LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kingsburg Joint Union High School District
CDS Code: 10622570000000
School Year: 2026-27
LEA contact information:
Heather Wilson
Assistant Superintendent of Student Services
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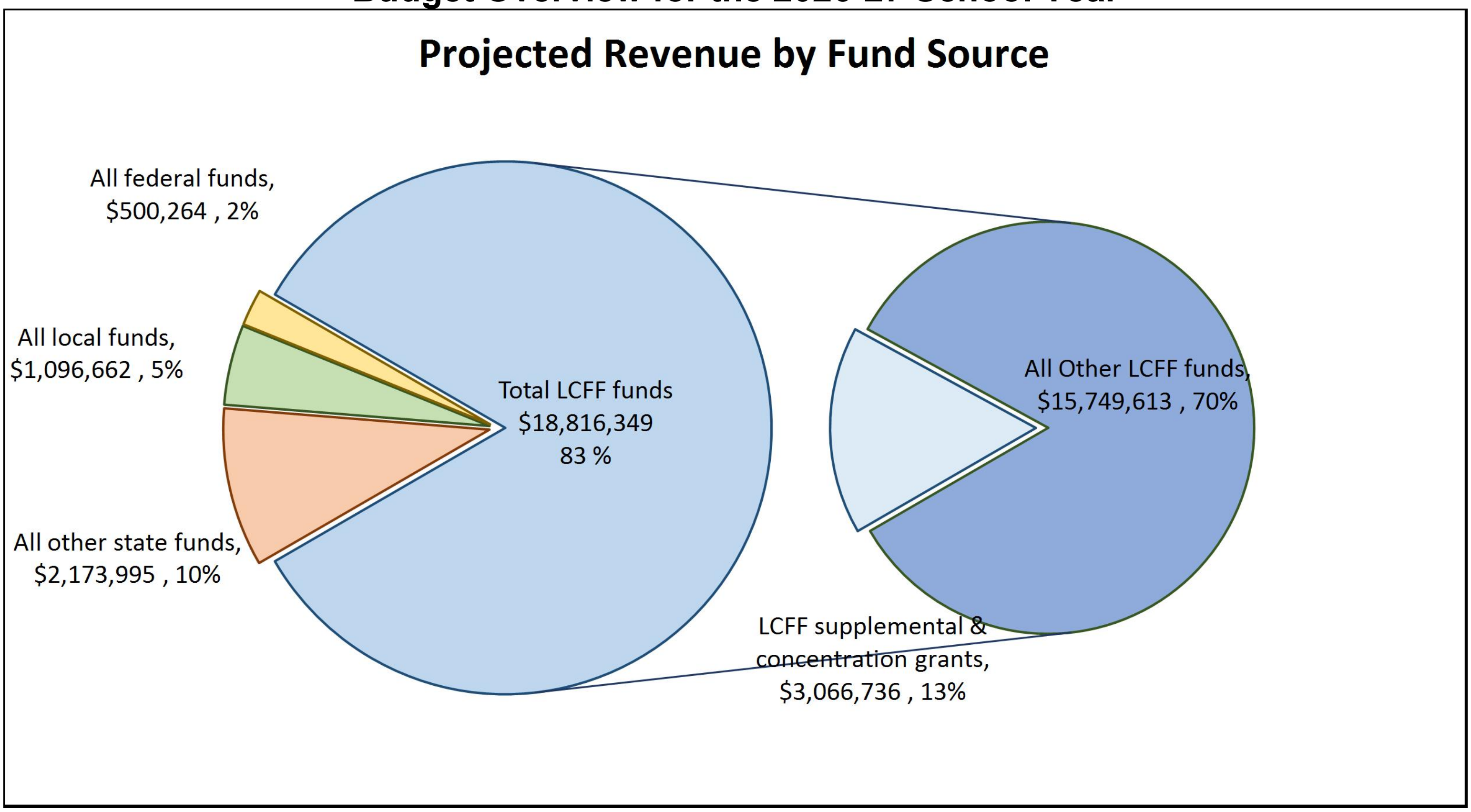
559-897-7721

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 2026-27 School Year

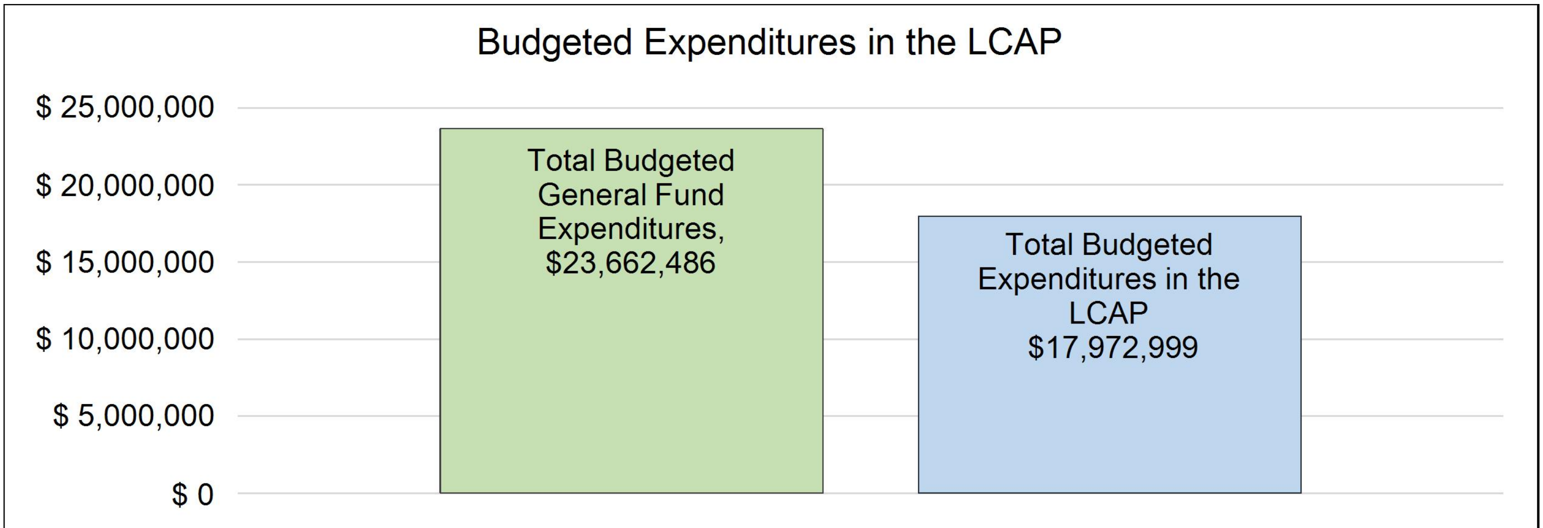


This chart shows the total general purpose revenue Kingsburg Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kingsburg Joint Union High School District is $22,587,269.77, of which $18,816,349 is Local Control Funding Formula (LCFF), $2,173,995.25 is other state funds, $1,096,661.52 is local funds, and $500,264 is federal funds. Of the $18,816,349 in LCFF Funds, $3,066,736 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 2026-27. 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 $23,662,486 for the 2026-27 school year. Of that amount, $17,972,999 is tied to actions/services in the LCAP and $5,689,487 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

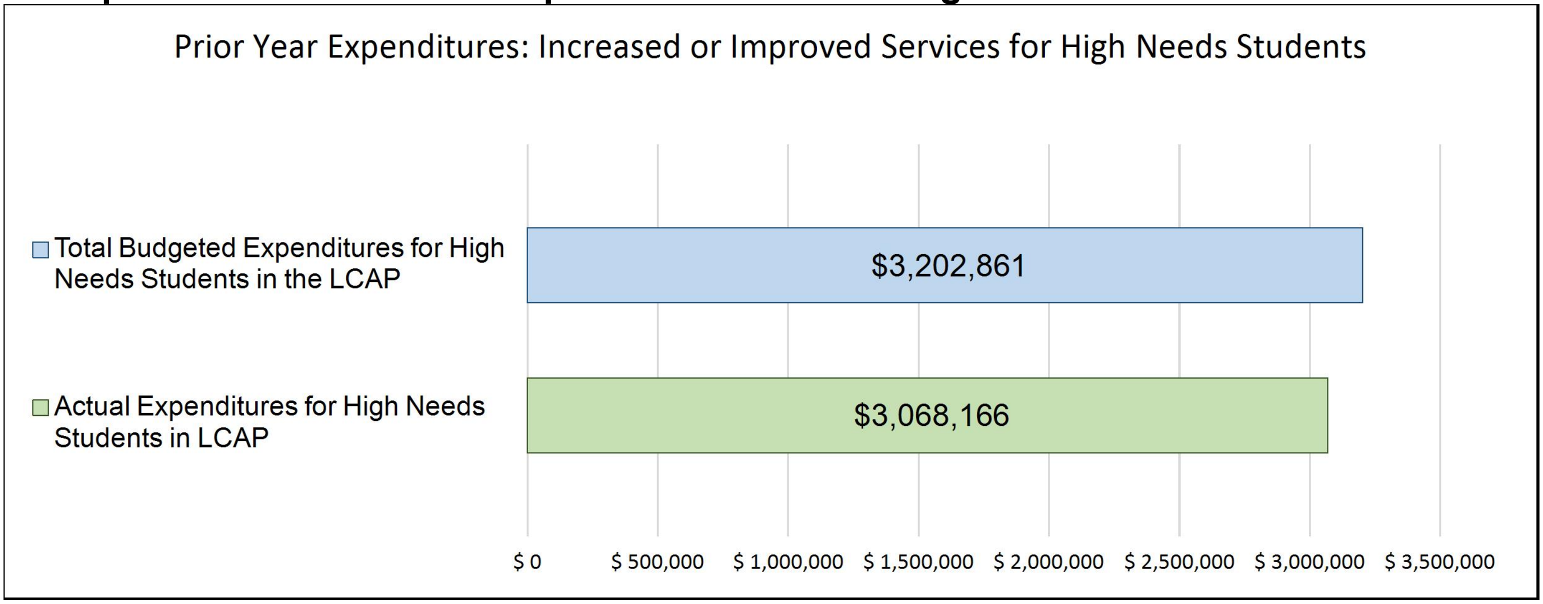
Federal and state one-time funds (SSPDBG and other state grants), a strong ending balance to prepare for economic uncertainties, salary/benefits of administration/counselors, office staff, supplies and services, and funds to pay general running of the district.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Kingsburg Joint Union High School District is projecting it will receive $3,066,736 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 $3,070,319 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 2025-26



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 2025-26, Kingsburg Joint Union High School District's LCAP budgeted $3,202,861. for planned actions to increase or improve services for high needs students. Kingsburg Joint Union High School District actually spent $3,068,166. for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $134,695 had the following impact on Kingsburg Joint Union High School District’s ability to increase or improve services for high needs students:

As explained in the goal analysis sections, we spent less on technology than planned due to need wasn't as high as anticipated. Services for high need students were not impacted by this. Additionally, we review of student need, we offered one less intervention class than planned. All high needs students who needed the intervention were provided.

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 of Student Services	hwilson@kingsburghigh.com 559-897-7721

Plan Summary [2026-27]

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. Kingsburg Joint Union High School District (KJUHSD) has a unique ability to retain teachers, with many choosing to remain in the district until retirement. The district fosters a strong sense of family, supported by a deeply rooted culture of connectedness that has remained consistent over time.

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 serves students by four elementary school districts, and although not unified, the superintendents work closely together to provide continuity.

KJUHSD's student population is 1,225, with 65.3% being Hispanic, 28.8% white, 2.1% Asian, 2.8% multiple, and less than 2% of other ethnicities. Our socioeconomically disadvantaged population makes up 64.97% of our population, EL population is at 5.9%, and the 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 master plan has been submitted to the state, and the district will continue to work 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 2025 California Dashboard, the district demonstrated some positives, but also areas that need to continue to be focused on. The positives for the district include an increase in the ELA CAASPP score (14-point increase and 7.74% increase in met or exceeded standards). Our district's reclassification rate decreased slightly but was 24% which was 9% higher than our year 3 target. Last year, the district was eligible for Differentiated Assistance. Although this is typically a two-year process, the significant growth we made in our ELPI and reclassification rate means that we no longer qualify for Differentiated Assistance. We will, however, continue to work with the county, as the process spans two years and ongoing support remains beneficial.

Additional positive outcomes include a continued decrease in chronic absenteeism. This progress is the result of intentional efforts to hold students accountable, strengthen connections with families through our SARB liaison, and provide targeted support through our attendance support staff. We also saw a reduction in our suspension rate this year, due to the strong relationships and collaborative work among our administrative team, School Resource Officer (SRO), and Security Officer.

