increase in school connectedness, we will continue these actions.

Actions(s): Action 2: Technology targeted, Action 7: Technology

Effectiveness of Action(s): 3- Effective

Metrics: CAASPP ELA and Math, Graduation Rate, Educational Partner Feedback

* CAASPP ELA, distance from

- All Students: 26 points above standard to 20.4 points above standard, decrease from baseline.

* CAASPP ELA, % met or exceed

- All Students: 64% to 59.45%, decrease from baseline.
- EL: 7% to 4.76%, decrease from baseline.
- LTEL: 8.7% to 14.29%, increase from baseline.
- SED: 54% to 55.9%, increase from baseline.

* CAASPP Math, distance from

- All Students: 62.6 points below standard to 60.9 points below standard, increase from baseline.

* CAASPP Math, % met or exceed

- All Students: 30% to 34.93%, increase from baseline.
- EL: 3% to 4.35%, increase from baseline
- LTEL: 4.35% to 0%, decrease from baseline
- SED: 19% to 27.92%, increase from baseline

* Graduation rate

- All Students: 96.4% to 95.2%, decrease from baseline
- EL: 95.2% to 90.6%, decrease from baseline
- SED: 95.7% to 94.1%, decrease from baseline

Educational Partner Feedback: Parents and students stated that they appreciated being provided with technology and having equal access, by also providing hotspots if they don't have internet access.

Analysis Statement: The district saw overall growth in the CAASPP Math for all students, EL and SED making the greatest growth for subgroups in math. Our decline was slight in ELA CAASPP for overall students, however, we saw an increase in our LTEL and SED. Our graduation rate percentage declined slightly overall by 1%. Our EL percentage declined the most. Our Low-Income students made increases in both CAASPP ELA and Math when it came to the percentage of increasing from the baseline. The district will continue to provide our students with one to one technology so that all of our students have equal access to curriculum. The district will also continue to provide support to our students and teachers through training and technology support. Hot spots will also be provided to any student who does not have access to the internet. Because this action was overall effective, as demonstrated by increase in CAASPP math scores and an increase in ELA and Math in some of our subgroups, we will continue these actions into next year.

Actions(s): Action 3: Career Technical Education

Effectiveness of Action(s): 2- Somewhat Effective

Metrics: CTE Pathway Completers, Dual Enrolled Credits

* CTE Pathway Completers

- All: 31.6% to 14%, decline from baseline.
- LI: 22.3% to 54.6%, increase from baseline.
- EL: 2.5% to 4.6%, increase from baseline.

* Students Earning Dual Enrollment Credits

- 178 to 190 students, increase from baseline. 12 student increase from last year.

Analysis Statement: The district experienced a slight decline in the overall percentage of CTE pathway completers compared to the baseline.

However, we continue to see steady growth in the number of students earning dual enrollment credits. Most notably, there was a significant 32% increase in CTE pathway completion among our low-income students, which is a substantial gain. While the overall numbers declined, we are encouraged by this progress and excited about the positive trends within this important student group.. Educational partners stated in surveys the desire for more offerings of CTE classes and the continued request for more dual enrolled classes is important for student success in post-secondary. Because this action is somewhat effective, we will continue these actions into next year.

Actions(s): Action 4: Advanced Placement Courses, Action 5: College and Career Center, Action 6: AVID

Effectiveness of Action(s): 3- Effective

Metrics: AP Passing Rate, AP Participation Rate, A-G completion, CCI,CTE Pathway Completers, Dual Enrolled Credits

* AP Passage Rate

- All Students: 62% to 62.5%, increase from baseline
- EL: not published to protect privacy
- SED: 54.8% to 60.87%, increase from baseline

* AP Participation Rate

- All Students: 255 students a decrease of 37 students from last year
- EL: not published to protect privacy
- SED: 23 students a decrease of 8 students from last year.

* Students meeting A-G requirements

- All Students: 35.7% to 32.8%, decrease from baseline
- EL: 0% to 6.3%, increase from baseline
- SED: 27.7% to 24.2%, decrease from baseline

*College & Career Indicator

All: 43.4% prepared

EL: Not published to protect privacy

LI: 35.2% prepared

* CTE Pathway Completers

- All: 31.6% to 14%, decline from baseline.
- LI: 22.3% to 54.6%, increase from baseline.
- EL: 2.5% to 4.6%, increase from baseline.

* Students Earning Dual Enrollment Credits

- 178 to 190 students, increase from baseline. 12 student increase from last year.

Analysis Statement: Our Advanced Placement (AP) passage rate continues to show steady improvement, with the most significant gains

seen among our Socially Economically Disadvantaged (SED) students, who experienced a more than 5% increase in their passing rate. This highlights the effectiveness of our instructional support and targeted interventions in preparing students for AP success. Our College and Career Indicator (CCI) showed a slight overall increase. While the percentage of overall CTE Pathway completers declined, we saw a notable gain among our low-income students, who doubled their completion rate. Additionally, the number of students earning dual enrollment credits continues to rise. These classes have generated enthusiasm among students, and we're seeing more of them choose dual enrollment opportunities during course selection.

However, we did see a slight decline in the percentage of students meeting A-G requirements across all student groups, including our SED population. This remains a focus area for improvement.

Feedback from our LCAP survey indicates that both parents and students highly value the opportunity to take AP courses. In addition, there is strong appreciation for the college and career teacher who provides essential support to students as they explore their post-secondary and career options.

This teacher plays a key role in guiding students through the application process to local junior colleges, which continues to be the most common path for our graduates. As junior college admission does not require A-G completion, this trend partly explains the dip in A-G completion rates. We will continue to encourage all students to complete A-G requirements while maintaining strong support for post-secondary planning.

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

Added Educational Partner Feedback to 3.2 as an added metrics to monitor effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Student Participation	The district will provide additional parental workshops and student involvement opportunities such as Freshman Orientation Night, Senior Survival Night, Financial Aid, and College and Career Night.	\$98,186.21	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Technology- targeted	The district will continue to provide computers, internet connections and have additional technology personnel to support students both at school and at home.	\$339,442.53	Yes
3.3	Career Technical Education	Provide a variety of career technical classes and pathways to support students.	\$399,310.78	No
3.4	Advanced Placement Courses	The district will have a policy that all Advanced Placement courses be open to all students, provide professional development, and ensure all students who want to take the AP test are able to do so through financial support for the test.	\$2,000.00	Yes
3.5	College and Career Center	The district will provide a college and career teacher to support the process of preparing students for post secondary.	\$161,060.12	Yes
3.6	AVID	Maintain the AVID program to help students become college ready by developing academic skills.	\$101,904.06	No
3.7	Technology	Provide technology on campus to support students.	\$116,777.12	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Within three years, all students, low-income students, and Hispanic students at Oasis High School and Kingsburg Independent Study High School will demonstrate growth in the College and Career Indicator and a decrease in suspensions.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Kingsburg Independent Study is receiving \$109,869 and Oasis High School is receiving \$73,246 in Equity Multiplier Funding. Both programs are housed at a single alternative education site. Our analysis of the 2024 Dashboard data highlighted the need to maintain low suspension rates and improve the College and Career Indicator (CCI), particularly for low-income and Hispanic students, at Oasis High School and Kingsburg Independent Study High School—our designated Equity Multiplier school sites. This need is supported by feedback provided by educational partners, specifically the request for increased programs and supports for lowering the suspension rates, especially those associated with drug use. In addition, they stated a continued focus on students meeting the requirements to demonstrate they are college and career ready. The district plans to improve both of these areas through the actions included in the goal and will measure progress using College and Career Indicator and Suspension rates, differentiated by student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	College/Career Indicator	<p>District All: 39.2% prepared SED: 32.3% prepared Hispanic: 33.5% prepared</p> <p>Kingsburg Independent Study All: 4.9% prepared SED: 5.6% prepared Hispanic: 0% prepared</p>	<p>District All: 43.3% prepared SED: 35.2% prepared Hispanic: 33.2% prepared</p> <p>Kingsburg Independent Study</p>		<p>District All: 45% prepared SED: 40% prepared Hispanic: 40% prepared</p> <p>Kingsburg Independent Study All: 8% prepared SED: 8% prepared</p>	<p>District All: +4.1% prepared SED: +2.9% prepared Hispanic: -0.3% prepared</p> <p>Kingsburg Independent Study</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Oasis High School All: 0% SED: 0% Hispanic: 0%</p> <p>Data Year: 2022-23 Data Source: Dashboard 2023</p>	<p>All: 15.8% prepared SED: 13.3% prepared Hispanic: Number of students below 10</p> <p>Oasis High School All: 0% SED: 0% Hispanic: 0%</p> <p>Data Year: 2023- 24 Data Source: Dashboard 2024</p>		<p>Hispanic: 8% prepared</p> <p>Oasis High School All: 5% prepared SED: 5% prepared Hispanic: 5% prepared</p> <p>Data Year: 2025- 26 Data Source: Dashboard 2026</p>	<p>All: +10.9% prepared SED: +7.8% prepared Hispanic: N/A</p> <p>Oasis High School All: 0% SED: 0% Hispanic: 0%</p>
4.2	Graduation Rate	<p>District All: 96.4% SED: 95.7% Hispanic: 97%</p> <p>Kingsburg Independent Study All: 85.4% SED: 83.3% Hispanic: 88.9%</p> <p>Oasis High School All: 89.5% SED: 89.5% Hispanic: 93.3%</p> <p>Data Year: 2022-23 Data Source: DataQuest</p>	Discontinued		<p>District All: 97% SED: 97% Hispanic: 97%</p> <p>Kingsburg Independent Study All: 90% SED: 90% Hispanic: 92%</p> <p>Oasis High School All: 94% SED: 94% Hispanic: 94%</p> <p>Data Year: 2022- 23 Data Source: DataQuest</p>	Discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Suspension Rates	District All: 5.2% SED: 6.0% Hispanics: 6.1% Kingsburg Independent Study All: 0% SED: 0% Hispanic: 0% Oasis High School All: 12.7% SED: 11.6% Hispanic: 15.4% Data Year: 2022-23 Data Source: DataQuest	District All: 5.8% SED: 6.4 % Hispanics: 6.6% Kingsburg Independent Study All: 0% SED: 0% Hispanic: 0% Oasis High School All: 17.9% SED: 15.7% Hispanic: 16.4% Data Year: 2023-24 Data Source: DataQuest		District All: Less than 4% SED: Less than 4% Hispanics: Less than 4% Kingsburg Independent Study All: Less than 2% SED: Less than 2% Hispanic: Less than 2% Oasis High School All: Less than 4% SED: Less than 4% Hispanic: Less than 4% Data Year: 2025-26 Data Source: DataQuest	District All: +0.7% SED: +0.3% Hispanics: +0.5% Kingsburg Independent Study All: 0% SED: 0% Hispanic: 0% Oasis High School All: +5.3% SED: +4.1% Hispanic: +1%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