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 remained consistent with the same percentage as last year. Students continue to report fewer incidents related to bullying, physical altercations. Drugs on campus remain the top concern, even though the percentage of students who are concerned is only at 20%, which is only a 1% increase from last year.

Survey results from students, parents, and staff indicated that at least 92% felt the presence of the School Resource Officer contributed 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 2026–27 LCAP.

Learning Recovery and Emergency Block Grant
The district has unexpended LREBG funds for the 2026-27 school year, which can be found in Goal 2, Action 11.
Our needs assessment revealed significant needs regarding English Language- Arts performance and chronic absenteeism among English Learners and LTELs. A root cause analysis showed that one barrier to learning and attendance was the mental health struggles experienced by the identified students. The district will provide mental health counselors to work with students who

are in need of mental health support. This action aligns with allowable uses of funds, specifically in providing evidence-based pupil supports to address barriers to learning, including access to health, counseling, and mental health services. While this program requires a substantial financial investment, its impact is evident through consistently full caseloads, demonstrating a high level of student need and utilization.

As outlined in the Educational Partner Engagement section, District office staff discussed the need to consolidate the former LREBG goal (Goal 5) from the 2025-2026 plan. Due to continued spending down of the Learning Recovery Emergency Block Grant (LREBG) funding and based on an analysis of the effectiveness of 2025-2026 actions, the District will eliminate Goal 5, along with actions 5.2, 5.3, and 5.4. It was recommended that the remaining LREBG-funded action, formerly 5.1, be moved to Goal 2 as it aligns with the purposes of that goal. Action 2.11, formerly Action 5.1, has not changed and will continue to support the District's learning recovery efforts.

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 were first eligible for Differentiated Assistance based on the 2024 Dashbaord:
-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 3 of this development process. At this stage, we have conducted a comprehensive data analysis and completed our root cause analysis. Through this work, we identified our primary drivers as communication, instruction, and intervention.

In the area of instruction, administration has established clear expectations for how intervention specialists collaborate with teachers and support English Learner (EL) students. This includes regular classroom observations to build instructional knowledge and provide targeted insights to strengthen EL instruction.

Action 1.9 reflects our work within Differentiated Assistance, where administration is working closely to strengthen intervention practices and implement one-on-one goal setting with EL and Long-Term English Learner (LTEL) students, specifically aligned to ELPAC performance.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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	2/10/26-3/6/26: LCAP Survey: Teacher survey response (81 Responses) Educational Partners consistently describe a collaborative, relationship-centered culture with accessible leadership, strong staff connections, and visible support systems that address students' academic, behavioral, and social-emotional needs. Staff value the positive school climate, teamwork, and commitment to student success. At the same time, they identified opportunities to strengthen consistency, communication, attendance, and campus systems, while continuing to support manageable workloads and meaningful inclusion of staff voice in decision-making. In the survey, teachers commented that students are still using the excuse that they didn't have internet and couldn't do their homework. It was reiterated that we can provide hotspots to students if the internet is a problem. 5/18/26: LCAP Meeting: Met with teachers and classified staff to review the survey results and the LCAP. No questions or suggestions were made.
Principals	09/04/25: Met with Principals and District team to review the LCAP goals from last year since we have some new administrators at the district and site. Reviewed what was done last year and data from last year. 10/17/25: Met with Principals and District team to review CAASPP and ELPAC Data and how to align that with the LCAP.

Educational Partner(s)	Process for Engagement
	12/11/25: Met with Principals and District team to review California Dashboard data and any needs or concerns that can be added to the LCAP. 2/4/26: Met with Principals and District team to review Department budgets, LREBG and cuts due to one-time funding no longer available. 4/22/26: Met to discuss LCAP survey results and reviewed steps and goals moving forward. We discussed tightening up the school-wide cell phone policy, like the teachers requested and some ways to tighten up the concerns with drugs in the bathrooms. 5/20/26: Met to review LCAP and reviewed supports needed for next year and ways to spend LREBG based on student data and need.
Administrators	1/14/2026: Meeting with Superintendent and Assistant Superintendent of Business Administration. Reviewed the budget for LCAP and discussed possible cuts or other needs that have been brought up. 4/30/26: Meeting with Assistant Principals and Counselors to discuss LCAP survey results. The survey resluts expressed pride for a safe campus and the welcoming environment. Concerns included vaping in the restrooms.
Other School Personnel	2/10/26-3/6/26 LCAP Survey: Staff survey response (81 Responses) Due to our relatively small staff size (just over 100 total), staff results were combined with teacher results. As a result, the comments attributed to teachers also reflect the feedback of other school personnel. 5/18/26: LCAP Meeting: Classified staff were invited to the LCAP meeting where LCAP survey results and LCAP were discussed. No questions or concerns were asked.
Local Bargaining Units (Certificated and Classified)	5-18/26: Invited all bargaining units to the LCAP staff meeting where the 26-27 annual update was reviewed. Presented goals and actions for the 26-27 LCAP. No questions or comments.
Parents	2/10/26-3/6/26: LCAP Survey: Parent/Community survey response- (142 parents/ 53 community) Survey results were more this year than in previous years. Overall, feedback highlights strong academics, a safe and supportive environment with the presence of the SRO, dedicated staff, and

Educational Partner(s)	Process for Engagement
	programs that foster student growth and success. Parents expressed confidence in the school's commitment to students while also seeking continued improvements in communication, academic rigor, broadening elective options for students, and facility enhancements. The survey highlights strong appreciation for the college and career teacher, who provides essential guidance as students explore post-secondary and career options. The survey also emphasizes the value of 4-year plans that students create and adapt throughout their high school years. This teacher plays a key role in supporting students through the application process to local junior colleges, which remains the most common path for our graduates.
Students/SAC	10/30/25: Student Advisory Meeting (SAC)-reviewed what SAC was, the Green Act, and school funding. Shared CAASPP and ELPAC data. Students were happy with the new bathrooms and asked for an update on the Bond that was passed last school year. 2-04-26: Student Advisory Meeting (SAC)- Students shared appreciation for the recent foggy day schedules and the opportunity to start school later. Mrs. Wilson reviewed the California Dashboard results with them. Students noted that Math 3 and Chemistry are particularly challenging and expressed an adjustment period with the new administration, which differs from last year's. They also requested more frequent updates and information through the KHS Instagram account, noting that last year there was more consistent communication via this channel. 2/10/26-3/6/26: LCAP Survey: (971 Student survey responses) This year, approximately 100 more students filled out the survey. Overall, students expressed pride in athletics and school spirit, open campus freedom, a safe and positive school climate, and strong staff and program support. The most common pride points included strong sports programs, packed games and student sections, supportive coaches, and overall Viking pride. Students also appreciated the trust and freedom of an open campus, including off-campus lunch

Educational Partner(s)	Process for Engagement
	privileges, and consistently noted the campus feels safe and calm with few major incidents. At the same time, students requested improvements in basic facility upkeep—especially restrooms—as well as enhancements to lunch services, instructional practices, and student support and engagement. 5-04-26: Student Advisory Meeting (SAC)-Provided SAC with an LCAP draft for feedback. Also reviewed the LCAP survey with students. No questions were submitted ot the Superintendent requiring a written response.
Submission to Applicable Committees (PAC)	11-6-25-Reviewed Consolidated Application and CAASPP/ELPAC data were shared. Parents expressed concerns about the low math and science scores and asked how these areas would be addressed. It was explained that the data will be shared with teachers, and the principal will be conducting classroom walk-throughs and attending PLC meetings to take a deeper look at the data and identify strategies for improvement. 2-24-26-Reviewed LCAP Midyear report and California Dashboard results. Parents expressed concern over low math scores and the lack of observable growth. When reviewing CAASPP results, it was noted that growth is measured by comparing scores to students' 8th-grade testing year, which may not fully reflect progress made in high school. One suggestion shared was to implement internal benchmarks to track student growth annually, rather than relying solely on CAASPP testing. Several recommendations regarding math instruction were also provided and have been forwarded to the principal for discussion with the math department. 5-04-26-Provided PAC with an LCAP draft for feedback. Also reviewed the LCAP survey with the committee. No questions were submitted to the Superintendent requiring a written response.
Submission to Applicable Committees (DELAC)	10-22-25: Celebrated fifteen students with their families for being reclassified. Reviewed EL numbers and EL data. Discussed State Seal of Biliteracy, Con App, and CAASPP and ELPAC data. Parents

Educational Partner(s)	Process for Engagement
	appreciated the format of the meeting and did not have any questions or concerns. 2-18-26: 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. Parents had no concerns or comments. 4-30-26-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.
Schools receiving Equity Multiplier funding	2/10/26-3/6/26: LCAP Survey: Students, teachers, and parents from these schools appreciate the support staff provides and the free food their students are provided. 4/27/26-5/1/26: Equity Multiplier survey sent to teachers, students and parents of schools receiving Equity Multiplier funds. Survey confirmed that all educational partners appreciated the focus on intervention specialists, full-time instructional aide, and mental health services. 92% of students, parents, and teachers support the funding of the intervention teacher, while 93.4% support the instructional aide, and 100% support continued funding for mental health and behavior supports. 5-11-26: 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. Also discussed and shared LCAP survey and the LCAP draft. No questions or concerns. Parents of students in both programs were provided surveys as another opportunity to provide feedback. Feedback included above.

Educational Partner(s)	Process for Engagement
	Students in both programs were provided surveys as another opportunity to provide feedback. Feedback included above.
SELPA Consultation	9-11-25: Consultation regarding supports for students with disabilities in the LCAP. 10-14-25: Consultation regarding supports for students with disabilities in the LCAP. Reach out to the county with any questions. 11-12-25: Consultation regarding supports for students with disabilities in the LCAP. 1-20-26: Consultation regarding supports for students with disabilities in the LCAP. Reach out to the county with any questions or concerns. 2-26-26: Consultation regarding supports for students with disabilities in the LCAP. No updates. 3-18-26: 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. 4-10-26: Consultation regarding supports for students with disabilities in the LCAP. 5-12-26: 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.
Board Meetings	9-8-25: Shared how LCAP was approved officially by FCSS and no major changes to LCAP are expected for the upcoming year. 10-13-25: Discussed Teacher Assignment Monitoring Outcome Data. Also provided the board with CAASPP, CAST, AP, and ELPAC data. 1-12-26: Reviewed LCAP Mid-year update. Reviewed goals and how funds have been spent through the first interim. Also shared Dashboard data with the board. The district is not in the "Red" in any indicators.

Educational Partner(s)	Process for Engagement
	4-13-26: Reviewed LCAP survey with board. Reviewed percentages and comments from staff, parents, and students. 6-22-26: Reviewed LCAP draft with the board. No comments or questions were given.
Public Comment	5-26-26 to 6-10-26: Draft 2026-27 LCAP was posted on the district and school websites. No comments were submitted.
Public Hearing	6-10-26: Presented Draft of 2026-27 LCAP with the budget information. No comments were given.
LCAP Adoption by the governing board	6-22-26: 2026-27 LCAP was adopted. 1-12-26-Midyear LCAP report provided to board.
Budget Adoption and Local Indicator Report to governing board	6-22-26: 2026-27 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 26-27 LCAP with continued actions and few modifications.

Parents and Community:
Parents and community members continue to express strong support for several key actions across the district. They value the intervention class (Goal 1, Action 8) and note that it provides meaningful academic support for students. They also affirm that increased data and accountability measures (Goal 1, Action 10) are helpful in narrowing focus and improving student outcomes. Attendance remains a concern, and parents support the continuation of Attendance Intervention Specialists (Goal 2, Actions 7 & 8) to build relationships and improve student attendance. There is also strong support for maintaining the School Resource Officer, with parents reporting that it contributes to a safer campus environment. In Goal 3, parents appreciate the expanded communication efforts, including Instagram and ParentSquare, Viking Report and note increased participation in ELAC/DELAC meetings, supported by district efforts such as providing dinner and celebrating English Learner students. Additionally, parents emphasize the importance of expanding Career Technical Education opportunities, including dual enrollment, to support postsecondary success. In Goal 4 (Equity Multiplier), while direct attendance at meetings is limited, parents engage through a survey and support targeted actions at OHS and KIS, including intervention supports, instructional aides, and mental health services. Under Goal 5, parents continue to prioritize student well-being and strongly support ongoing mental health services funded through the Learning Recovery Block Grant.