The actions outlined in Goal Four supported the progress toward meeting the goal of within three years, all students, low-income students, and Hispanic students at Oasis High School and Kingsburg Independent Study High School will demonstrate growth in the College and Career Indicator and a decrease in suspensions.

Action 1: Intervention Specialist

Implementation Status: Full Implementation. Oasis High School and Kingsburg Independent Study High School each have access to an intervention specialist dedicated to supporting students' academic and social-emotional needs. All students have access to the intervention specialist, who provides regular monitoring and frequent check-ins to ensure ongoing support and success.

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

Action 2: Instructional Aide

Implementation Status: Full Implementation. Oasis High School and Kingsburg Independent Study High School each have access to an instructional aide who works alongside the classroom teacher to provide targeted support and help close learning gaps for all students.

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

Action 3: Mental Health Support

Implementation Status: Full Implementation. The district was able to provide Oasis and KIS students with a full time mental health counseling/resources for students and families through mental health counselors and an online platform to connect to outside resources.

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

Overall Successes: Students at Oasis High School and Kingsburg Independent Study (KIS) have received increased academic and social-emotional support through several key investments. A full-time intervention teacher was hired to provide targeted instructional support, ensuring students receive the help they need to succeed academically. Additionally, both schools have benefited from expanded mental health resources, supporting the well-being of students and addressing barriers to learning.

To further enhance classroom support, a full-time instructional aide was also hired and has remained consistently available throughout the year. This aide assists students directly with their coursework, providing in-the-moment help and helping create a more supportive learning environment.

Overall Challenges: This year, suspension rates at Oasis High School have continued to rise, while graduation rates have declined. A contributing factor appears to be ongoing challenges with student attendance, which has remained a significant concern. In response, the district's newly hired SARB (School Attendance Review Board) Liaison has been actively working with all sites, with a particular focus on Oasis and KIS. The goal is to identify the root causes behind chronic absenteeism and implement targeted interventions. It is our hope that with continued collaboration and support, these efforts will lead to improved attendance and, ultimately, higher graduation rates for our most at-risk students.

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

No material differences between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

The actions outlined in Goal Four supported the progress toward meeting the goal of within three years, all students, low-income students, and Hispanic students at Oasis High School and Kingsburg Independent Study High School will demonstrate growth in the College and Career Indicator and a decrease in suspensions.

Actions(s): Action 1: Intervention Specialist, Action 2: Instructional Aide

Effectiveness of Action(s): 3-Effective

Metrics: College/Career Indicator, Graduation Rate

College/Career Indicator:

All: 43.3% prepared

SED: 35.2% prepared

Hispanic: 33.2% prepared

Kingsburg Independent Study

All: 15.8% prepared

SED: 13.3% prepared

Hispanic: Number of students below 10

Oasis High School

All: 0%

SED: 0%

Hispanic: 0%

Graduation Rate:

District

All: 95.2%

SED: 94.1%

Hispanic: 94.6%

Kingsburg Independent Study
All: 84.2%
SED: 83.3%
Hispanic: Number of students below 10

Oasis High School
All: 75%
SED: 75%
Hispanic: 70%

Analysis Statement: Kingsburg Independent Study (KIS) demonstrated notable growth in the College/Career Indicator (CCI), increasing by 10.9% overall, with a 7.8% increase specifically among Socially Economically Disadvantaged (SED) students. While this progress is commendable, KIS CCI percentages still remain significantly lower than the district average, indicating a continued need for focused support and resources.

Graduation rates at KIS have remained steady compared to the previous year, suggesting consistency in progress. However, Oasis High School experienced a significant decline, with a 14% drop in both overall graduation rate and among its SED subgroup. This decrease highlights an urgent need for targeted interventions to better support student success at Oasis.

Both KIS and Oasis will continue to receive support from a full-time intervention specialist, whose primary focus will be ensuring students are on track to meet graduation requirements. By prioritizing credit recovery, academic planning, and personalized student support, we aim to not only raise graduation rates but also improve overall performance on the College/Career Indicator across both alternative education sites.

Actions(s): Action 3: Mental Health Support
Effectiveness of Action(s): 2-Somewhat effective

Metrics: Suspensions, % Connected to school LCAP survey, % Resources provided to help students

Suspensions:
District
All: 5.8%
SED:6.4 %
Hispanics: 6.6%

Kingsburg Independent Study
All: 0%
SED: 0%
Hispanic: 0%

Oasis High School

All: 17.9%
SED: 15.7%
Hispanic: 16.4%

LCAP Survey % of students feeling connected to school:
79% (increase of 6%)

LCAP Survey % who agree that resources are provided to help students with personal issues:
91% (6% increase)

Analysis Statement: Oasis High School experienced a 5% increase in overall suspension rates, with a 4% increase among Socially Economically Disadvantaged (SED) students. While this rise is concerning and will be addressed, it is encouraging to note positive gains in other critical areas of student well-being.

Survey results show an increase in the percentage of students who feel connected to school, as well as an increase in students who agree that resources are available to help with personal issues. These improvements suggest that ongoing efforts to support student wellness are making an impact.

In response to student feedback—including a specific comment requesting easier access to support—we will continue to prioritize mental health services and ensure that students are consistently reminded of how to access help. Visibility, availability, and outreach will remain a central focus moving forward.

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

Metric 4.2-We realized this metric was not the best measure of college and career readiness so we will continue to monitor the CCI indicator for this purpose.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Intervention Specialist	As demonstrated in the metric section and educational partner feedback, college and career indicator identified all students (KIS), low income (KIS) and through local data all students (OHS) had lowered rates of meeting the	\$130,785.48	No

Action #	Title	Description	Total Funds	Contributing
		<p>College and Career and were very low on the 2023 California Dashboard. To address this need, the district wants to hire an intervention specialist that will serve students at both Oasis High School and Kingsburg Independent Study to provide academic intervention, monitor student attendance, provide goal oriented counseling sessions, and track student progress on meeting graduation and being college and career ready. KJUHS D expects for the listed groups College and Career Indicator rates will increase.</p> <p>The intervention specialist: KIS- \$78,470 (.6FTE) and OHS- \$52,313 (.4 FTE)</p>		
4.2	Instructional Aide	<p>Hire a full time instructional aide that will serve students at both Oasis High School and Kingsburg Independent Study to provide individualized and small group support within the classroom to support the academic skills needed to succeed both in school and prepare them for post secondary. The instructional aide: KIS- \$43,043 (.6 FTE) and OHS- \$28,695 (.4 FTE).</p>	\$73,699.83	No
4.3	Mental Health Support	<p>Contract for mental health counseling that will serve students at both Oasis High School and Kingsburg Independent Study to address the mental and social barriers students have in meeting the goals of improved graduation, college and career readiness, and lower suspension rates.</p> <p>Mental health counseling: KIS- \$10,485 (60% of time) and OHS- \$6,990 (40% of time).</p>	\$17,475.75	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	KJUHSD recognizes that students are still recovering from the pandemic. The district will fund services for mental health services, professional development to teachers/staff to support student learning, drug prevention and increase attendance. Measure of this data will be from both metrics and educational partner feedback.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Learning Recovery Emergency Block Grant funding will be provided to assist school districts, COEs, and charter schools with long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being. The district wants transparency with educational partners on how the district will continue to support student progress academically, emotionally, and socially since the pandemic. Our district has established a collaborative partnership with the Fresno County Office of Education to enhance support for our students within the framework of Differentiated Assistance. Through this collaboration, we have identified a need to support English Learners and Long Term English Learners who are eligible for Differentiated Assistance. As part of this goal, we will provide services and activities that support bolstering academic achievement for these groups. Our needs assessment revealed significant needs regarding English Language- Arts performance and chronic absenteeism among English Learners and LTELs. Goal 5, actions 1 through 4 have been written to focus on mental health counseling, attendance support for those chronically absent, diagnostic tools to support our EL's and LTEL's and additional supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension	District All: 5.2% EL: 9.1% SWD: 12.2% Kingsburg High School All: 5%	District All: 5.8% EL: 11.3% SWD: 7.4% Kingsburg High School		District All: Less than 4% EL: Less than 4% SWD: Less than 4%	District All: +0.7% EL: +2.2% SWD: -4.8% Kingsburg High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 12% Oasis High School All: 12.7% SED: 11.6% Hispanic: 15.4% Data Year: 2022-23 Data Source: DataQuest	All: 5.3% SWD: 8.1% Oasis High School All: 17.9% SED: 15.7% Hispanic: 16.4% Data Year: 2023-24 Data Source: DataQuest		Kingsburg High School All: Less than 4% SWD: Less than 4% Oasis High School All: Less than 4% SED: Less than 4% Hispanic: Less than 4% Data Year: 2025-26 Data Source: DataQuest	All: +0.3% SWD: -3.9% Oasis High School All: +5.3% SED: +4.1% Hispanic: +1%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

The actions outlined in Goal Five supported the progress toward meeting the goal of providing services for mental health services, professional development to teachers/staff to support student learning, drug prevention and increase attendance.