Teachers and Staff:

Teachers and staff consistently support the continuation of key instructional and student support actions. They affirm the value of the intervention class (Goal 1, Action 8) and recognize its impact on student learning. Staff also support the district's focus on data accountability (Goal 1, Action 10) as a means to better target instruction and interventions. Attendance remains an area of concern, and staff support continued investment in Attendance Intervention Specialists (Goal 2, Actions 7 & 8) to address chronic absenteeism. Parents, staff and students feel the SRO has made the campus safer. (Goal 2, Action 8). Additionally, teachers and staff emphasize the importance of maintaining the Intervention Specialist role (Goal 2, Action 10), particularly to support 9th-grade students and those at risk. In Goal 4, staff identify intervention support, instructional aides, and access to mental health counseling as critical strategies to improve student outcomes at targeted sites. Across Goal 5, teachers and staff strongly support the continuation of mental health services, recognizing their importance for both student success and overall well-being.

Students:
Students express that the School Resource Officer has a positive impact on campus safety and contributes to a more secure learning environment. They also identify mental health supports (Goal 2) as essential to their success and well-being, reinforcing the importance of continued counseling services. Additionally, students highlight the value of expanded Career Technical Education opportunities (Goal 3, Action 3), including dual enrollment courses, and express interest in seeing even more options available to support their future goals.

Administration:
Administrators affirm the importance of continuing key structural supports that address student needs. They recognize attendance as an ongoing challenge and support the continuation of Attendance Intervention Specialists (Goal 2, Actions 7 & 8) to improve student engagement and attendance outcomes. They also support maintaining campus safety measures, including the School Resource Officer, based on strong positive feedback from students, staff, and parents. Across goals, administration prioritizes sustained investment in intervention, data-driven decision-making, and mental health supports as essential components of improving student outcomes. District office staff discussed the need to consolidate Goal 5 in the 26-27 plan. Due to continued spending down of the Learning Recovery Emergency Block Grant (LREBG) funding and based on an analysis of the effectiveness of current actions, it was suggested to eliminate goal 5 and actions 5.2, 5.3, and 5.4 for the 26-27 plan. It was recommended that the remaining LREBG-funded action, formerly 5.1, be moved to Goal 2 as it aligns with the purposes of that goal.

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)

An explanation of why the LEA has developed this goal.

Our analysis of 2025 Dashboard and other LCAP metrics indicates 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)-80.4% Comparison to State- Below Data Year: 2023-2024 Data Source: Dashboard Fall 2025	Clear(% of teacher FTE)- 90% Comparison to State- Above Data Year: 2024-2025	Clear: -4.4%

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: 2025-26 Data Source: Dashboard Fall 2025	100% Data Year: 2026-27 Data Source: Dashboard Fall 2026	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	34.4 points above standard Data Year: 2024-25 Data Source: California Dashboard	50 points above standard Data Year: 2025-26 Data Source: California Dashboard	+8.4 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	68.1 points below standard Data Year: 2024-25 Data Source: California Dashboard	30 points below standard Data Year: 2025-26 Data Source: California Dashboard	-5.5 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: 67.19% EL: 14.28% LTEL: N/A LI: 59.80% Data Year: 2024-25 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: +3.19% EL: +7.28% LTEL: N/A LI: +5.8%
1.6	Smarter Balanced Math - % met or above	Met or exceeded standards:	Met or exceeded standards:	Met or exceeded standards:	Met or exceeded standards:	Met or exceeded standards:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 30% EL: 3% LTEL: 4.35% LI: 19% Data Year: 2022- 23 Data Source: CAASPP	All: 34.93% EL: 4.35% LTEL: 0% LI: 27.92% Data Year: 2023-24 Data Source: CAASPP	All: 33.02% EL: 0% LTEL: N/A LI: 24.51% Data Year: 2024-25 Data Source: CAASPP	All: 33% EL: 13% LTEL: 13% LI: 21% Data Year: 2025-26 Data Source: CAASPP	All: +3.02% EL: -3% LTEL: N/A LI: +5.1%
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: 38.9% EL: 9.4% LI: 32.9% Data Year: 2024-25 Data Source: DataQuest	All: 42% EL: 17% LI: 31% Data Year: 2025-26 Data Source: DataQuest	All: +3.2% EL: +9.4% LI: +5.2%
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: 30.57% EL: 7.14% LI: 24.51% Data Year: 2024-25 Data Source: CAASPP	College Ready All: 31% EL: 4% LI: 21% Data Year: 2025-26 Data Source: CAASPP	All: +2.57% EL: +7.14% LI: +6.51%
1.9	EAP Math	College Ready All: 11.8% EL: 0.0% LI: 5.8% Data Year: 2022-23 Data Source: CAASPP	College Ready All: 14.38% EL: 0.0% LI: 11.17% Data Year: 2023-24 Data Source: CAASPP	College Ready All: 13.97% EL: 0.0% LI: 9.80% Data Year: 2024-25 Data Source: CAASPP	College Ready All: 15% EL: 4% LI: 8% Data Year: 2025-26 Data Source: CAASPP	All: +2.17% EL: 0% no change LI: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 96.9% EL: 94.1% LI: 96% Data Year: 2024-25 Data Source: DataQuest	All: 97% EL: 97% LI: 97% Data Year: 2025-26 Data Source: DataQuest	All: +0.5% EL: -1.1% LI: +0.3%
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: 59.60% EL: Not published to protect privacy LI: 42.5% Data Year: Summer 2025 Data Source: CollegeBoard	All: Maintain at 62% EL: Not published to protect privacy LI: 60% Data Year: Summer 2026 Data Source: CollegeBoard	All: -2.4% EL: Not published LI: -12.3%
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	51.7% Data Year: 2024-25 Data Source: Dashboard Fall 2025	53% Data Year: 2025-26 Data Source: Dashboard Fall 2026	+0.6%
1.13	EL Reclassification Rate	11.3% Data Year: 2022-23 Data Source: Local Data	27% Data Year: 2023-24 Data Source: Local Data	24% Data Year: 2024-25 Data Source: Local Data	15% Data Year: 2025-26 Data Source: Local Data	+ 12.7%
1.14	A-G Completion and CTE Pathway Completion Rate	Students completed a-g and were a CTE completer. All: 15% EL: 4.8%	Students completed a-g and were a CTE completer. All: 12.4%	Students completed a-g and were a CTE completer. All: 6.7%	Students completed a-g and were a CTE completer. All: 17%	All: -8.3% EL: -4.8% LI: -6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI: 10.6% Data Year: 2022-23 Data Source: CALPADS EOY 1	EL: 0% LI: 5.3% Data Year: 2023-24 Data Source: CALPADS EOY 1	EL: 0% LI: 3.9% Data Year: 2024-25 Data Source: CALPADS EOY 1	EL: 6% LI: 12% Data Year: 2025-26 Data Source: CALPADS EOY 1	
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) Low-income= 286 (unduplicated) Total Enrollment= 1110 Data Year: 2023-24 Data Source: CALPADS Fall 2	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 VAPA courses: All= 509 (unduplicated) EL= 27 (unduplicated) Low-income= 342 (unduplicated)	Students enrolled in advanced placement courses: All= 175 (unduplicated) EL= 0 (unduplicated) Low-income = 87 (unduplicated) Students enrolled in CTE courses: All= 662 (unduplicated) EL= 14 (unduplicated) Low-income= 394 (unduplicated) Students enrolled in VAPA courses: All= 474 (unduplicated) EL= 19 (unduplicated) Low-income= 313 (unduplicated) Total Enrollment=	`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 VAPA courses: All= 465 (unduplicated) EL= 40 (unduplicated) Low-income= 300 (unduplicated)	Students enrolled in advanced placement courses: All = -13 (unduplicated) EL= -2 (unduplicated) Low-income = +3 (unduplicated) Students enrolled in CTE courses: All= +6 (unduplicated) EL= -29 (unduplicated) Low-income = -2 (unduplicated) Students enrolled in VAPA courses: All = +16 (unduplicated) EL= -11 (unduplicated) Low-income = +27 (unduplicated)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Total Enrollment=1073 Data Year: 2024-25 Data Source: CALPADS Fall 2	Data Year: 2025-26 Data Source: CALPADS Fall 2	Data Year: 2026-27 Data Source: CALPADS Fall 2	
1.16	Implementation of standards for all students and enable ELs access to CCSS and ELD standards.	CCSS- Full Implementation, 4.1 ELD- Full Implementation, 4.0 Data Year: 2023-24 Data Source: Local Data- Priority 2 Self Reflection Tool	CCSS- Full implementation, 4.2 ELD-Initial implementation, 3.89 Data Year: 2024-25 Data Source: Local Data- Priority 2 Self Reflection Tool	CCSS- Full implementation, 4.0 ELD-Initial implementation, 4.0 Data Year: 2025-26 Data Source: Local Data- Priority 2 Self Reflection Tool	CCSS- Full Implementation, 4.4 ELD- Full Implementation, 4.4 Data Year: 2026-27 Data Source: Local Data- Priority 2 Self Reflection Tool	CCSS-Full Implementation- -0.1 ELD- Full Implementation-no change
1.17	Implementation of State Academic Standards:	Professional Learning as a group- 88.3% Agree/Strongly Agree Professional Learning needs of individuals- 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 as a group- 90% Agree/Strongly Agree Professional Learning needs of individuals-82% Agree/Strongly Agree Providing support for teachers on standards not met- 88% Agree/Strongly Agree	Professional Learning as a group- 89% Agree/Strongly Agree Professional Learning needs of individuals-85% Agree/Strongly Agree Providing support for teachers on standards not met- 88% Agree/Strongly Agree	Professional Learning as a group- 90.0% Agree/Strongly Agree Professional Learning needs of individuals- 85.0% Agree/Strongly Agree Providing support for teachers on standards not met- 90.0% Agree/Strongly Agree	Professional Learning as a group- +0.7% Professional Learning needs of individuals-+4.5% Providing support for teachers on standards not met- +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024-25 Data Source: Local Data-Teacher/staff Survey	Data Year: 2025-26 Data Source: Local Data-Teacher/staff Survey	Data Year: 2026-27 Data Source: Local Data-Teacher/staff Survey	
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: 29.74% EL:7.14% LI: 24.88% Data Year: 2024-25 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: -0.56% EL: +2.79% LI: +4.5%

Goal Analysis [2025-26]

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 be college and career-ready. Implementation has remained mostly consistent from last year, with any changes noted below.
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 16 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. The number of students attending after-school tutorials has also increased this year.
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. Students made strong use of the available transportation for Summer School, and both parents and staff indicated in survey feedback that they would like this service to continue.
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 who provides lessons to all students, updates the library with current books at different reading levels, and encourages students to use resources that provide audio 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 campuses to support students. They have access to tutoring and recovering credits they have fallen behind on. There was one fewer intervention class offered this year due to master schedule conflicts.
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 an 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 administration team has worked closely with FCSS to look at data and find ways to better support our EL's and LTEL's. One of the Assistant Principals dedicated a portion of their time this year to monitoring and supporting English Learners (ELs), helping to ensure their academic progress and access to appropriate services.
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. Software continues to be utilized to input and analyze data, producing consistent and comparable reports that are more user-friendly and support teachers in making informed instructional decisions.
No substantive difference in planned action compared ot the actual implementation.

Action 11: Instructional Aides
Implementation Status: Full Implementation. Kingsburg JUHSD continues to hire instructional aides to support students. This year has been highly successful in retaining our aides. Their consistency and dependability have played a key role in providing strong support for our students and contributing to overall student success.
No substantive difference in planned action compared to the actual implementation.

Action 12: Professional Development
Implementation Status: Full Implementation. Kingsburg JUHSD continues to 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 a 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 continued to provide intervention classes to support students who are credit deficient, as well as tutoring opportunities during lunch and after school. There has been an increased focus on English Learners and Long-Term English Learners through collaboration with FCSS, ongoing data analysis, and assigning each student dedicated time to meet with the Intervention Specialist. This year, we also continued to celebrate our English Learners for reclassifying or making progress on the

ELPAC, along with their overall academic success. Additionally, the district was able to retain instructional aides, providing consistent and valuable support for students in the classroom.

Overall Challenges: The district saw a slight decrease in overall math scores, which is a concern that has also been raised by both parents and students. This may also be influenced by different math teachers implementing a variety of instructional techniques, which some students have struggled to adapt to, particularly as classrooms shift toward a more thinking-centered approach. The district will continue to support tutorial services to students after school and during lunch for math. Additionally, there was a decline in the number of students meeting A–G requirements and completing a CTE pathway. Our goal by the end of the three-year cycle is for 17% of students to be both A–G eligible and CTE pathway completers; however, this percentage has declined each year. The district is working to strengthen its understanding of CTE pathways and is actively examining gaps to determine why students are not meeting both goals concurrently.

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 2: Did not meet expenditures: Due to a recent staff retirement, some classes are now being taught by newer teachers. This change has resulted in lower overall staffing costs.
Action 3: Expenditures exceeded: There was a salary increase for all teachers that was not projected prior. Because the increase was applied as a percentage, more experienced teachers received a larger overall increase.
Action 8: Did not meet expenditures: One intervention class was not offered due to master schedule conflicts, resulting in actual expenditures being lower than originally projected.
Action 13: Expenditures exceeded: The district anticipated two new teachers needing induction support; however, three teachers ultimately required participation in the program.
Action 14: Did not meet expenditures: The district was able to use one-time funding to offset the cost of this resource, reducing the overall expense to 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 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: 97%

EL: 97%
LI: 97%

A-G Completion:
All: 42%
EL: 17%
LI: 31%

CTE Completion Rate:
All: 37%
LI: 28%
EL: 5%

Fully Credentialed Teachers:
Clear(% of teacher FTE)-80.4%
Comparison to State- Below

Access to Aligned Instructional Materials:
100%

Analysis Statement: Our overall graduation rate improved this year across all student groups, including English Learners (EL) and socioeconomically disadvantaged students. Over the past year, we partnered closely with our Differentiated Assistance team from the county, with a targeted focus on supporting our EL population. The intentional assignment of an assistant principal to monitor this subgroup, combined with additional support from our intervention specialist, has contributed to these positive outcomes. As a result, we have seen continued growth not only in graduation rates but also in A–G completion, which increased by 9.4% among our EL students.

While there was a slight decrease in the percentage of fully credentialed teachers, and we remain below the state average, this is largely due to the unique challenges of being a smaller district. At times, teachers must serve outside of their primary credential area in order to meet student needs. We are fortunate to have strong support from our Board, which allows us to utilize local assignment options to address these staffing challenges while maintaining instructional continuity for students.

Our Career Technical Education (CTE) pathway completion rate showed a modest increase from last year; however, it remains below our goal of 37%, with the current rate at 18.3%. Notably, our socioeconomically disadvantaged students continue to demonstrate strong outcomes, with a 49% completion rate. Moving forward, we are committed to examining barriers that may be preventing students from completing full pathways. We are currently engaging in deeper data analysis at the district level to better understand these trends and inform our next steps.

In addition, we will continue to support teachers in obtaining full credentials or provide the necessary support for those teaching outside their field. We remain committed to ensuring that all students have access to aligned, high-quality 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: 67.19%
EL: 14.28%
LTEL: N/A
LI: 59.80%

CAASPP MATH Met or exceeded standards:
All: 33.02%
EL: 0%
LTEL: N/A
LI: 24.51%

Analysis Statement: This year, we saw a 7% increase overall and successfully met our Year 3 target goal for ELA. Both our English Learners (EL) and socioeconomically disadvantaged (low-income) student groups showed growth in the percentage of students meeting or exceeding standards. We believe this improvement is largely due to increased targeted instructional time with teachers, as well as access to differentiated reading materials provided by our library media teachers that align to students' individual reading levels.

In mathematics, however, we experienced a decrease of nearly 2%. Our EL subgroup continues to be an area of concern, as no students in this group met or exceeded standards. Additionally, our Long-Term English Learner (LTEL) subgroup did not generate reportable data due to an insufficient number of students. While our low-income subgroup saw a slight decline in math performance, outcomes remain above our Year 3 target.

We recognize that our tutorial programs and supplemental supports in both English and math are contributing to overall student growth. Moving forward, we will continue to expand and refine these supports, including lunch and after-school tutorials, to better meet the needs of all students—particularly in mathematics and for our EL population.

The library media services program has proven effective in increasing student access to appropriately leveled, high-interest reading materials, which supports both academic engagement and independent reading. In addition, targeted supports in reading, writing, and research have strengthened students' overall literacy skills. Based on these positive outcomes, this action will be continued to further support student achievement and engagement.

Actions(s): Action 4: School Intervention, with after-school transportation, Action 8: Intervention Class, 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: 96.9%
EL: 94.1%
LI: 96%

CAASPP ELA Met or exceeded standards:
All: 67.19%
EL: 14.28%
LTEL: N/A
LI: 59.80%

CAASPP MATH Met or exceeded standards:
All: 33.02%
EL: 0%
LTEL: N/A
LI: 24.51%

Analysis Statement: Our overall graduation rate saw a slight increase this year, with our English Learner (EL) subgroup improving by nearly 4% compared to last year. Our target graduation rate is 97%, and we reached 96.9%, demonstrating that we are very close to meeting our goal. We believe that continued support for students—through the use of instructional aides in classrooms, consistent check-ins with our intervention specialist, and access to after-school transportation for tutorials—has been critical to this progress and will remain essential moving forward. Based on these positive outcomes, the district will continue to prioritize and maintain our intervention class model, as it has played a key role in supporting students' progress toward graduation.

We also saw an overall increase of nearly 7% in ELA SBAC scores, marking the highest performance since our baseline year. Our EL students demonstrated significant growth, with a 10% increase in the number meeting or exceeding standards. Additionally, our socioeconomically disadvantaged (low-income) students experienced a 4% gain. This growth can be attributed, in part, to the ongoing support of instructional aides and schoolwide intervention efforts, which have allowed for increased small-group instruction and targeted concept reinforcement. The success reflected in our ELA outcomes further reinforces the importance of continuing the intervention class, which provides structured time for targeted literacy support and skill development.

In mathematics, we experienced a slight overall decrease of 1.91%, with EL students declining by 4% and low-income students by 3.41%. While the decrease is relatively small, it highlights a broader need to examine our math program more closely. We remain optimistic that continued support through instructional aides, targeted interventions, and after-school transportation for tutorials will help address these challenges and lead to future growth.

Moving forward, we remain committed to strengthening these support systems, including expanding mentorship opportunities for new teachers. Our goal is to ensure that all students receive the individualized support and high-quality instruction necessary to thrive academically.

Actions(s): Action 5: Summer School with Transportation, Action 12: Professional Development
Effectiveness of Action(s): 3- Effective
Metrics: Graduation Rate, Students meeting A-G requirements, CAASPP ELA, CAASPP Math

Graduation Rate:
All: 96.9%
EL: 94.1%
LI: 96%

Students meeting A-G requirements
All: 38.9%
EL: 9.4%
LI: 32.9%

CAASPP ELA Met or exceeded standards:
All: 67.19%
EL: 14.28%
LTEL: N/A
LI: 59.80%

CAASPP MATH Met or exceeded standards:
All: 33.02%
EL: 0%
LTEL: N/A
LI: 24.51%

Analysis Statement: Our graduation rate increased overall and with each subgroup, which is encouraging.

It is important to highlight the growth our students have made in meeting A–G requirements. Overall, the district saw an increase in the percentage of students completing A–G coursework. Our English Learner (EL) subgroup continues to demonstrate steady growth each year, with a 10% increase from baseline and an additional 3% increase from the previous year. Similarly, our socioeconomically disadvantaged (low-income) students have shown consistent improvement, with an 8% increase in A–G completion.

In addition to A–G progress, we have also seen growth in ELA CAASPP scores, reflecting continued improvement in student achievement in literacy. While mathematics CAASPP results have not shown the level of increase we would like, we recognize this as an area of focus moving forward.

We believe that expanding access to summer school—particularly by removing transportation barriers—will further support students in credit recovery, meeting A–G requirements, and staying on track for graduation. Providing teachers with ongoing professional development has also proven effective, as it strengthens their ability to identify learning gaps and implement targeted instructional strategies that support students in meeting academic standards.

Actions(s): Action 9: English Language Development Program
Effectiveness of Action(s): 2- Somewhat Effective
Metrics: Reclassification Rate, ELPI, CAASPP ELA

Reclassification Rate:
24%%

ELPI:
51.7%

CAASPP ELA Met or exceeded standards:
All: 67.19%
EL: 14.28%
LTEL: N/A
LI: 59.80%

Analysis Statement: Our reclassification rate remains in the 20% range. Although this reflects a slight decrease of 3% from the previous year, it continues to represent significant progress from our baseline of 11%. As a high school-only district with a smaller English Learner (EL) population, we recognize the unique challenge of maintaining student motivation toward reclassification; however, the overall upward trend demonstrates continued growth over time.

We also saw a substantial increase in our English Learner Progress Indicator (ELPI), with a 13.3% gain from the previous year. This improvement has resulted in the district exiting Differentiated Assistance status. Despite this progress, we will continue our partnership with the Fresno County Superintendent of Schools (FCSS) to sustain growth and build on this momentum.

We observed an almost 8% increase in CAASPP ELA scores overall, with our English Learner (EL) subgroup demonstrating a 10% gain. This growth reflects the impact of intentional, targeted strategies and supports implemented for EL students. These outcomes indicate that the focused efforts are yielding positive results, and we will continue to prioritize and refine these practices to sustain and build on this progress.

The district remains committed to ongoing monitoring and strengthening of our English Language Development (ELD) program. Through our continued work with FCSS, we are refining our theory of improvement and identifying key drivers and change ideas to support student success. This will remain a focused area of growth as we implement targeted strategies designed to accelerate language acquisition, promote meaningful progress, and increase reclassification rates for our English Learner students. This year, ELD teachers met with administration to collaborate on instructional strategies and program improvement, including the development of a plan for site visits to observe effective practices in other districts. While schoolwide professional development did not occur due to a shift in leadership and competing priorities, these targeted efforts laid important groundwork for strengthening the ELD program. However, all staff have access to software that provides targeted strategies to support students at their English Learner (EL) proficiency levels within the classroom. This access helps teachers differentiate instruction and better meet the diverse learning needs of EL students. Moving forward, the site will build on this foundation by expanding professional development opportunities to ensure more consistent and effective support for English Learners.

Actions(s): Action 10: Data Accountability, Action 14: Data Management System
Effectiveness of Action(s): 3- Effective
Metrics: Graduation Rate, A-G rate

Graduation Rate:
All: 96.9%
EL: 94.1%
LI: 96%

A-G Rate:
All: 38.9%
EL: 9.4%
LI: 32.9%

Analysis Statement: Our overall A–G completion rate increased this year, with growth observed across the student population as well as within key student subgroups. English Learners (ELs) demonstrated a 3% increase, while Low-Income (LI) students increased by 8%. These gains reflect the impact of targeted supports and a continued focus on improving access and success in college-preparatory coursework. The work of the data analysis team has been instrumental in supporting this progress by closely examining student data and collaborating to identify targeted strategies that help students stay on track to meet their A–G and graduation goals.

Our graduation rate also experienced an overall increase, with our English Learner (EL) subgroup demonstrating the most significant growth, improving by nearly 4%. Our socioeconomically disadvantaged (low-income) students also showed progress, with a 2% increase in graduation rate. Additionally, we are especially proud of the nearly 10% growth in A–G completion among our low-income students, reflecting the impact of targeted supports and intentional interventions.

Moving forward, we will continue to prioritize data analysis and engage in meaningful, solution-focused conversations within our Professional Learning Communities (PLCs). These collaborative efforts will remain a central focus as we work to identify gaps, implement effective strategies, and sustain continued growth in both 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.

1.2-Corrected data year in Target for Year 3 outcome column.
Action 1.7-As a refinement to the planned goal, the role of the library media teacher will be expanded to explicitly include direct instruction and targeted supports in reading, writing, and research. This adjustment reflects the impact of these supports in strengthening students' overall literacy skills and ensures that this instructional component remains a focused and intentional part of the library media services program moving forward.
Action 1.8-The budgeted amount for Action 1.8 has decreased for the upcoming year compared to the current year due to staffing changes at the Oasis campus. Following the retirement of a teacher, the district elected to hire a Career Technical Education (CTE) teacher rather than replace the intervention teacher position. As a result, the intervention classes previously taught by the retired teacher have been replaced with CTE coursework, reducing the budget allocated for this action. This aligns with Educational Partner feedback requesting more CTE opportunities for their students.