Action 1: Mental Health Services

Implementation Status: Full Implementation and Sustainability.

We provided mental health counselors who worked with students who were in need of mental health support.

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

Action 2: Professional Development

Implementation Status: Full Implementation

We provided professional development in person, online, and through virtual training to support teachers with working with students with neurodiversity learning styles.

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

Action 3: Drug Prevention

Implementation Status: Initial Implementation

As part of a drug prevention program, we decided to implement drug counseling and voluntary drug testing. We did not purchase a formal program, but instead have crafted our own program that supports students and families through existing staff support and follow-up.

The action was mostly implemented with the exception of the formal drug prevention program.

Action 4: Attendance

Implementation Status: Full Implementation

We increased the nurse contract through the county office, added personnel, and added incentives to encourage regular attendance.

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

Overall Successes:

Parents and staff appreciated the drug counseling program and all the resources it provided. Our counseling services are being used fully. It was very beneficial to have more personnel to help with getting students to school.

Overall Challenges: The district did not experience significant challenges with any of these actions. Some of the feedback from teachers in regards to PD is to have it in person rather than online and a request for more PLC time. We will work to incorporate this into next year's plan.

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

No material differences between budgeted expenditures and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

The actions outlined in Goal Five supported the progress toward meeting the goal of providing services for mental health services, professional development to teachers/staff to support student learning, drug prevention and increased attendance.

Actions(s): Action 1: Mental Health Services, Action 3: Drug Prevention, Action 4: Attendance

Effectiveness of Action(s): Somewhat Effective

Metrics: Suspension, Chronic Absenteeism

Analysis Statement: While the district did not see overall decreases in suspension, we were proud to see a slight decrease for students with disabilities. We believe this is partially due to increased student supports including the mental health support provided by our counselors, the nurse, and extra personnel. Additionally, school staff reports that a large demand by students indicating a continued need for this support. We feel the additional supports outlined above with our incentives for attendance led to a 3% decrease in chronic absenteeism. Parents appreciate the additional tool of voluntary drug prevention, and the drug counseling services, and we feel this positively impacted our chronic absenteeism rates.

Actions(s): Action 2: Professional Development

Effectiveness of Action(s): Somewhat Effective

Metrics: Educational Feedback

Analysis Statement: Training on neurodiverse learning styles was met with mixed reviews. Although the information was helpful, two of the trainings were conducted via zoom and teachers expressed they would prefer in-person training over online. The presenter also had a platform that teachers and students could access, but most teachers expressed the overwhelming feeling of having different types of professional development and not having the time to utilize the tools she presented. This may have contributed to increased suspension rates. Next year we will focus on providing professional development that is in-person. We will explore more high impact topics.

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

The following changes will be made in next year's plan;

Action 5.2-we will provide online 24 hour/7 days a week of tutoring through Varsity Tutors. Additionally, we included diagnostic support to increase ELA achievement for EL's and LTEL's. This action name will change to say Tutoring/Diagnostic Tools

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Mental Health Services	<p>The district will provide mental health counselors to work with students who are in need of mental health support.</p> <p>LREBG Action</p> <p>The LEA will support students, with a focus on English Learners, including LTELs, by providing mental health counselors.</p> <p>Research shows that students are in need of these services. Integrating mental health support into the educational environment not only promotes better academic outcomes but also addresses factors contributing to chronic absenteeism. By prioritizing students' mental well-being, schools create a foundation for improved attendance and academic success. Research shows that poor mental health makes students twice as likely to fail a grade. This cycle further negatively impacts students' self esteem and future opportunities. More than one in four students in the 2022-2023 academic year missed at least 10% of the school year due to chronic absenteeism due to mental health issues. Our LCAP survey has also expressed that students, parents, and teachers all believe this is a support that needs to be maintained.</p> <p>The metric being used to monitor the action is 1.4 (Math CAASPP), 1.5 (ELA CAASPP), 2.2 (Chronic Absenteeism).</p> <p>LREBG Funds supporting this action: \$313,883.11</p>	\$313,883.11	No
5.2	Tutoring/Diagnostic Tools	<p>The district will provide online tutoring through Varsity Tutors which will provide students with 24 hour services of tutoring access. Additionally, the district will purchase a diagnostic tool so that teachers can assess ELA performance with a focus on EL's and LTEL's, as part of the work we are doing with differentiated assistance.</p> <p>LREBG Action</p> <p>The LEA will support students with purchasing a diagnostic tool so that teachers can assess ELA performance. The LEA will also support students</p>	\$58,490.64	No

Action #	Title	Description	Total Funds	Contributing
		<p>by providing an online platform for tutoring services to support students 24 hours a day.</p> <p>Research shows that tutoring services help in closing the achievement gap. Online tutoring services allow for instruction to be tailored to each student's specific needs, and by offering it 24 hours a day, it allows students to be able to access the help at the time that benefits them best. Research shows that STAR Reading assessments provide educators with data to help them improve ELA instruction by identifying the students' strengths and weaknesses in reading. It will also provide teachers with a IRL (Instructional Reading Level), which will provide teachers with data that they can utilize and support their students, especially their EL's and LTEL's.</p> <p>The metric being used to monitor the action is 1.5 (ELA CAASPP).</p> <p>LREBG Funds supporting this action: \$58,490.64</p>		
5.3	Drug Prevention	<p>As demonstrated in the metric section, suspension and educational partner feedback, identify all students (OHS), English Learners (KJUHSD), Students with Disabilities (KJUHSD, KHS), low income (OHS) and Hispanics (OHS) had higher rates of suspension and were red on the 2023 California Dashboard. We completed a needs assessment and found a common issue in these students was the use of vaping that lead to a higher rate of suspension. To address this need, the district wants to design a system that helps prevent the number of students being suspended because of drugs.</p> <p>When we looked at data, students suspended due to drugs were our chronic absent students. In order to address these barriers to learning which include chronic absenteeism and to address pupil trauma that could be causing students to use drugs, the district will implement a drug prevention program.</p> <p>LREBG Action</p>	\$48,200.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The LEA will support students with a drug prevention program at all schools in the district by contacting with an outside agency for drug counseling, implement drug prevention programs on campus, and implement a voluntary drug testing program on campus to provide parents a way to support their students..</p> <p>Research shows that substance use is a main predictor of education outcomes, including absenteeism. These results highlight the need for comprehensive efforts to prevent and reduce substance use from both cannabis and tobacco products among youth.</p> <p>The metric being used to monitor the action is 1.4 (Math CAASPP), 1.5 (ELA CAASPP), 2.2 (Chronic Absenteeism), 5.1 (Suspension)</p> <p>LREBG Funds supporting this action: \$48,200</p>		
5.4	Attendance	<p>The district will provide additional support to lower the chronic absenteeism rate for all students.</p> <ul style="list-style-type: none"> * Increase nurse contract * Additional personnel <p>LREBG Action</p> <p>The LEA will support students, with a focus on English Learners, including LTELs, by providing part-time personnel who will assist the SARB liaison on tracking, checking in, and creating a tiered approach to combat chronic absenteeism. The LEA will also support students by increasing the nurse contract.</p> <p>Research shows that by increasing staff and prioritizing attendance tracking and relationship-building and investing in a tiered approach, that attendance improves when it is built on building relationships and having an employee who is able to support the student at a more tier 2 which is more personalized attention and outreach to address and remove barriers to attendance. Studies have shown that when school prioritize</p>	\$115,040.04	No

Action #	Title	Description	Total Funds	Contributing
		<p>relationships and engage in proactive interventions both academic and attendance outcomes improve.</p> <p>In regard to contracting a nurse on campus, research shows that school nurses decrease chronic student absenteeism in a variety of ways such as assisting families to access health care providers and educating parents, students and staff on health issues. They can provide support for the student who is chronically absent as well as supporting the families.</p> <p>The metric being used to monitor the action is 2.2 (Chronic Absenteeism).</p> <p>LREBG Funds supporting this action: \$115,040.04</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3035458	\$251344

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.724%	0.000%	\$0.00	20.724%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Credentialed teachers for English and math supplemental support</p> <p>Need: As demonstrated in the Annual Performance and metrics section, CAASPP ELA and math data, identified our low-income students have continued to perform lower than the all student group. CAASPP ELA and Math data for low income students is 4% lower in ELA and 7%</p>	In order to address these needs, the district will provide additional, targeted time with credentialed teachers who will reinforce concepts and provide additional skills practice. In providing specialized support classes, the identified students will engage in individualized lessons with credentialed teachers that support the closing of their specific learning gaps. Target time will occur during the school day and will be supported by individualized and small group support.	CAASPP ELA (all students, low income, EL, LTEL) CAASPP Math (all students, low income, EL, LTEL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>lower in math than the performance rate for all students. Even though the gap is beginning to close, we still show based on a needs analysis that our low income students need specialized direct instruction and support through individualized and small group remediation and acceleration lessons by credentialed teachers. It is also evident that our EL's and LTEL's are in need of more support through targeted instruction. Educational partners agreed that students need academic supports.</p> <p>Scope: LEA-wide</p>	<p>We expect the CAASPP rate for the groups listed will increase, as the program is designed to meet the needs most associated with the stresses and experiences of the listed students. However, because the district expects that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	
1.4	<p>Action: School Intervention, with after school transportation</p> <p>Need: As demonstrated in the metrics section and educational partner feedback there is a need for English learners and low income for more after school intervention and support to help the identified students meet both local and four year high school graduation requirements. This was also a need expressed in by the parents in the LCAP survey. Graduation data for overall is 95.2% with low income being 90.6%, English learners 94.1%.</p> <p>A needs analysis shows that the identified students need more focused intervention and support during lunch and after school hours including transportation home as the identified students are less likely to have transportation</p>	<p>In order to address these needs, the district will provide lunchtime intervention, after school intervention, and Saturday School with credentialed teachers in core academic areas to address the identified needs of each student. Extended time is given to LI and EL students to allow them additional opportunities for completing assignments, and receiving personalized support tailored to their areas of difficulty, with increased access to supportive staff The district will also provide additional transportation routes so that the identified students can attend the after-school interventions. In these additional intervention sessions, teachers will work with the identified students to develop the academic and organizational skills needed to meet the academic expectations of the classes.</p> <p>We expect the graduation rate for the groups listed will increase, as the program is designed to meet the needs most associated with the stresses and</p>	Graduation Rate (All, Low Income, English Learners)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>options for after school and academic support at home.</p> <p>Scope: LEA-wide</p>	<p>experiences of the listed students. However, because the district expect that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	
1.5	<p>Action: Summer School with Transportation</p> <p>Need: As demonstrated in the metrics section, graduation data and A-G completion rate show that, low income and English Learners have a lower rate than other students within the district. Currently, graduation data for overall is 95.2% with low income being 94.1% and EL's at a 90.6%. Meeting A-G requirements for overall is 32.8% with low income is 24.2% and English Learners is 6.3%. English Learners did increase slightly from last year, but is still behind the overall percentage.</p> <p>A local needs assessment shows that the identified student groups need extended learning opportunities to learn skills and concepts and deepen understandings, in addition to the ability to retake A-G classes to meet college requirements as identified students are less likely to have parents who have attended college and know the requirements.</p> <p>Scope:</p>	<p>In order to address these needs, the district will provide summer school classes, including transportation, for tutorial support for both remediation and meeting A-G requirements. Providing summer school, including transportation, for the identified students will provide more educational opportunities and additional time for students to master the academic content through the practice of missing skills and concepts. Summer school will also provide the additional time needed for the identified students to complete missing credits toward graduation and/or retake courses with the goal of meeting A-G eligibility requirements in a smaller, more focused environment.</p> <p>By providing these services the district anticipates the graduation rate and meeting A-G requirements to increase as the program is designed to meet the needs for the identified groups. However, because the district expects that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	<p>Graduation Rate (All, Low Income, English Learners) A-G requirements (All, Low Income, English Learners)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	<p>Action: Library Media Services</p> <p>Need: As demonstrated in CAASPP ELA assessment scores, data reflected that our low-income students are remaining consistent in ELA and our English Learners are showing a slight decrease in ELA, but a large gap between all students still exists. CAASPP ELA data for low-income students is 55.9%, 4% lower than the performance rate for all students and English Learners is 4.76%, 54.69% lower than all students. Even though the low-income students are beginning to close the gap, it is essential to continue this service.</p> <p>A local needs assessment shows that low-income and English Learner students need additional access and opportunities to improve reading comprehension skills by providing greater access to content as it is necessary to develop reading comprehension and critical thinking as they are less likely to have access to additional resources at home. In addition student survey results indicated that students want more academic support.</p> <p>Scope: LEA-wide</p>	<p>In order to address these needs, the district will provide a program that provides audio reading of textbooks, novels, and pleasure reading. The library media service teacher will provide supplemental reading material at the students level and interest. In providing additional library media services, students will engage in the text and novels in the classroom, in addition to pleasure reading as students can focus on comprehending the material and not just being able to read the material. The leveled material will be provided at no cost to the identified students, increasing their access to materials that they can take home for additional practice.</p> <p>The district expects that the CAASPP ELA scores for low-income students and English Learners will increase significantly, as the program is design to meet the needs most associated with the experiences of low-income students. However, because we expect that all students showing CAASPP scores of standard nearly met or standard not met will benefit, this action provided on an district wide basis.</p>	CAASPP ELA (All, Low Income, English Learners)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	<p>Action: Intervention Class</p> <p>Need: As demonstrated by the metrics and educational partner feedback, state assessment data in the areas of ELA and Math, and graduation data, English learners and low income students show a need for more targeted intervention during the school day in order to help students meet graduation requirements and improve ELA and Math assessment data. Graduation data for overall is 95.2% with low income being 94.1%, English learners 90.6%. CAASPP ELA data for overall is 59.45% with low income 55.9%, English learners 4.76%. CAASPP Math data for overall is 34.93% with low income 27.92%, English learners 4.35%.</p> <p>A local needs assessment revealed that the identified students often have time constraints outside of school hours, so it is important to offer additional intervention during the learning day.</p> <p>Scope: LEA-wide</p>	<p>In order to address these needs, the district will provide intervention classes during the school day to address academic gaps, credit recovery, and academic skills. Intervention classes will provide targeted academic supports delivered through evidence-based instructional strategies in an effort to strengthen basic academic skills. We plan on offering one more intervention class than we did last year in hopes of offering more support to more students.</p> <p>We expect the graduation rate and CAASPP scores for ELA and math for the identified groups listed will increase, as the program is designed to meet the needs most associated with the stresses and experiences of the listed students. However, because the district expect that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	<p>Graduation (All, Low Income, English Learners) CAASPP ELA (All, Low Income, English Learners) CAASPP Math (All, Low Income, English Learners)</p>
1.9	<p>Action: English Language Development Program</p> <p>Need: As demonstrated in the metrics sections and educational feedback section, the district saw</p>	<p>In order to address these needs, the district will have a designated ELD class for newcomers, designated ELD instruction in English class targeting EL and LTEL students, instructional aide support in classrooms, supplemental material to support English language development, a software</p>	<p>Reclassification Rate ELPI LTEL % of all EL's CAASPP ELA (EL, LTEL)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>an increase in reclassification rates with a 27% reclass rate. However, ELPI (English Learner Progress Indicator) saw a huge decline going from 51.1% to 38.4%. This has caused the district to be eligible for Differentiated Assistance. There will be a continued focus on English Learners, as there needs to be an increase in the ELPI and a need to reduce the number of LTEL's. CAASPP ELA scores for EL's and LTEL's are lower than all students. We have a total of 73 EL's in our district with 89% of them being LTEL's.</p> <p>A needs assessment revealed a continued need to provide targeted ELD instruction and monitoring of progress for both ELs and LTELs. Specifically, it was determined that LTELs could benefit from targeted progress monitoring to identify specific barriers to learning. We found that finding more ways to motivate and encourage our LTEL's through teaching more strategies and providing more support when preparing for the ELPAC will help. We also found that providing students with more opportunities to reclassify through a local measure, so the district will find another platform to provide another opportunity for them to reclassify. A portion of an assistant principal's time will be devoted to monitoring and support of English Learners and LTEL's.</p> <p>Educational partners would like to see a decrease in the number of LTEL's and see more incentives for these students if they make growth on the ELPAC.</p>	<p>program to better monitor the progress of English language learners and Long Term English Learners (LTEL's), a software program to assess all students with a common assessment to help with reclassifying, and provide professional development for teachers with specific lessons to support EL and LTEL students.</p> <p>Professional development will focus on embedding language development strategies into classroom lessons that enhance language acquisition for ELs and LTEL students, including but not limited to: explicit vocabulary instruction, use of visual aides, manipulatives, and sentence frames, and cross-content opportunities to practice skills needed to improve both language and literacy.</p> <p>Supplemental materials will be provided in order to enhance understanding and retention of new vocabulary and grammatical structures in an effort to make the learning process more engaging and effective. They may include manipulatives, visual aids, audio recordings, and interactive activities.</p> <p>Instructional aides will assist teachers in providing targeted instruction for the identified students and ensure students have access to more individualized support in small groups or one on one.</p> <p>Site staff will utilize collaboration time to analyze formative and summative assessment data for LTELs and identify barriers and appropriate strategies to implement toward proficiency.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	<p>An assistant principal will devote their time to monitoring, organizing study sessions, and leading parent meetings that engage and inform EL families.</p> <p>We expect the reclassification and ELPI scores and CAASPP scores for ELA for the identified groups listed will increase. However, because the district expect that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	
1.10	Action: Data Accountability		