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

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.	$9,722,193.27	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	$462,753.16	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	$884,716.11	No

Action #	Title	Description	Total Funds	Contributing
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.	$165,449.80	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.	$246,597.69	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.	$121,104.00	No
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 * The library media service teacher will provide targeted support for research, writing, and literacy skills.	$151,235.29	Yes
1.8	Intervention Class	The district will provide intervention classes during the school day to address academic gaps, credit recovery, and academic skills.	$93,295.91	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.	$102,063.03	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$176,513.36	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.	$175,548.21	Yes
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	$111,818.64	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.	$3,824.90	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.	$7,194.88	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	95.03% Data Year: 2025-26 Data Source: P-2	95% Data Year: 2026-27 Data Source: P-2	+ 1.31%
2.2	Chronic Absenteeism	All: 20.4% EL: 24.1% LI: 24.8%	All:17.4% EL: 22.9% LI: 21.8%	All: 15.7% EL: 22.8% LI: 19.7%	All: 10% EL: 14% LI: 14%	All: -4.7% EL: -1.3% LI: -5.1%

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: 2024-25 Correction: Data Source: Data Quest	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: 0% EL:0% LI: 0% Data Year: 2024-25 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: -0.4%
2.4	Suspension Rate	All: 5.2% EL: 9.1% LI: 6.1% Kingsburg High School All: 5% SWD: 12% Oasis High School All: 12.7% SED:11.6% Hispanic:15.4% Data Year: 2022-23 Data Source: DataQuest	All: 5.8% EL: 11.3% LI: 6.4% Kingsburg High School 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	All: 3.3% EL: 10% LI: 4.5% SWD: 4% Kingsburg High School All: 3.2% SWD: 4.9% LI SWD: 6.7% Oasis High School All:9.9% SED: 10.4% Hispanic: 9.4% Data Year: 2024-25 Data Source: DataQuest	All: Less than 4% EL: Less than 4% LI: Less than 4% SWD: Less than 4% Kingsburg High School All: Less than 4% SWD: Less than 4% LI SWD: Less than 4% Oasis High School All: Less than 4% SED: Less than 4% Hispanic: Less than 4% Data Year: 2025-26	All: -1.9% EL: +0.9% LI: -1.6% SWD: N/A Kingsburg High School All: -1.8% SWD: -7.1% LI SWD: N/A Oasis High School All: -2.8% SED: -1.2% Hispanic: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: DataQuest	
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: 0% EL: 0% LI: 0% Data Year: 2024-25 Data Source: DataQuest	All: Less than 1% EL: Less than 1% LI: Less than 1% Data Year: 2025-26 Data Source: DataQuest	All: -0.5% EL: No change LI: -0.6%
2.6	Facilities maintained in good repair	All met good repair Data Year: 2023-24 Data Source: FIT 2023	All met good repair Data Year: 2024-25 Data Source: FIT 2024	All met good repair Data Year: 2025-26 Data Source: FIT 2025	All met good repair Data Year: 2026-27 Data Source: FIT 2026	No changes
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-94% Parents-94% Teachers/Staff-99% Data Year: 2025-26 Data Source: Local Survey	Students-92% Parents- 92% Teachers/Staff-95% Data Year: 2026-27 Data Source: Local Survey	Students-+4% Parents-+3% Teachers/Staff--+4%
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-79% Parents-93% Teachers-93% Data Year 2025-26 Data Source: Local Survey	Students- 80% Parents- 90% Teachers- 90% Data Year: 2026-27 Data Source: Local Survey	Students- +6% Parents- +6% Teachers- +5%
2.9	School Climate Survey-% agree or higher for provide resources to	Students- 85% Data Year: 2023-24	Students- 91%	Students-93%	Students- 90%	Students - +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	help students with personal issues	Data Source: Local Survey	Data Year: 2024-25 Data Source: Local Survey	Data Year: 2025-26 Data Source: Local Survey	Data Year: 2026-27 Data Source: Local Survey	

Goal Analysis [2025-26]

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. Implementation has remained mostly consistent from last year, with any changes noted below.
Action 1: Behavior Supports
Implementation Status: Full Implementation. KJUHSD continues to provide resources to both teachers and students on developing interpersonal and self-regulation strategies. This included evidence-based software curriculum, professional development for staff, and Administrative focus in individual support for students.
While provided, the software curriculum was not utilized effectively by students and did not demonstrate a meaningful impact on learning outcomes. As a result, the subscription was discontinued due to a lack of cost-effectiveness. Resources will be reallocated to more impactful strategies and supports that better meet student needs.

Action 2: School Safety.
Implementation Status: Full Implementation and Sustainability. KJUHSD continued to prioritize campus safety by upgrading its security camera systems and maintaining funding for several key safety initiatives. These included contracts for the school safety dog program, the visitor check-in system, the online student mental health monitoring platform, and the district's emergency alert system. A school resource officer was mistakenly placed in two actions last year. It has been taken out of action 2.2, and correctly attributed to 2.8 below. The error did not impact planned services for students.
No substantive difference in planned action compared to the actual implementation.

Action 3: Mental Health Services.
Implementation Status: Full Implementation. KJUHSD continued to provide mental health counseling/resources for students and families through mental health counselors, 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. KJUHSD 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. KJUHSD 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. KJUHSD 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 two full-time people supporting attendance. The number of home visits increased, phone calls home, in addition to SARB meetings to communicate more frequently with parents about attendance concerns.
No substantive difference in planned action compared to the actual implementation.

Action 8: School Safety Monitor and SRO
Implementation Status: Full implementation. KJUHSD has a safety monitor and full-time SRO who monitors campus, interacts and builds positive relationships with students, ensures students are in class, responds 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 who 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 two full-time attendance persons continues to impact students' feelings of safety and connectedness on campus.
Overall Challenges: There were no significant challenges to this goal.

Attendance remains a challenge despite additional support staff. While chronic absenteeism has decreased slightly, teachers report ongoing concerns about students missing class. State options like Saturday School and after-school tutorials help recover attendance, but cannot replace consistent daily instruction. Current consequences for absenteeism are limited, and the district will continue exploring strategies to improve attendance and student engagement.

The following actions were formerly found in Goal 5. Please see the explanation in Goal Analysis Prompt 4 below.

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: Diagnostic Tool
Implementation Status: Initial Implementation
The district implemented an additional diagnostic assessment tool to provide English Learner students with another opportunity to demonstrate proficiency and qualify for reclassification. After one year of implementation, teachers and administrators evaluated the effectiveness of the tool and determined that it did not provide the anticipated value or significantly improve reclassification opportunities. Based on this evaluation and the associated cost, the district decided not to continue funding the assessment in future years and will instead focus resources on more effective supports for English Learners. Varsity Tutors continued to be offered to students during the 2025–26 school year, providing 24/7 access to online tutoring services across a variety of academic subjects. This resource allowed students to receive individualized academic support whenever they needed assistance, both during and outside of the school day.
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: A key challenge is that this funding is one-time and will soon expire. As a result, the supports and services previously funded through LREBG will no longer be sustainable, requiring reductions due to overall budget constraints. Other than the funding challenge, there were no other challenges besides this.

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 2: Expenditures exceeded: There was an increase in security services, along with rising costs associated with these services
Action 3: Expenditures exceeded: The district experienced rising service costs, and full-time equivalent (FTE) allocations were revised in alignment with contractual requirements.
Action 4: Expenditures exceeded: Transportation costs increased due to rising fuel prices, impacting overall district expenditures. Additionally, some personnel positions were not included at the start of the year as originally planned, resulting in adjustments later in the year. Overtime costs also increased in order to meet the transportation needs of students
Action 5: Expenditures were exceeded-Maintenance costs have increased, along with the rising prices of products and supplies. Additionally, some personnel positions were not included at the start of the year as originally planned, resulting in adjustments later in the year. Overtime costs were also included, as in the past they were not.

The following actions were formerly found in Goal 5. Please see the explanation in Goal Analysis Prompt 4 below.
Action 1: Expenditures exceeded: The district experienced rising service costs, and full-time equivalent (FTE) allocations were revised in alignement with contractual requirements.

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 and SRO
Effectiveness of Action(s): 3- Effective
Metrics: Suspension, Feeling Safe survey, Sense of School Connectedness, SRO makes students Safer survey

Suspension:
All: 3.3%
EL: 10%
LI: 4.5%

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

Students-94%
Parents-94%
Teachers/Staff-99%

School Climate Survey- % agree or higher for school connectedness
Students-79%
Parents-93%
Teachers-93%

School Safety Monitor has a positive impact- % agree or higher for providing a safe environment
Students- 91%
Staff- 96%

The School Resource Officer has made the campus feel safer- % of people who agree or higher
Students-92%
Staff-96%
Parents-96%

Analysis Statement: There continues to be an increase in the percentage of students and staff who feel KJUHSD provides a safe environment, with staff reporting 99% and students showing a slight 1% gain. Perceptions of safety remain strong across all three educational partner groups, consistently in the 90th percentile. Survey responses indicate that, despite being one of the few campuses in California without a fence, safety is a high priority and well-maintained.

The presence of the School Resource Officer (SRO) also contributes positively to campus safety, with staff and parents reporting 96% agreement and students at 92%.

We are proud of the progress in our suspension rate, which decreased by 2.5%, placing us in the “green” on the California Dashboard. All subgroups showed slight decreases, with low-income students dropping 2%. Physical altercations on campus have also declined, and students continue to report increasing feelings of connectedness. The addition of a school safety monitor, enhanced behavioral supports, and increased administrative focus have all played a significant role in these improvements.

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-93%
Teachers-93%

School Climate Survey- % agree or higher for provide resources to help students with personal issues
Students- 92%

Graduation Rate
All: 96.9%
EL: 94.1%
LI: 96%

9th Grade Mentor Program Survey-
% agree or higher that Mentor Program should be kept-78%
% agree or higher that mentor program supported transition to high school-66%

Analysis Statement: School connectedness remained steady from last year, with staff reporting 93% and students maintaining 79%. Additionally, 92% of students agreed they are provided resources to address personal issues, a 1% increase that reflects ongoing efforts to support student well-being. Mental health services, including counseling and targeted support programs, are also provided as part of this action to ensure students have access to the help they need.

This year, we observed a notable decrease—over 10%—in 9th graders reporting that the mentorship program supports their transition and should be continued. The comprehensive high school, where most freshmen attend, reported that this year’s class has presented more behavioral challenges and suspensions than previous cohorts. Despite this decrease, the district believes it is worthwhile to maintain the program for another year to determine whether the decline is due to this particular class or if program adjustments are needed.

Overall, graduation rates increased for all students, including ELs and low-income students, demonstrating that students continue to feel supported and experience a 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: 96.9%
EL: 94.1%
LI: 96%

Suspension Rate
All: 3.3%
EL: 10%
LI: 4.5%

Chronic Absenteeism
All: 15.7%
EL: 22.8%
LI: 19.7%

Overall Attendance Rate
95.03%

School Climate Survey- % agree or higher for school connectedness
Students-79%
Parents-93%
Teachers-93%

Analysis Statement: We saw another decrease in chronic absenteeism across all student subgroups, with an overall reduction of nearly 2%. Most notably, our low-income (LI) students experienced the largest decrease at 2%. School connectedness continues to grow each year; while student connectedness remains at 79%, it has held steady rather than declining. Additionally, our suspension rate for all students declined by 2%, moving from the red to the green, and our graduation rate also increased. Suspension rates declined among key student subgroups, with English Learners (ELs) decreasing by 1% and Low-Income (LI) students decreasing by 2%.

These improvements reflect our proactive attendance interventions and the dedicated work of our support team and intervention specialists. Through consistent tracking, home visits, targeted communication, and regular follow-ups—including letters and phone calls—we have strengthened connections with students and families. The intervention specialists' consistent support, collaboration, and fidelity have been instrumental in decreasing chronic absenteeism and contributing to improved graduation and suspension rates.

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: 80%
Staff: 78%
Parents: 94%

Grounds, parking lot and athletic fields clean and orderly:
Students: 87%
Staff: 90%

Bathrooms are clean and orderly:
Students: 45%
Staff: 69%
Parents: 86%

Analysis Statement: Overall, students and staff report that the campus and buildings are well-maintained and clean, with parents expressing even higher satisfaction. All groups showed slight increases in satisfaction with the overall maintenance and cleanliness of the campus. However, there was a slight decrease among students and staff regarding the cleanliness and order of the grounds, parking lots, and athletic fields, while bathroom satisfaction increased by 5% among students but decreased slightly among staff. Despite these minor fluctuations, ratings for the grounds, parking lots, and athletic fields remain in the high 80s to 90th percentile range.

Bathrooms remain a concern, particularly for students. While last year's restroom remodel added new single-user unisex restrooms, many student complaints focus on other restrooms, requests for paper towels instead of hand dryers, and the need for more soap—issues that can be easily addressed through ongoing monitoring.

The recent City of Kingsburg bond measure, along with board-approved plans for future improvements to school buildings and classrooms, demonstrates our continued commitment to a safe, clean, and welcoming environment. Coupled with school transportation and the dedicated work of our maintenance team, these efforts help ensure 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-93%
Teachers-93%

Student Participation Rate in Activities:
93% of students participate in co-curricular activities that enhance their education.

Analysis Statement: All of these percentages have either increased or remained consistent with last year. While student connectedness still falls below that of parents and staff, it continues to grow or remain stable each year. Although there was a slight decrease in student participation in co-curricular activities compared to last year, participation remains in the 90th percentile. The district's decision to provide transportation for after-school athletics has contributed significantly to this consistency, enhancing students' sense of connectedness and ensuring all students have equitable access to participate in school sports.