	Need: As demonstrated in the Annual Performance and metrics section, graduation data, A-G completion rate and input from educational partners identified that our English learners and low income students perform lower than the performance rate of all students. An analysis of local needs revealed that the academic needs of these students are most efficiently addressed when teachers have up-to-date disaggregated information so that they can quickly identify the resources needed to tailor instruction to be able to close specific achievement gaps. Further, teachers report not having sufficient time and expertise to be able to collect and disaggregate data from various platforms related to the academic and social-emotional wellness of their students on a frequent basis. Educational Partners found	In order to address these needs, the district will promote monitoring student achievement and instructional practices through the support of the Data and Accountability Team, including maintaining a staff member and software to work at the local sites to gather, disaggregate, and provide data, specific to the identified student groups, to site teachers and departments for analysis and collaboration. The staff member will provide teachers data after formative assessments, grading windows and statewide data release and then collaborate with teachers on if additional or different data is needed. Staff will be provided monthly reports on suspension and attendance to analyze and then provide teachers timely academic and behavioral wellness information about the identified students in their classes, keeping them focused on the identified gaps of English Learners and Low-Income students. Equipped with this information, teachers will be empowered to make informed decisions about specific instructional strategies and lesson design that will positively impact the identified student groups. They will also be able to analyze	Graduation Rate (All, Low Income, English Learners) A-G requirements (All, Low Income, English Learners)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>this service beneficial and requested that it continue.</p> <p>Scope: LEA-wide</p>	<p>and track trends both in the short term and over time which will help them to make decisions leading to improving the outcomes for the identified students.</p> <p>We expect that graduation data and A-G completion rates for the identified groups will increase significantly, as teachers will be able to dive deeper into the data to see specific areas that the identified students are struggling in and provide appropriate support. However, because the district expects that all students showing lower graduation and A-G completion rates will benefit, this action is provided on an district-wide basis.</p>	
1.11	<p>Action: Instructional Aides</p> <p>Need: As demonstrated by the metrics and educational partner feedback, state assessment data in the areas of ELA and Math, and graduation data, English learners and low income students show a need for more targeted intervention during the school day in order to help students meet graduation requirements and improve ELA and Math assessment data. Graduation data for overall is 95.2% with low income being 94.1%, English learners 90.6%. CAASPP ELA data for overall is 59.45% with low income 55.9%, English learners 4.76%. CAASPP Math data for overall is 34.93% with low income 27.92%, English learners 4.35%.</p>	<p>In order to address these needs, the district will provide instructional aides in the classroom to address achievement gaps by providing individualized and small group support within the classroom, targeting the identified students who lack the academic skills needed to succeed. Instructional aides will be able to provide just-in-time personalized support to struggling students, providing the intervention needed to help support the learning of essential skills for grade-level achievement.</p> <p>We expect the graduation rate and CAASPP scores for the identified groups listed will increase, as the program is designed to meet the needs most associated with the stresses and experiences of the listed students. However, because the district expects that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	<p>Graduation (All, Low Income, English Learners) CAASPP ELA (All, Low Income, English Learners) CAASPP Math (All, Low Income, English Learners)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A local needs assessment revealed that additional support in the classroom to provide more individualized instruction is important to providing additional academic skills to the identified students. Student feedback indicated a desire for more support.</p> <p>Scope: LEA-wide</p>		
1.12	<p>Action: Professional Development</p> <p>Need: As demonstrated in the Annual Performance and metric sections, CAASPP ELA and math data, graduation data, A-G completion rates, and educational partner feedback, identify low income students and English learners have lower academic achievement and graduation rates than compared to all students.</p> <p>A needs analysis and teacher/staff feedback identified that teachers and staff need continuous professional development training, release time to analyze data, time for collaboration with peers and to adjust instructional strategies to close the academic gap and increase graduation and A-G completion rates of the identified students.</p> <p>Scope:</p>	<p>In order to address these needs, professional development will be provided for teachers that focuses on a variety of topics, chosen with the needs of the identified students in mind. Topics may include: engagement strategies for students, reading apprenticeship, and executive functioning skills. Trainings will strengthen teacher efficacy, including providing teachers with more skills to be able to meet the needs of the target groups. Release time will be provided for teachers to collaborate on analyzing the data of LI and EL students to be able to craft instructional strategies designed to meet their needs.</p> <p>The district expects the CAASPP ELA, Math, graduation rate and A-G completion of the identified student groups to increase, as the program is designed to provide teachers time to analyze and target the specific needs of low-income and English learners. However, because we expect to identify the individual needs of all students, this action is provided on a district-wide basis.</p>	<p>Graduation (All, Low Income, English Learners) CAASPP ELA (All, Low Income, English Learners) CAASPP Math (All, Low Income, English Learners) A-G Requirements (All, Low Income, English Learners)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.13	<p>Action: Mentor Support for New Teachers</p> <p>Need: As demonstrated in the metrics section, CAASPP ELA and Math, and graduation data identify English learners and low income students, are not performing at the same performance rate of all students.</p> <p>An analysis of root causes show that new teachers often lack support and experience required to address the specific needs of the identified students.</p> <p>Scope: LEA-wide</p>	<p>To address this need, the district will provide a mentor teacher for teachers with fewer than two years of experience and any new teacher to the district. In providing the mentors, the new teachers will be able to develop their instructional strategies targeted to meet the needs of the identified student groups and have a support person on campus to help learn the expectations of the district. These strategies include classroom observations, co-teaching, data analysis sessions, and reflective practices.</p> <p>It is our expectation that professional development through personalized mentorship will increase the effectiveness of inexperienced and new teachers in supporting the identified students in decreasing the achievement gap, as the program is designed to meet the needs most associated with the experiences of the above groups. However, because we expect that all students will benefit by more prepared new teachers, this action is provided on a district-wide basis.</p>	<p>Graduation (All, Low Income, English Learners) CAASPP ELA (All, Low Income, English Learners) CAASPP Math (All, Low Income, English Learners)</p>
2.1	<p>Action: Behavior Supports</p> <p>Need: As demonstrated in the Annual Performance and metrics section, identified our low-income students and EL students are being suspended at a higher rate than the all student group. Suspension rate, overall is 5.8% with low income being 6.4%, and our EL's being 11.3%, all three are an increase from the</p>	<p>To address this need, particularly among low-income and English learner students, the district will implement professional development for staff focused on understanding behavior, preventing escalation, and applying effective behavioral supports for LI and EL students. These trainings will be designed to equip staff with the tools to identify and respond to behaviors that often result from the unique stressors experienced by EL and low-income students, such as the lack of intra and inter-personal skills, such as self-regulation.</p>	<p>Suspension Rate (All, Low Income, English Learners) Feel Safe on Campus (Students, Parents, Teachers/Staff)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>previous year. Educational partners feeling the campus is safe increased in student and parent groups, students 93% and parents 95% but teachers dropped by one percent to 94%, evidencing a need to continue these supports.</p> <p>An analysis of the causes behind increased suspension rates revealed that the identified student groups would benefit from developing key intra- and inter-personal skills, such as self-regulation, a critical behavioral life skill. In our experience, equipping staff to recognize when these students need support and to apply de-escalation strategies and other behavioral interventions is essential for fostering a safe and positive school climate.</p> <p>Scope: LEA-wide</p>	<p>In our experience, LI and EL students can struggle to articulate feelings, ask for help, or de-escalate conflicts due to barriers such as limited English proficiency or lack of communication skills or de-escalation strategies. This can lead to misunderstandings or behavior that is misinterpreted as defiance. We believe that providing behavioral supports, SEL instruction, and restorative practices helps EL students develop the emotional vocabulary and regulation strategies needed to navigate social situations successfully in English.</p> <p>Administrative staff will provide individual support for the identified students and reinforce positive behaviors through structured interventions, including SEL lessons, restorative circles, and collaboration with school psychologists and intervention specialists. A multi-tiered system of supports, designed by the administrative team, will ensure that the identified students receive interventions targeted to meet their individual needs. Additionally, an evidence-based monitoring system will allow staff to monitor student progress and adjust strategies to meet individual needs.</p> <p>The district expects that suspension rates will decrease and safety survey data will remain positive for EL and LI students, as the program is designed to meet the needs most associated with the stresses and experiences of low-income and English Learner students. However, because we expect that all students will benefit, this action is provided on a district-wide basis.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p>Action: Mental Health Services</p> <p>Need: As demonstrated in the Annual Performance and metrics section, student survey data, local data, and input from educational partners identified a continued need for mental health services. Student survey data continues to show an increase of 6% school connectedness and 6% increase in resources to support personal issues, showing the effectiveness of this action over the past two years.</p> <p>A needs analysis found that low income students have seen a higher request of mental health services as compared to all students, but often have the least amount of access to mental health services.</p> <p>Scope: LEA-wide</p>	<p>To address this need, the district will continue to contract with outside agencies to provide on campus counseling in addition to providing a company that will work with families to find counseling services outside of the school setting. Counseling services are designed to help the identified students develop coping strategies, build resilience, and gain a better understanding of themselves and their challenges. This can lead to improved mental well-being, increased motivation, and enhanced ability to engage with school activities, ultimately fostering a stronger connection to their education and improving their overall academic performance.</p> <p>The district expects that student survey data on school connectedness and supports will increase, as the supports are designed to meet the needs most associated with the stresses and experiences of the identified group. However, because we know that all students are experiencing an increased need in mental health services, this action will be provided on an district-wide basis.</p>	School Connectedness Provide resources for students for personal issues
2.6	<p>Action: 9th grade mentor program</p> <p>Need: As demonstrated in the Annual Performance and metrics section, identified a need to increase the English learners and low income populations' engagement to school to increase</p>	To address this need, the district will continue the freshman mentor program at the comprehensive high school to support the transition to high school and get the identified students connected with student mentors. Student mentors serve as a connection point for new students, inviting them to campus events, pointing out people and places where struggling students can get help, and	Graduation Rate (All, Low Income, English Learners) Survey Data: 1) Mentor program supported transition to high school 2) The district should keep mentor program