The following actions were formerly found in Goal 5. Please see the explanation in Goal Analysis Prompt 4 below.

The actions outlined in Goal Five supported the progress toward meeting the goal of providing 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, ELA CAASPP, Math CAASPP
Suspension Rate
All: 3.3%
EL: 10%
LI: 4.5%

Chronic Absenteeism
All: 15.7%
EL: 22.8%
LI: 19.7%

CAASPP ELA Met or exceeded standards:
All: 67.19%
EL: 14.28%
LTEL: N/A
LI: 59.80%

CAASPP MATH Met or exceeded standards:
All: 33.02%
EL: 0%
LTEL: N/A
LI: 24.51%

Analysis Statement: The district's overall suspension rate decreased from over 5% to 3.3%, reflecting continued progress in creating positive school climates and supporting student behavior. Suspension rates for English Learners also decreased slightly; however, this subgroup continues to have the highest suspension rate in the district and will remain a focus for targeted support.

The district experienced significant growth in English Language Arts achievement, with overall CAASPP ELA scores surpassing the Year 3 target. English Learners demonstrated particularly strong growth, increasing their ELA performance by 10%. Although the Long-Term English Learner (LTEL) subgroup did not receive a Dashboard performance color due to the size or reporting criteria, the district will continue monitoring this population and providing targeted supports.

CAASPP mathematics scores declined slightly overall but remain above the district's baseline. English Learners experienced a 3% decrease in mathematics performance, confirming that math continues to be an area of need. The district recognizes that many students would benefit from additional mathematics intervention and will continue to explore strategies and supports to improve student achievement.

The district also saw chronic absenteeism continue its positive trend, with an additional 2% decrease overall. While chronic absenteeism among English Learners decreased slightly, this subgroup continues to experience the highest absenteeism rates in the district. The district recognizes the strong relationship between attendance, student behavior, and academic achievement. By continuing to provide counseling services and other social-emotional supports, the district aims to further reduce chronic absenteeism and suspensions, resulting in improved academic outcomes for all students.

Actions(s): Action 2: Diagnostic Tool/Tutoring
Effectiveness of Action(s): Somewhat Effective
Metrics: ELA CAASPP

CAASPP ELA Met or exceeded standards:
All: 67.19%
EL: 14.28%
LTEL: N/A
LI: 59.80%

Analysis Statement: Overall CAASPP English Language Arts (ELA) scores increased, with the English Learner (EL) subgroup demonstrating a 10% increase in the percentage of students meeting or exceeding the standard. The low-income (LI) subgroup also continued to make positive gains, increasing by 4% over the previous year. Although the California Dashboard did not report a performance color or status for the Long-Term English Learner (LTEL) subgroup this year, the district will continue to closely monitor this population and provide targeted supports to improve student outcomes.

To further support English Learners, the district implemented an additional diagnostic assessment tool to provide students with another opportunity to demonstrate proficiency and qualify for reclassification. After surveying teachers and administrators and evaluating the effectiveness of the tool, the district determined that it did not provide the anticipated value or significantly improve reclassification opportunities. As a result, funding for the assessment will not continue in the upcoming year, allowing resources to be redirected toward more effective instructional supports for English Learners.

The district also continued to provide all students with access to Varsity Tutors. Utilization data and Educational Partner feedback indicated that the program was a valuable academic support resource, offering students additional tutoring and academic assistance outside of the regular school day. The district used one-time funding to maintain this service, providing students with increased access to individualized academic support and opportunities to improve achievement.

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 SWD to KJUHSD Suspension rate for the Year 2 Outcome and Target for Year 3 Outcome columns.

Goal 5 will be consolidated into Goal 2. The district is eliminating actions 5.2, 5.3, and 5.4 due to the spending down of LREBG funds and due to an analysis of the effectiveness of those actions. The remaining LREBG funding will be allocated to a new action within Goal 2, Action 11 entitled Mental Health Supports.
Metric 2.4 has been updated to include the suspension data formerly found in metric 5.1 in order to continue to track student progress toward our goal. Updated it to add LI SWD for year two.

Action 2.1 will be used to address the following areas of lowest performance on the 2023 Dashboard: Suspension rates for All students (OHS), English Learners (KJUHSD), Students with Disabilities (KJUHSD, KHS), low-income (OHS), and Hispanics (OHS), replacing former action 5.3.
Action 2.1 changed the action to state evidence-based strategies instead of a software curriculum. The software curriculum was not utilized effectively by students and did not demonstrate a meaningful impact on learning outcomes.
Action 2.2 A school resource officer was mistakenly placed in two actions last year. It has been taken out of action 2.2, and correctly attributed to 2.8 below. The error did not impact planned services for students.

Budgets 2.3, 2.4, and 2.5 have experienced significant changes due to the district experiencing rising service costs, full-time equivalent allocations that were revised in alignment with contractual requirements, and some personnel positions were not included at the start of the year as originally planned, resulting in adjustments later in the year. Overtime costs were also included, whereas they were not included in the past.

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 evidence-based strategies for students, professional development for staff on behavioral supports, and additional administrative focus to provide individual support for positive behavior. This action will address the following areas of lowest performance on the 2023 Dashboard: Suspension rates for all students (OHS), English Learners (KJUHSD), Students with Disabilities (KJUHSD, KHS), low-income (OHS), and Hispanics (OHS).	$180,965.49	Yes
2.2	School safety	Provide a safe environment for students * Use and upgrade of security cameras * School safety dog * Visitor check-in system * Online system to monitor student mental health	$31,604.89	No

Action #	Title	Description	Total Funds	Contributing
		* Emergency alert system		
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.	$171,800.00	Yes
2.4	School Transportation	Provide transportation to students who do not live in the city limit boundaries.	$577,071.51	No
2.5	Maintenance and Facilities	Includes salaries/benefits for personnel and materials and supplies to maintain facilities.	$2,237,046.31	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.	$19,234.22	Yes
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.	$248,264.47	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.	$281,256.87	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.	$90,172.23	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$144,253.66	Yes
2.11	Mental Health Services	The district will provide mental health counselors to work with students who are in need of mental health support. LREBG Action The LEA will support students, with a focus on English Learners, including LTELs, by providing mental health counselors. 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. The metrics being used to monitor the action is 1.4 (Math CAASPP), 1.5 (ELA CAASPP), 2.2 (Chronic Absenteeism). LREBG Funds supporting this action: $282,495.15	$282,495.15	No

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	89% Data Year: 2024-25 Data Source: Local Data	85% Data Year: 2025-26 Data Source: Local Data	+15%

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: 18.3% LI: 49% EL: 3.6% Data Year: 2024-25 Data Source: CALPADS EOY 3.20	All: 37% LI: 28% EL: 5% Data Year: 2025-26 Data Source: CALPADS EOY 3.20	All: -13.3% LI: +26.7% EL: +1.1%
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	12 courses Data Year: 2024-25 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: 286 students LI: 172 students EL: 19 students Data Year: 2024-25 Data Source: Local Data	All: 200 students LI: 135 students EL: 35 students Data Year 2025-26 Data Source: Local Data	All: +108 students LI: +65 students EL: +9 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	92% Data Year: 2025-26 Data Source: Local Data Survey	93% Data Year: 2026-27 Data Source: Local Data	+ 4%
3.6	Parent Engagement- Priority 3, LEA's progress in supporting staff to learn about each family's strengths,	3.21 average Data Year: 2023-24 Data Source: Local Data	3.3 average Data Year: 2024-25 Data Source: Local Data	3.6 average Data Year: 2025-26 Data Source: Local Data	3.5 average Data Year: 2026-27 Data Source: Local Data	+0.39 average

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	cultures, languages, and goals for their children.					
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: 195 Engagement-# of parent/community survey responses on the direction of the LCAP Data Year: 2025-26 Data Source: Local Data	Total Survey150 Engagement- # of parent/community survey responses on the direction of the LCAP Data Year: 2026-27 Data Source: Local Data	Total Survey: +85
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: 45.1% prepared EL: 11.8% prepared LI: 39.1% prepared Data Year: 2024-25 Data Source: Dashboard 2025	All: 45% prepared EL: Not published to protect privacy LI: 40% prepared Data Year: 2025-26 Data Source: Dashboard 2026	All: +5.9% EL: No baseline- due to previously not published LI: +5.6%

Goal Analysis [2025-26]

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. Implementation has remained mostly consistent from last year, with any changes noted below.

Action 1: Parent and Student Participation
Implementation Status: Full Implementation. KJUHSD continued to offer parent nights and student involvement opportunities, which were well attended. Opportunities to celebrate English Learner (EL) students were incorporated into ELAC and DELAC meetings to encourage increased parent participation. While this approach has led to some improvement in attendance, participation at district-level meetings remains limited. The site will continue to refine outreach efforts and engagement strategies to further increase meaningful parent involvement. The district increased the number of ways communication went out to parents, including through Parent Square and made sure everything is translated.
No substantive difference in planned action compared to the actual implementation.

Action 2: Technology-targeted
Implementation Status: Full Implementation and Sustainability. KJUHSD continued to offer hot-spots for students who did not have an 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. KJUHSD continues to provide a variety of CTE courses for students. The new CTE course is still being offered at both KHS and Oasis.
No substantive difference in planned action compared to the actual implementation.

Action 4: Advanced Placement Courses
Implementation Status: Full Implementation. KJUHSD 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 and thus are better prepared to know the expectations.
No substantive difference in planned action compared to the actual implementation.

Action 5: College and Career Center
Implementation Status: Full Implementation and Sustainability. KJUHSD 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. Students are made aware of multiple scholarship opportunities and will reach out to individuals 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. KJUHSD 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 continues to prioritize preparing students for college and career readiness. Parent and community survey participation increased this year, providing valuable input to guide our efforts. We also continue to see success with the parent nights hosted by the College and Career Center. Technology remains a focus, ensuring students have access at home through district-provided hotspots. Additionally, students are maintaining consistent passing rates on AP exams, and enrollment in these courses remains strong.

Overall Challenges: As recommended by educational partners, the district is working to expand Career and Technical Education (CTE) opportunities and is exploring the addition of another CTE course at Oasis for the upcoming year. The district is actively working to increase College and Career Indicator (CCI) outcomes, as data from surveys indicates a clear need for expanded dual enrollment opportunities. Increasing access to these courses is a key strategy for improving overall CCI performance. In addition, it is essential to support and encourage students enrolled in Career Technical Education (CTE) pathways to complete their capstone courses to ensure they fully benefit from the program and its college and career readiness outcomes.

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: Did not meet expenditures:Translation expenditures decreased as site-based staff were utilized for routine translation services, with external vendors used selectively for larger or more complex documents.
Action 2: Did not meet expenditures: The IT department implemented a revised device lifecycle and rotation strategy to maximize the use of existing laptops, resulting in decreased annual expenditures for new device purchases
Action 3: Expenditures exceeded: The Strong Workforce program secured two new grants, resulting in increased funding to expand and support Career Technical Education (CTE) courses.
Action 6: Did not meet expenditures: Title I allocations decreased from the previous funding cycle, resulting in reduced available resources under this program.

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-79%
Parents-93%
Teachers-93%

Support for Families
3.6 average

Parent Communication
92%

Ed Partner Feedback: Parents consistently praised the school’s safe and supportive environment, noting that teachers and staff are caring, patient, and genuinely invested in student success. Communication through email, Aeries, and ParentSquare was widely appreciated, with families valuing timely updates on academics, events, and student progress. Major strengths identified included athletics, arts, and extracurricular programs, with students especially highlighting the strong sports programs and overall Viking pride. Many students also appreciated the freedom and trust of an open campus, emphasizing that teachers and staff provide both academic support and personal guidance. Across both parents and students, a strong sense of unity, friendliness, and “family” culture at KJUHSD was consistently recognized. Parent workshops continue to be a valued and effective engagement strategy, as reflected in survey feedback and strong attendance rates. These events provide meaningful opportunities for parent involvement and will be maintained to support ongoing family engagement.

Analysis Statement: The district has consistently observed long-standing trends at KJUHSD, including a culture of caring and supportive staff and teachers. School connectedness has remained steady, reflecting that both parents and students value the many opportunities for student involvement. Parents continue to appreciate strong communication, which has increased each year, particularly with the addition of the “Viking Report,” providing updates on attendance, grades, and missing assignments. Additionally, 85% of students feel comfortable reaching out to staff with suggestions or concerns, while 91% feel comfortable discussing academic success. Both of these percentages continue to rise, highlighting the effectiveness of these communication and support efforts.