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the graduation rate. Graduation data overall is 95.2%, for low income is 94.1% and English learners is 90.6%. Student survey data shows an increase of 10% in ninth graders stating the mentor program supported their transition from 76% to 80% and another 6% increase in stating that Link Crew should remain from 86% to 92%.</p> <p>A local analysis of data of students showed that the identified students would benefit from a positive transition from middle school to high school. Educational partner feedback reflects that low-income and English learner students who struggle during their freshman year are more likely to not graduate from the comprehensive high school.</p> <p>Scope: Schoolwide</p>	<p>encouraging students to engage in school activities. In providing a strong foundation of support, identified students will be more engaged in school by having activities to participate in and a mentor student they can go to for support.</p> <p>The district expect higher graduation rates and higher levels of feeling that the program helped their transition to high school as the program is designed to meet the needs most associate with the stresses and experiences of the identified students. However, because we expect that all students who do not engage in school will benefit, this action is provided on a school-wide basis.</p>	
2.7	<p>Action: Attendance Intervention Specialist</p> <p>Need: As demonstrated in the metrics sections, chronic absenteeism data identifies that low-income and English Learners decreased in their higher chronic absenteeism rate than all students. Chronic absenteeism rate for all is 16.4% (decrease of 4%), low-income students is 13.8% (11% decrease), and English learners 22.9% (decrease of 1.2%). Due to a continued increase in connectedness compared to the last two years, this has begun</p>	<p>To address this need, the district will have two full time employees who will focus on attendance. These positions will pick up low income and EL students who are at risk of missing school, run reports to track chronic absenteeism, conduct home visits and work with parents and students through the SARB process to identify barriers to school attendance and provide interventions to have students attend school on a regular basis.</p> <p>The district expects that the chronic absenteeism rate will continue to decline and school connectedness to increase, as the support people are designed to meet the needs most associated</p>	Chronic Absenteeism (All, Low Income, English Learners) Student Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to decrease our chronic absenteeism, so we will continue to provide the district with full time attendance positions.</p> <p>A needs analysis showed the district is seeing less unexcused absences, but there is an increase in excused absences for students. Through SARB meetings, data shows that one issue affecting students who are Low Income or English Learners is having parents who leave for work before school and are not able to make sure their student goes to school.</p> <p>Scope: LEA-wide</p>	<p>with the stresses and experiences of low-income and English Learners. However, because we expect that all students high high chronic absenteeism will benefit, this action is provided on an district-wide basis.</p>	
2.8	<p>Action: School Safety Monitor and School Resource Officer</p> <p>Need: The Annual Performance and Metrics show that suspension rates rose slightly for both low-income students (from 6.2% to 6.4%) and English Learners, contributing to an overall suspension rate of 5.8%. At the same time, confidence in campus safety grew across all stakeholder groups: 93% of students, 94% of parents, and 95% of teachers and staff now feel the campus is safe. Student connectedness increased by 6%, parent connectedness by 7%, and teacher/staff connectedness by 4%. Moreover, 91% of students, 92% of staff, and 97% of parents agree that the School Resource Officer helps</p>	<p>To address this need, the district will provide a safe school environment by providing a full time safety monitor and full time school resource officer.</p> <p>A full time safety monitor will allow students to have the same consistent presence on campus and encourage students to report potential issues that will help lower suspension rates and increase the rate students feel safe and connected on campus. The safety monitor will provide daily positive interactions, help to implement clear behavioral expectations, and help to reduce physical conflicts by promoting the use of conflict resolution skills.</p> <p>The School Resource Officer will serve as an additional caring adult on campus, building positive relationships, stepping in early to resolve</p>	<p>Suspension Rate (All, Low Income, EL) Survey Data: * Feeling Safe on Campus (Students, Parents, Teachers/Staff) * Sense of School Connectedness (Students) * Safety Monitor makes students feel safer by providing a safe environment * SRO has made campus safer by providing a safe environment</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>provide a safe environment, and 90% of students and 93% of parents report that the School Safety Monitor has a positive impact on their sense of safety.</p> <p>A needs analysis showed a need to continue these positive trends by maintaining a safe learning environment that is focused on academic achievement, maintaining high standards, and fostering positive relationships between staff and students. A root cause analysis showed that while low-income students face both real and perceived threats, they often lack alternative supports that can create a sense of security that allows them to focus on learning. In addition to helping reduce behaviors leading to suspension, we believe that providing increased safety personnel will bolster the feelings of safety and connectedness.</p> <p>Scope: LEA-wide</p>	<p>conflicts through restorative practices, and connecting the identified students with counselors or social-emotional support when issues arise, to help prevent behaviors that could lead to suspension.</p> <p>The district expects that identified students suspension rate will decrease and student survey results on safety and connectedness will increase, as the program is designed to meet the needs most associated with the stresses and experiences of low-income and ELs students. However, because we expect rates for all students to improve this action is provided on a district-wide basis.</p>	
2.9	<p>Action: After School Transportation, Athletics</p> <p>Need: As demonstrated in the Annual Performance and metrics section, student connectedness has improved from last year by 6% by student rating. Local data shows that 93% of students participate in some type of school activity.</p>	<p>To address this need, the district will provide transportation for after school school athletics to improve low income and English learner connectivity, physical and mental development, self-discipline, and access to opportunity through school sports. In our experience, eliminating the barrier of transportation increases participation in athletics for the identified student groups, which can lead these students to feel more connected through sports and teams.</p>	<p>Survey Results:</p> <ol style="list-style-type: none"> 1) School Connectedness 2) Student participation rate in activities <p>Educational partner feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A needs analysis showed that the focus on providing multiple activities, including transportation for students has increased students feeling of connectedness and students are engaging. Student feedback showed that low income and English Learner students do not always have reliable after school transportation creating a barrier to participating in sports or other activities.</p> <p>Scope: LEA-wide</p>	<p>The district expects that school connectedness and student involvement to increase, as this program is designed to meet the needs most associate with the stresses and experiences of the above groups. However, because we expect all students to benefit, this action is provided on a district-wide basis.</p>	
2.10	<p>Action: Intervention Specialist</p> <p>Need: As demonstrated in the Annual Performance and metrics section, Graduation Rate, Suspension Data and Chronic Absenteeism, identified Low-Income and English Learner students have continued to perform lower than the all student group. Graduation rate, overall is 95.2%, Low Income is 94.1%, and English Learners is 90.6%. Suspension rate, overall is 5.8%, Low Income is 6.4%, and English Learners is 11.3%. Chronic Absenteeism, overall is 16.4%, Low Income is 13.8%, and English Learners is 1.2%. Even though chronic absenteeism has decreased, there is still a concern with the slight drop in graduation rate, especially with our EL's.</p> <p>A needs analysis showed that our low income and English Learner students need more</p>	<p>In order to address these needs, the district will provide an intervention specialist that will meet with identified students regarding academic progress, behavior issues, and attendance to ensure they are making progress in meeting graduation requirements. Intervention specialists can provide personalized support tailored to the unique needs of each student such as addressing language barriers and socio-economic challenges that may hinder their academic progress. Provide targeted remediation and academic support to help these students catch up on assignments, develop essential skills, and stay on track for graduation. Intervention specialists can work with LI and EL students to identify underlying causes of behavior problems, provide counseling or behavioral interventions, and teach coping mechanisms to help students manage their emotions and behaviors effectively.</p> <p>We expect the graduation rate to increase and the suspension and chronic absenteeism rate to</p>	<p>Graduation Rate (All, Low Income, English Learner) Suspension Rate (All, Low Income, English Learner) Chronic Absenteeism Rate (All, Low Income, English Learner)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support on helping guide them through high school and understanding what is required to graduate.</p> <p>Scope: LEA-wide</p>	<p>decrease for the groups listed, as the program is designed to meet the needs most associated with the stresses and experiences of the listed students. However, because the district expects that all students struggling will benefit, this action is provided on an LEA-wide basis.</p>	
3.1	<p>Action: Parent and Student Participation</p> <p>Need: As demonstrated in educational partner feedback and local data, parent participation from English learners and low income students is lower than that of other students in the district. Parent survey showed a consistent 89% that good communication between school and parent. In school connectedness parents report the highest percentage at 94% with teachers at a 92% and students at an increase from 73% to 79%. Local data shows that there has been an increase in the number of parents attending parent nights, but attendance at district meetings remains low.</p> <p>Local analysis of data and parent feedback indicated the need to provide multiple methods of parent communication for parents, including providing translation services, continuing to keep our website updated with helpful information, providing incentives for parents and offering more parenting classes.</p>	<p>In order to address these needs, the district will provide additional parental workshops and student involvement opportunities such as Freshman Orientation Night, Senior Survival Night, Financial Aid, and College and Career Night. Parents will be equipped with knowledge and skills to support and encourage student attendance and academic success and students will have more opportunities to become connected to school by offering these parent nights in the evening, making a greater effort to find ways to personally invite families, and providing translation.</p> <p>The district expects that by providing these services that the parent participation rates of the identified student groups will increase and student's sense of school connectedness will increase, as the supports and programs is designed to meet the needs most associated with experiences of low income and English learners. However, because all parents and students could benefit from increased participation in school functions, this action is provided on a district-wide basis.</p>	<p>Survey results: 1) Parent Communication 2) Student Connectedness (Parents, Students, Teachers/staff) Educational partner feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	<p>Action: Technology- targeted</p> <p>Need: As demonstrated in the metrics section and educational partner feedback there is an increased need for low income students compared to other students in the district to have access to technology and internet connections outside of school which impacts a student's academic achievement. Graduation data for overall is 95.2% with low income being 94.1% and English learners 90.6%.</p> <p>A needs analysis of local data shows that our low-income students did not have consistent and reliable internet access. Unreliable internet limits student access to extended resources, the ability to connect with school, and expanded learning opportunities.</p> <p>Scope: LEA-wide</p>	By providing these services, the identified students will be able to engage in class work at home and develop academic skills needed for post secondary employment. We will provide reliable technology and internet access at home, eliminating this barrier to low income and EL students academic achievement. We expect the graduation rate of the identified students to increase, as the program is designed to meet the needs most associated with the experiences of low-income students. However, because we expect that not all students will have access to technology and reliable internet, this action is provided on a district-wide basis.	Graduation Rate (All, Low Income, English Learner) Educational Partner Feedback
3.4	<p>Action: Advanced Placement Courses</p> <p>Need: As demonstrated in the metrics section and educational partner feedback section, AP data and educational partner feedback identify that</p>	To address this need, the district will have a policy that Advanced Placement (AP) courses be open to all students, provide professional development, and ensure all students who want to take the AP test are able to do so through financial support for the test. AP training for teachers equips them with the specific strategies and content knowledge	AP Passing Rate (All, Low Income) AP Participation Rate (All, Low Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>low income students have a lower participation and passing rate than for all students. AP Passing rates, overall 62.5%, low income was 60.87% (a 6% increase from last year), evidencing a need to continue these services. Number of exams taken by students, overall 255, Low Income 23 (a decrease of 31 from previous year).</p> <p>An analysis of root causes indicates that our identified student groups face multiple barriers to success in AP courses, including underrepresentation in enrollment, lack of targeted academic support, and limited access to experiences, well-trained AP instructors.</p> <p>Scope: LEA-wide</p>	<p>needed to better support low-income students, increasing their chances of success on the AP exam. Access to AP courses benefits low-income students by providing them with opportunities for rigorous academic challenges and college-level coursework, which can help level the playing field and bridge the educational gap between them and their more affluent peers. This exposure not only prepares them for the academic demands of college but also increases their competitiveness in college admissions and access to scholarships and other forms of financial aid.</p> <p>We expect that the identified student group AP participation and passing rate to increase, as the support is designed to meet the needs most associated with the experiences of low-income students. However, because of the lower passing rate for all students, this action is provided on an district-wide basis.</p>	
3.5	<p>Action: College and Career Center</p> <p>Need: As demonstrated in the metrics section and education partner feedback, a focus on the number of students meeting CTE completion and dual enrollment credits needs to improve. Percent of CTE completers is 20% (a decline from last year). However, our low income students increased drastically as CTE completers with a 32% increase. The number of dual enrolled students earning credit is 190 students, which is a slight increase from last year. College and Career Indicator (CCI) was</p>	<p>To address this need, the district will provide a college and career teacher to support the process of preparing students for post secondary. In providing additional college and career services, identified students will have access to a four year plan to support post secondary goals, college representatives, college and career fairs, support with FAFSA and college admissions, and access to the ASVAB test.</p> <p>The district expects CCI, CTE Completion, and Dual Enrollment credits earned to increase for the identified group, as the program is designed to meet the needs most associated with the stresses and experiences of Low-Income students.</p>	<p>CCI (All, Low Income) CTE Completion (All, Low Income) Dual Enrolled students earning credit (All, Low Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>43.4% overall (Increase of 4.3%), with Low Income of 35.2% (Increase of 2.9%).</p> <p>A needs assessment revealed that low income students are the most unfamiliar with how to navigate and access college and post-secondary opportunities.</p> <p>Scope: LEA-wide</p>	However, because not all students have the necessary support for navigating college, this action is provided on an district-wide basis.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable.

Additional Concentration Grant Funding

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

LEAS that have a high concentration of students who are English learners, foster youth and/or low-income received an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to

increase the number of staff providing direct services to students at all school sites in the LEA. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-risk students.

These actions are outlined in the Goals and Actions sections of the LCAP as follows:

- Goal 1 Action 10- Data accountability person who will provide services at Kingsburg High School as the number of high concentration students is higher compared to the other two schools.
- Goal 1 Action 11- Instructional aide will provide services at Kingsburg High School as the number of high concentration students is higher compared to the other two schools.
- Goal 2 Action 10- Instructional Intervention Specialist will provide services at Kingsburg High School as the number of high concentration students is higher compared to the other two schools.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	14647066	3035458	20.724%	0.000%	20.724%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$16,054,615.84	\$856,569.93	\$0.00	\$373,268.65	\$17,284,454.42	\$14,328,144.88	\$2,956,309.54

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Properly credentialed teachers.	All	No			All Schools	3 years	\$9,520,188.78	\$0.00	\$9,520,188.78				\$9,520,188.78	
1	1.2	Credentialed teachers for English and math supplemental support	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$484,023.24	\$0.00	\$279,373.34			\$204,649.90	\$484,023.24	0%
1	1.3	Special Education	Students with Disabilities	No			All Schools	3 years	\$658,452.53	\$95,740.00	\$754,192.53				\$754,192.53	
1	1.4	School Intervention, with after school transportation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$116,671.57	\$35,500.00	\$152,171.57				\$152,171.57	0%
1	1.5	Summer School with Transportation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$267,536.52	\$9,000.00	\$276,536.52				\$276,536.52	0%
1	1.6	Alignment of instruction with content standards	All	No				3 years	\$0.00	\$97,744.00	\$97,744.00				\$97,744.00	
1	1.7	Library Media Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$126,962.38	\$15,000.00	\$141,962.38				\$141,962.38	0%
1	1.8	Intervention Class	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School, Oasis High School	3 years	\$213,087.91	\$0.00	\$213,087.91				\$213,087.91	0%
1	1.9	English Language Development Program	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	\$91,915.39	\$14,500.00	\$106,415.39				\$106,415.39	0%
1	1.10	Data Accountability	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$142,584.52	\$18,750.00	\$161,334.52				\$161,334.52	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Instructional Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$271,026.79	\$0.00	\$271,026.79				\$271,026.79	0%
1	1.12	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$101,369.19	\$0.00	\$63,481.19			\$37,888.00	\$101,369.19	0%
1	1.13	Mentor Support for New Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$3,984.83	\$4,000.00	\$7,984.83				\$7,984.83	0%
1	1.14	Data Management System	All	No			All Schools	3 years	\$0.00	\$12,308.45	\$12,308.45				\$12,308.45	
2	2.1	Behavior Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$146,901.33	\$20,000.00	\$166,901.33				\$166,901.33	0%
2	2.2	School safety	All	No			All Schools	3 years	\$0.00	\$35,870.39	\$33,470.39			\$2,400.00	\$35,870.39	
2	2.3	Mental Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	\$0.00	\$52,500.00	\$52,500.00				\$52,500.00	0%
2	2.4	School Transportation	All	No			All Schools	3 years	\$93,113.68	\$122,896.24	\$216,009.92				\$216,009.92	
2	2.5	Maintenance and Facilities	All	No			All Schools	3 years	\$663,062.40	\$1,137,685.22	\$1,800,747.62				\$1,800,747.62	
2	2.6	9th grade mentor program	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Kingsburg High School	3 years	\$22,026.68	\$5,000.00	\$27,026.68				\$27,026.68	0%
2	2.7	Attendance Intervention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$218,763.60	\$3,500.00	\$222,263.60				\$222,263.60	0%
2	2.8	School Safety Monitor and School Resource Officer	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$85,298.37	\$181,000.00	\$266,298.37				\$266,298.37	0%
2	2.9	After School Transportation, Athletics	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$85,963.95	\$0.00	\$85,963.95				\$85,963.95	0%
2	2.10	Intervention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High		\$133,270.79	\$1,000.00	\$134,270.79				\$134,270.79	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
3	3.1	Parent and Student Participation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$53,565.25	\$44,620.96	\$98,186.21				\$98,186.21	0%
3	3.2	Technology- targeted	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$197,742.53	\$141,700.00	\$339,442.53				\$339,442.53	0%
3	3.3	Career Technical Education	All	No			All Schools	3 years	\$0.00	\$399,310.78	\$300,315.70	\$98,995.08			\$399,310.78	
3	3.4	Advanced Placement Courses	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Kingsburg High School	3 years	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	0%
3	3.5	College and Career Center	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$158,560.12	\$2,500.00	\$134,633.43			\$26,426.69	\$161,060.12	0%
3	3.6	AVID	All	No			Specific Schools: Kingsburg High School	3 years	\$93,720.06	\$8,184.00				\$101,904.06	\$101,904.06	
3	3.7	Technology	All	No			All Schools		\$86,777.12	\$30,000.00	\$116,777.12				\$116,777.12	
4	4.1	Intervention Specialist	All Low Income, Hispanic	No			All Schools Specific Schools: Oasis High School and Kingsburg Independent Study High School	3 years	\$130,785.48	\$0.00		\$130,785.48			\$130,785.48	
4	4.2	Instructional Aide	All Low Income, Hispanic	No			Specific Schools: Oasis High School and Kingsburg Independ	3 years	\$73,699.83	\$0.00		\$73,699.83			\$73,699.83	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ent Study High School									
4	4.3	Mental Health Support	All Low Income, Hispanic	No			Specific Schools: Oasis High School and Kingsburg Independ ent Study High School	3 years	\$0.00	\$17,475.75		\$17,475.75			\$17,475.75	
5	5.1	Mental Health Services	All	No			All Schools		\$0.00	\$313,883.11		\$313,883.11			\$313,883.11	
5	5.2	Tutoring/Diagnostic Tools	All	No			All Schools		\$0.00	\$58,490.64		\$58,490.64			\$58,490.64	
5	5.3	Drug Prevention	All Students with Disabilities English Learners, SED, Hispanic	No			Specific Schools: KHS, OHS		\$0.00	\$48,200.00		\$48,200.00			\$48,200.00	
5	5.4	Attendance	All	No			All Schools		\$87,090.04	\$27,950.00		\$115,040.04			\$115,040.04	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
14647066	3035458	20.724%	0.000%	20.724%	\$3,202,861.33	0.000%	21.867 %	Total:	\$3,202,861.33
								LEA-wide Total:	\$3,175,834.65
								Limited Total:	\$0.00
								Schoolwide Total:	\$27,026.68