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
34.4 points above standard

* CAASPP ELA, % met or exceed

All: 67.19%
EL: 14.28%
LTEL: N/A
LI: 59.80%

* CAASPP Math, distance from
68.1 points below standard

* CAASPP Math, % met or exceed
All: 33.02%
EL: 0%
LTEL: N/A
LI: 24.51%

* Graduation rate
All: 96.9%
EL: 94.1%
LI: 96%

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. In the survey, teachers commented that students are still using the excuse that they didn't have internet and couldn't do their homework. It was reiterated that we can provide hotspots to students if the internet is a problem.

Analysis Statement: The district saw overall growth in CAASPP ELA scores for all students, with English Learner (EL) and Low-Income (LI) subgroups showing the greatest gains. While there was a slight decline in Math CAASPP scores for all students and for EL and LI students. The overall trend in ELA demonstrates progress. Graduation rates increased slightly overall by 1%, with notable growth in the EL subgroup, which rose nearly 4%, and gains among LI students as well. To continue supporting student achievement, the district will maintain one-to-one technology access, provide hotspots for students without internet access, and offer ongoing training and technology support for both students and teachers. Given the effectiveness of this action—as evidenced by growth in ELA scores and subgroup performance—the district will continue these initiatives into the 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: 18.3%
LI: 49%
EL: 3.6%

* Students Earning Dual Enrollment Credits
All: 286 students
LI: 172 students
EL: 19 students

Analysis Statement: The district experienced a slight increase in the overall percentage of CTE pathway completers compared to last year, although we remain below our baseline. We continue to see steady growth in students earning dual enrollment credits, with an additional 108 students earning credits this year. Notably, the percentage of low-income students completing CTE pathways remains high, which is a positive outcome. The district is actively examining the data to better understand why more students are not completing pathways. Additionally, educational partners have expressed a desire for expanded CTE offerings, and the district continues to explore opportunities to provide more courses to meet student and community needs.

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: 59.60%
EL: Not published to protect privacy
LI: 42.5%

* AP Participation Rate
All: 202 students
EL: not published to protect privacy
LI: 37 students

* Students meeting A-G requirements
All: 38.9%
EL: 9.4%
LI: 32.9%

*College & Career Indicator
All: 45.1% prepared
EL: 11.8% prepared
LI: 39.1% prepared

* CTE Pathway Completers
All: 18.3%

LI: 49%
EL: 3.6%

* Students Earning Dual Enrollment Credits
All: 286 students
LI: 172 students
EL: 19 students

Analysis Statement: Our Advanced Placement (AP) passage rate remains consistent overall; however, we saw a 17% decrease among our low-income subgroup. The College and Career Indicator (CCI) showed an overall increase of 1.7%, with our low-income students continuing their steady growth, achieving nearly a 4% increase this year. The number of students earning dual enrollment credits continues to grow, with nearly 100 additional students earning credits this year. Notably, low-income students increased by 50, and English Learners (ELs) increased by 5. While CTE pathway completion remains a challenge, we are encouraged by the growing number of students earning dual enrollment credits and the increased enthusiasm among students participating in CTE courses. The district continues to explore ways to engage students in AVID, AP courses, and CTE programs.

Feedback from the LCAP survey highlights strong appreciation for the college and career teacher, who provides essential guidance as students explore post-secondary and career options. The survey also emphasizes the value of 4-year plans that students create and adapt throughout their high school years. This teacher plays a key role in supporting students through the application process to local junior colleges, which remains the most common path for our graduates. Because junior college admission does not require A-G completion, this trend partially explains the lack of huge growth in A-G completion rates. Moving forward, we will continue to encourage all students to complete A-G requirements while maintaining robust 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 communcation methods to action 3.1.

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	$91,424.65	Yes

Action #	Title	Description	Total Funds	Contributing
		Survival Night, Financial Aid, and College and Career Night. The district will implement multiple communication methods to ensure information shared with parents is clear, consistent, and frequent, strengthening overall family engagement and access to important updates.		
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.	$241,607.87	Yes
3.3	Career Technical Education	Provide a variety of career technical classes and pathways to support students.	$353,295.25	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.	$2,500.00	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.	$165,630.76	Yes
3.6	AVID	Maintain the AVID program to help students become college ready by developing academic skills.	$54,668.86	No
3.7	Technology	Provide technology on campus to support students.	$98,925.52	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 $102,120 and Oasis High School is receiving $78,810 in Equity Multiplier Funding. Both programs are housed at a single alternative education site. Our analysis of the 2025 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 the 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	District All: 39.2% prepared SED: 32.3% prepared Hispanic: 33.5% prepared Kingsburg Independent Study All: 4.9% prepared SED: 5.6% prepared Hispanic: 0% prepared	District All: 43.3% prepared SED: 35.2% prepared Hispanic: 33.2% prepared Kingsburg Independent Study	District All: 45.1% prepared SED: 39.1% prepared Hispanic: 39% prepared Kingsburg Independent Study All: 3.4% prepared	District All: 45% prepared SED: 40% prepared Hispanic: 40% prepared Kingsburg Independent Study All: 8% prepared SED: 8% prepared	District All: +5.9%% prepared SED: +6.8% prepared Hispanic: +5.5% prepared Kingsburg Independent Study

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Oasis High School All: 0% SED: 0% Hispanic: 0% Data Year: 2022-23 Data Source: Dashboard 2023	All: 15.8% prepared SED: 13.3% prepared Hispanic: Number of students below 10 Oasis High School All: 0% SED: 0% Hispanic: 0% Data Year: 2023-24 Data Source: Dashboard 2024	SED: 3.6% prepared Hispanic: 4.5% prepared Oasis High School All: 0% SED: 0% Hispanic: 0% Data Year: 2024-25 Data Source: Dashboard 2025	Hispanic: 8% prepared Oasis High School All: 5% prepared SED: 5% prepared Hispanic: 5% prepared Data Year: 2025-26 Data Source: Dashboard 2026	All: -1.5% prepared SED: -2% prepared Hispanic: +4.5% prepared Oasis High School All: 0% SED: 0% Hispanic: 0%
4.2	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: Dashboard 2023	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: Dashboard 2024	District All: 3.3% SED: 4.5% Hispanics: 4% Kingsburg Independent Study All: 0% SED: 0% Hispanic: 0% Oasis High School All: 9.9% SED: 10.4% Hispanic: 9.4% LI Hispanic: 9.7% Data Year: 2024-25	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%	District All: -1.9% SED: -1.5% Hispanics: -2.1% Kingsburg Independent Study All: 0% SED: 0% Hispanic: 0% Oasis High School All: -2.8% SED: -1.2% Hispanic: 6% LI Hispanic: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Source: Dashboard 2025	Hispanic: Less than 4% LI Hispanic: Less than 4% Data Year: 2025-26 Data Source: DataQuest	

Goal Analysis [2025-26]

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 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 benefited from increased academic and social-emotional support through several key investments. A full-time intervention teacher provides targeted instructional support, helping students with both academic needs and post-secondary planning, whether that includes attending a junior college or pursuing a career pathway. Both sites also benefit from a CYS counselor who is on campus to support student well-being.

In addition, students have access to a full-time attendance intervention specialist, shared with KHS, who supports attendance improvement through monitoring and home visits. A full-time instructional aide is also available throughout the year, providing direct, in-the-moment support to students with their coursework. Together, these supports contribute to improved student engagement, attendance, and overall academic progress.

Overall Challenges: Although suspension rates have declined, student attendance continues to present an ongoing challenge. 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. This role is centered on identifying the root causes of chronic absenteeism and implementing targeted interventions to address these barriers. Through continued collaboration and focused support, the district aims to improve attendance rates and, in turn, increase college and career outcomes 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.

Action 3: Expenditures exceeded: The district experienced rising service costs, and full-time equivalent (FTE) allocations were revised in alignement with contractual requirements.

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): 2-Somewhat Effective
Metrics: College/Career Indicator

College/Career Indicator:
All: 45.1% prepared
SED: 39.1% prepared
Hispanic: 39% prepared

Kingsburg Independent Study
All: 3.4% prepared
SED: 3.6% prepared
Hispanic: 4.5% prepared

Oasis High School
All: 0%
SED: 0%
Hispanic: 0%

Analysis Statement: Kingsburg Independent Study (KIS) experienced a decline in the College/Career Indicator (CCI), falling below the baseline; however, low-income students are slightly higher. Due to the small number of students included in this metric (29 students), the CCI does not receive a performance color on the Dashboard. Similarly, Oasis remains at 0% for this indicator. While these numbers are small, the district recognizes the importance of improving college and career readiness outcomes at both alternative education sites and will continue to explore targeted strategies and resources to increase CCI performance.

Both KIS and Oasis will continue to receive support from a full-time intervention specialist, whose primary focus is ensuring students remain on track to meet graduation requirements. Through an emphasis on credit recovery, academic planning, and personalized student support, the district aims to strengthen outcomes and improve performance on the College/Career Indicator for students at both sites. In a survey of educational partners at Oasis and KIS, 92% supported continued funding for the Intervention Specialist, and 93.4% supported continued funding for the Instructional Aide.

Action (s): Action 3: Mental Health Support
Effectiveness of Action(s): 3-Effective
Metrics: Suspensions, % Connected to school LCAP survey, % Resources provided to help students

Suspensions:
District
All: 3.3%
SED: 4.5%
Hispanics: 4%

Kingsburg Independent Study

All: 0%
SED: 0%
Hispanic: 0%

Oasis High School
All: 9.9%
SED: 10.4%
Hispanic: 9.4%

LCAP Survey % of students feeling connected to school:
79%

LCAP Survey % who agree that resources are provided to help students with personal issues:
92%

Analysis Statement: Oasis High School experienced a 9% decrease in overall suspension rates, including a 5.3% decrease among socioeconomically disadvantaged (SED) students and a 7% decrease among Hispanic students. These reductions are encouraging and reflect the leadership team's focus on fostering a culture of family and providing targeted student supports. Survey results indicate that 79% of students feel connected to the school, and there was a 1% increase in students who report knowing about available resources to support personal needs. In a survey of educational partners at Oasis and KIS, 100% supported continued funding for the mental health services. The district will continue to prioritize mental health supports and resources, as these efforts are closely aligned with the reduction in suspension rates. By maintaining a strong focus on student well-being and ensuring access to support services, the district aims to further strengthen connectedness and promote positive student outcomes.

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.

Updated 4.2 to add LI Hispanic to year 2 Outcome.
The metrics have been renumbered because last year's Metric 4.2, Graduation Rate was discontinued.

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 indictor identified all students (KIS), low income (KIS)	$141,307.27	No

Action #	Title	Description	Total Funds	Contributing
		and through local data all students (OHS) had lowed rates of meeting the 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. KJUHSD expects that the listed groups' College and Career Indicator rates will increase. The intervention specialist: KIS- $84,784.20(.6 FTE) and OHS- $56,523.07 (.4 FTE)		
4.2	Instructional Aide	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- $46,839 (.6 FTE) and OHS- $31,226 (.4 FTE).	$78,065.93	No
4.3	Mental Health Support	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. Mental health counseling: KIS- $34,260 (60% of time) and OHS- $22,840 (40% of time).	$57,100.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3066736	$240877

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
19.823%	0.000%	$0.00	19.823%