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Credentialed teachers for English and math supplemental support	Yes	LEA-wide	Low Income	All Schools	\$279,373.34	0%
1	1.4	School Intervention, with after school transportation	Yes	LEA-wide	English Learners Low Income	All Schools	\$152,171.57	0%
1	1.5	Summer School with Transportation	Yes	LEA-wide	English Learners Low Income	All Schools	\$276,536.52	0%
1	1.7	Library Media Services	Yes	LEA-wide	English Learners Low Income	All Schools	\$141,962.38	0%
1	1.8	Intervention Class	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School, Oasis High School	\$213,087.91	0%
1	1.9	English Language Development Program	Yes	LEA-wide	English Learners	All Schools	\$106,415.39	0%
1	1.10	Data Accountability	Yes	LEA-wide	English Learners Low Income	All Schools	\$161,334.52	0%
1	1.11	Instructional Aides	Yes	LEA-wide	English Learners Low Income	All Schools	\$271,026.79	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$63,481.19	0%
1	1.13	Mentor Support for New Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	\$7,984.83	0%
2	2.1	Behavior Supports	Yes	LEA-wide	English Learners Low Income	All Schools	\$166,901.33	0%
2	2.3	Mental Health Services	Yes	LEA-wide	Low Income	All Schools	\$52,500.00	0%
2	2.6	9th grade mentor program	Yes	Schoolwide	English Learners Low Income	Specific Schools: Kingsburg High School	\$27,026.68	0%
2	2.7	Attendance Intervention Specialist	Yes	LEA-wide	English Learners Low Income	All Schools	\$222,263.60	0%
2	2.8	School Safety Monitor and School Resource Officer	Yes	LEA-wide	English Learners Low Income	All Schools	\$266,298.37	0%
2	2.9	After School Transportation, Athletics	Yes	LEA-wide	English Learners Low Income	All Schools	\$85,963.95	0%
2	2.10	Intervention Specialist	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School	\$134,270.79	0%
3	3.1	Parent and Student Participation	Yes	LEA-wide	English Learners Low Income	All Schools	\$98,186.21	0%
3	3.2	Technology- targeted	Yes	LEA-wide	English Learners Low Income	All Schools	\$339,442.53	0%
3	3.4	Advanced Placement Courses	Yes	LEA-wide	Low Income	Specific Schools: Kingsburg High School	\$2,000.00	0%
3	3.5	College and Career Center	Yes	LEA-wide	English Learners Low Income	All Schools	\$134,633.43	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$15,857,879.00	\$15,963,359.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Properly credentialed teachers.	No	\$8,555,619.00	\$8,717,430.50
1	1.2	Credentialed teachers for English and math supplemental support	Yes	\$495,785.00	\$511,272.75
1	1.3	Special Education	No	\$848,873.00	\$742,123.29
1	1.4	School Intervention, with after school transportation	Yes	\$129,794.00	\$150,158.08
1	1.5	Summer School with Transportation	Yes	\$247,177.00	\$229,384.31
1	1.6	Alignment of instruction with content standards	No	\$85,824.00	\$97,744.00
1	1.7	Library Media Services	Yes	\$142,740.00	\$142,682.21
1	1.8	Intervention Class	Yes	\$164,706.00	\$191,665.52
1	1.9	English Language Development Program	Yes	\$65,043.00	\$61,808.81
1	1.10	Data Accountability	Yes	\$150,221.00	\$150,221.11
1	1.11	Instructional Aides	Yes	\$206,357.00	\$231,471.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Professional Development	Yes	\$146,453.00	\$133,578.05
1	1.13	Mentor Support for New Teachers	Yes	\$7,985.00	\$7,984.83
1	1.14	Data Management System	No	\$12,308.00	\$12,308.45
2	2.1	Behavior Supports	Yes	\$155,991.00	\$203,718.22
2	2.2	School safety	No	\$211,095.00	\$215,870.39
2	2.3	Mental Health Services	Yes	\$176,019.00	\$177,064.75
2	2.4	School Transportation	No	\$163,263.00	\$180,116.68
2	2.5	Maintenance and Facilities	No	\$1,455,383.00	\$1,520,313.00
2	2.6	9th grade mentor program	Yes	\$32,903.00	\$25,403.38
2	2.7	Attendance Intervention Specialist	Yes	\$302,327.00	\$246,140.27
2	2.8	School Safety Monitor	Yes	\$71,035.00	\$69,534.86
2	2.9	After School Transportation, Athletics	Yes	\$76,004.00	\$76,004.08
2	2.10	Intervention Specialist	Yes	\$121,649.00	\$121,449.29

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent and Student Participation	Yes	\$83,100.00	\$87,822.01
3	3.2	Technology- targeted	Yes	\$375,921.00	\$355,085.97
3	3.3	Career Technical Education	No	\$418,127.00	\$399,310.78
3	3.4	Advanced Placement Courses	Yes	\$3,500.00	\$1,368.12
3	3.5	College and Career Center	Yes	\$157,747.00	\$155,616.78
3	3.6	AVID	No	\$96,272.00	\$96,126.05
3	3.7	Technology	No	\$122,910.00	\$79,018.33
4	4.1	Intervention Specialist	No	\$122,567.00	\$120,649.29
4	4.2	Instructional Aide	No	\$64,143.00	\$63,895.51
4	4.3	Mental Health Support	No	\$17,496.00	\$17,475.75
5	5.1	Mental Health Services	No	\$213,883.00	\$213,883.11
5	5.2	Professional Development	No	\$28,349.00	\$28,348.94
5	5.3	Drug Prevention	No	\$48,200.00	\$48,200.00
5	5.4	Attendance	No	\$81,110.00	\$81,110.41

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

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,964,155.00	\$3,042,180.00	\$3,052,253.93	(\$10,073.93)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Credentialed teachers for English and math supplemental support	Yes	\$288,120.00	\$297,270.48	0%	0
1	1.4	School Intervention, with after school transportation	Yes	\$129,794.00	\$150,158.08	0%	0
1	1.5	Summer School with Transportation	Yes	\$247,177.00	\$229,384.31	0%	0
1	1.7	Library Media Services	Yes	\$142,740.00	\$142,682.21	0%	0
1	1.8	Intervention Class	Yes	\$164,706.00	\$191,665.52	0%	0
1	1.9	English Language Development Program	Yes	\$65,043.00	\$61,808.81	0%	0
1	1.10	Data Accountability	Yes	\$150,221.00	\$150,221.11	0%	0
1	1.11	Instructional Aides	Yes	\$206,357.00	\$231,471.91	0%	0
1	1.12	Professional Development	Yes	\$109,132.00	\$95,690.05	0%	0
1	1.13	Mentor Support for New Teachers	Yes	\$7,985.00	\$7,984.83	0%	0
2	2.1	Behavior Supports	Yes	\$155,991.00	\$203,718.22	0%	0
2	2.3	Mental Health Services	Yes	\$176,019.00	\$177,064.75	0%	0
2	2.6	9th grade mentor program	Yes	\$32,903.00	\$25,403.38	0%	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Attendance Intervention Specialist	Yes	\$302,327.00	\$246,140.27	0%	0
2	2.8	School Safety Monitor	Yes	\$71,035.00	\$69,534.86	0%	0
2	2.9	After School Transportation, Athletics	Yes	\$76,004.00	\$76,004.08	0%	0
2	2.10	Intervention Specialist	Yes	\$121,649.00	\$121,449.29	0%	0
3	3.1	Parent and Student Participation	Yes	\$83,100.00	\$87,822.01	0%	0
3	3.2	Technology- targeted	Yes	\$375,921.00	\$355,085.97	0%	0
3	3.4	Advanced Placement Courses	Yes	\$3,500.00	\$1,368.12	0%	0
3	3.5	College and Career Center	Yes	\$132,456.00	\$130,325.67	0%	0

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$14,469,175.	\$2,964,155.00	0	20.486%	\$3,052,253.93	0.000%	21.095%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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