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	**Action:** Credentialed teachers for English and math supplemental support **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 8% lower in ELA and 9%	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
	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 as their gap is even wider. Educational partners agreed that students need academic supports. **Scope:** LEA-wide	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.	
1.4	**Action:** School Intervention, with after school transportation **Need:** As demonstrated in the metrics section and educational partner feedback, there is a need for English learners and low-income students 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 96.9% with low income being 96%, and English learners 94.1%. Even though the gap is closing, we feel it is due to the interventions provided and eliminating the barrier of transportation by providing it for them.	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. We expect the graduation rate for the groups listed will continue to increase, as the program is	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
	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 options for after school and academic support at home. **Scope:** LEA-wide	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.	
1.5	**Action:** Summer School with Transportation **Need:** As demonstrated in the metrics section, graduation and A–G completion data indicate that low-income and English Learner (EL) students continue to perform below the overall student population. The overall graduation rate is 96.9%, compared to 96% for low-income students and 94.1% for EL students. Similarly, A–G completion rates are 38.9% overall, with low-income students at 32.9% and EL students at 9.4%. While both subgroups showed growth this year—partially attributed to increased access to summer school and the provision of transportation—they continue to lag behind the overall student population. These trends highlight the need for continued targeted supports to close achievement gaps and improve outcomes for these student groups.	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. By providing these services the district anticipates the graduation rate and meeting A-G requirements to continue to increase as the program is designed to meet the needs of the identified groups. However, because the district expects that all students struggling will benefit, this action is provided on an LEA-wide basis.	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
	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. **Scope:** LEA-wide		
1.7	**Action:** Library Media Services **Need:** As demonstrated in CAASPP ELA assessment scores, data reflected that our low-income students are making slight progress in ELA, as are our English Learners. However, a large gap between all students still exisits. CAASPP ELA data for low-income students is 59.8%, 8% lower than the performance rate for all students and English Learners is 14.28%, 52.92% lower that all students. Even though both low-income and EL students are making progress, the gap still remains which is it is essential to continue the service. 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	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. The library media teacher will also provide targeted supports for students in reading, writing, and research. The district expects that the CAASPP ELA scores for low-income students and English Learners will increase significantly, as the program is designed to meet the needs most associated with the experiences of low-income students. However, because we expect that all students showing	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
	thinking, as they are less likely to have access to additional resources at home. In addition, student survey results indicate that 94% of students know that they have access to appropriate help to ensure academic success. **Scope:** LEA-wide	CAASPP scores of standard nearly met or standard not met will benefit, this action is provided on a district-wide basis.	
1.8	**Action:** Intervention Class **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 96.9% with low income being 96%, English learners 94.1%. CAASPP ELA data for overall is 67.19% with low income 59.8%, English learners 14.28%. CAASPP Math data for overall is 33.02% with low income 24.51%, English learners 0%. 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.	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. 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.	Graduation (All, Low Income, English Learners) CAASPP ELA (All, Low Income, English Learners) CAASPP Math (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
	Scope: LEA-wide		
1.9	**Action:** English Language Development Program **Need:** As demonstrated in the metrics sections and educational feedback section, the district saw a slight decrease in reclassification rates with a 24% reclass rate. However, ELPI (English Learner Progress Indicator) saw a huge increase going from 38.4% to 51.7%. The decrease from last year caused the district to be eligible for Differentiated Assistance. However, this year, the district does not qualify. But will continue working with FCSS this year as this will be a continued focus on English Learners. CAASPP ELA scores for EL's and LTEL's are lower than all students. We have a total of 76 EL's in our district with 70% of them being LTEL's. 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 found that more connections with these students and their families is critical for growth. A portion of an assistant principal's	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 program to better monitor the progress of English language learners and Long Term English Learners (LTEL's), specified time that an assistant principal will devote to monitoring and supporting EL and LTEL's and their families, and provide professional development for teachers with specific lessons to support EL and LTEL students. 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. 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. Instructional aides will assist teachers in providing targeted instruction for the identified students and ensure students have access to more	Reclassification Rate ELPI LTEL % of all EL's CAASPP ELA (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
	time will be devoted to monitoring and supporting English Learners and LTEL's. 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. **Scope:** LEA-wide	individualized support in small groups or one-on-one. 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. An assistant principal will devote their time to monitoring, organizing study sessions, and leading parent meetings that engage and inform EL families. The assistant principal will work to strengthen intervention practices and implement one-on-one goal setting with EL and Long-Term English Learner (LTEL) students, specifically alinged to ELPAC performance. We expect the reclassification and ELPI scores and CAASPP scores for ELA for the identified groups listed will continue to increase. However, because the district expects that all students struggling will benefit, this action is provided on an LEA-wide basis.	
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	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	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
	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 this service beneficial and requested that it continue. **Scope:** LEA-wide	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 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. 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.	
1.11	**Action:** Instructional Aides **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	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.	Graduation (All, Low Income, English Learners) CAASPP ELA (All, Low Income, English Learners) CAASPP Math (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
	requirements and improve ELA and Math assessment data. Graduation data for overall is 96.9% with low income being 96%, English learners 94.1%. CAASPP ELA data for overall is 67.19% with low income 59.8%, English learners 14.28%. CAASPP Math data for overall is 33.02% with low income 24.51%, English learners 0%. 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. **Scope:** LEA-wide	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.	
1.12	**Action:** Professional Development **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. A needs analysis and teacher/staff feedback identified that teachers and staff need continuous professional development training, release time to analyze data, time for	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. The district expects the CAASPP ELA, Math, graduation rate and A-G completion of the	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)

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
	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. **Scope:** LEA-wide	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.	
1.13	**Action:** Mentor Support for New Teachers **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. An analysis of root causes show that new teachers often lack support and experience required to address the specific needs of the identified students. **Scope:** LEA-wide	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. 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.	Graduation (All, Low Income, English Learners) CAASPP ELA (All, Low Income, English Learners) CAASPP Math (All, Low Income, English Learners)
2.1	**Action:** Behavior Supports **Need:**	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	Suspension Rates LEA: All students, Low Income, English Learners OHS: All students, low-income students, Hispanic

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
	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. The suspension rate, overall, is 3.3%, with low-income being 4.5%, and our EL's being 10%, all three are decreases from the previous year. Educational partners feeling the campus is safe increased in student and staff groups, students 94% and staff 99%, but parents dropped by one percent to 93%, evidencing a need to continue these supports. As part of our needs assessment, KJUHSD disaggregated our suspension data and found that low-income students with disabilities and low-income Hispanic students also showed rates of suspension above the all-student group. We continued to dig deeper and found that these students also had higher rates of suspension at OHS and KHS. In KJUHSD, 80.9% of our SWD are low-income, and 77.8% of our Hispanic students are also low-income. A root cause analysis showed that a common obstacle was the use of vaping, and we determined that these students may lack access to education about the dangers of vaping as well as individualized support through counseling due to barriers related to being able to afford these services. 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	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. 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. Administrative staff will provide individual support for the identified students at each school site and reinforce positive behaviors through structured interventions, including SEL lessons, restorative circles, and collaboration with school psychologists and intervention specialists. These staff will also work to support the identified students at KHS and OHS at risk of suspension for vaping with drug education and connections to appropriate counseling resources as needed. 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	students, and low-income Hispanic students KJUHSD: English Learners, Students with Disabilities, and Low income students with disabilities KHS: Students with Disabilities and low-income students with disabilities Feel Safe on Campus (Students, Parents, Teachers/Staff)

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
	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. **Scope:** LEA-wide	student progress and adjust strategies to meet individual needs. The district expects that suspension rates will continue to 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.	
2.3	**Action:** Mental Health Services **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 showed a consistent percentage from the year before on connectedness but an increase of 2% to support personal issues. In the survey results, parents and students both mentioned being appreciative for the support provided by the school for mental health. These statistics show the effectiveness of this action for the past few years. 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.	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. 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	School Connectedness Provide resources for students for personal issues

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	services, this action will be provided on a district-wide basis.	
2.6	**Action:** 9th grade mentor program **Need:** As demonstrated in the Annual Performance and Metrics section, there is a continued need to increase engagement among English Learner (EL) and low-income students in order to improve graduation outcomes. The overall graduation rate is 96.9%, compared to 96% for low-income students and 94.1% for EL students. This year, there was a decline in student perception regarding the effectiveness of the Link Crew program in supporting the transition to high school, as well as a decrease in the percentage of students who believe the program should be continued. Despite this decline, a majority of students still report positive perceptions, with 70% indicating that Link Crew supported their transition and 68% supporting its continuation. A local analysis of data of students showed that the identified students would benefit from a positive transition from middle school to high school, especially since we are separate districts and have a few feeder schools. Educational partner feedback reflects that low-income and English learner students who struggle during their freshman year are more	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 encouraging students to engage in school activities. English Learners and Low Income students will be connected to school activities and a designated peer mentor so they have regular opportunities to participate, develop a sense of belonging, and receive peer support when they need help navigating school challenges. The district expects 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 associated 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.	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
	likely to not graduate from the comprehensive high school. **Scope:** Schoolwide		
2.7	**Action:** Attendance Intervention Specialist **Need:** As demonstrated in the metrics sections, chronic absenteeism data identifies that low-income and English Learners continue to decrease in their higher chronic absenteeism rate. Chronic absenteeism rate for all is 15.7% (decrease of 1.7%), low-income students is 19.7% (2.1% decrease), and English learners 22.8% (decrease of 0.1%). Due to a continued increase in connectedness, this has begun to decrease our chronic absenteeism, so we will continue to provide the district with full-time attendance positions. 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. **Scope:**	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. 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 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.	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
	LEA-wide		
2.8	**Action:** School Safety Monitor and School Resource Officer **Need:** The Annual Performance and Metrics show that suspension rates declined for both low-income students (from 6.4% to 4.5%) and English Learners (from 11.3% to 10%), contributing to an overall suspension rate of 3.3%. At the same time, confidence in campus safety maintained in the 90 percentile range across all Educational partner groups: 94% of students, 94% of parents, and 99% of teachers and staff now feel the campus is safe. Student connectedness remained the same, parent connectedness remained in the 90 percentile at 93%, and teacher/staff connectedness grew by 1%. Moreover, 92% of students, 96% of staff, and 96% of parents agree that the School Resource Officer helps provide a safe environment, and 91% of students and 96% of parents report that the School Safety Monitor has a positive impact on their sense of safety. 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,	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. 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. The School Resource Officer will serve as an additional caring adult on campus, building positive relationships, stepping in early to resolve 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. 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.	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

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
	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. **Scope:** LEA-wide		
2.9	**Action:** After School Transportation, Athletics **Need:** As demonstrated in the Annual Performance and metrics section, student connectedness continues to remain in the 90 percentile range across all educational partners. Local data shows that 93% of students participate in some type of school activity. A needs analysis showed that the focus on providing multiple activities, including transportation for students has increased students' feelings of connectedness and engagement. 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. **Scope:** LEA-wide	To address this need, the district will provide transportation for after-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. The district expects that school connectedness and student involvement to increase, as this program is designed to meet the needs most associated with the stresses and experiences of the identified groups. However, because we expect all students to benefit, this action is provided on a district-wide basis.	Survey Results: 1) School Connectedness 2) Student participation rate in activities Educational partner feedback

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
2.10	**Action:** Intervention Specialist **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 96.9%, Low Income is 96%, and English Learners is 94.1%. Suspension rate, overall is 3.3%, Low Income is 4.5%, and English Learners is 10%. Chronic Absenteeism, overall is 15.7%, Low Income is 19.7%, and English Learners is 22.8%. Even though chronic absenteeism has decreased, there is still a concern with the gaps between the overall and low-income and EL's. A needs analysis indicates that English Learner (EL) and low-income students require additional targeted supports beyond those provided to the general student population in order to successfully navigate high school and meet graduation requirements. Data demonstrates that these student groups experience lower graduation rates and higher rates of chronic absenteeism compared to the overall student population, indicating persistent opportunity and access gaps. For English Learners, language barriers can limit full access to academic content, school communications, and postsecondary planning information. These barriers may also impact	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. We expect the graduation rate to continue to increase and the suspension and chronic absenteeism rate to 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.	Graduation Rate (All, Low Income, English Learner) Suspension Rate (All, Low Income, English Learner) Chronic Absenteeism Rate (All, Low Income, English Learner)

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
	students' ability to advocate for themselves, engage with instructional expectations, and fully understand graduation and A–G requirements without explicit, ongoing support. Low-income students often face additional socio-economic challenges that can impact school engagement and performance, including limited access to academic resources at home, transportation barriers, work or family responsibilities, and reduced access to enrichment or tutoring opportunities. In addition, many parents of low-income students may not have prior experience navigating the K–12 education system or postsecondary pathways, which can make it more difficult to support students in understanding graduation requirements, course sequencing, and college or career application processes. As a result, these students benefit from structured guidance, consistent monitoring, and intentional school-based supports that reinforce attendance, academic progress, and postsecondary readiness. **Scope:** LEA-wide		
3.1	**Action:** Parent and Student Participation **Need:** As demonstrated in educational partner feedback and local data, parent participation	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. Events will be advertised through multiple methods of	Survey results: 1) Parent Communication 2) Student Connectedness (Parents, Students, Teachers/staff)

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
	from English learners and low income students is lower than that of other students in the district. Parent survey results showed an increase to 92% in good communication between school and parents. In school connectedness, parents report the highest percentage at 93% with teachers at a 93% and students maintaining at a 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. 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. **Scope:** LEA-wide	communication. During these events, the district will provide parents, including parents of English Learners and low-income students, with the knowledge and skills needed to support regular attendance and academic success. Based on our experience, offering parent nights in the evening, personally inviting families, and providing translation services beyond legal requirements will increase family participation and create more opportunities for the identified students to feel connected to their school. The district expects that by providing these services, the parent participation rates of the identified EL and LI student groups will increase and students' 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.	Educational partner feedback
3.2	**Action:** Technology- targeted **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 96.9% with low income being 96% and English learners 94.1%.	The district will provide reliable technology devices and home internet access to remove barriers that disproportionately impact low-income students and English learners. By ensuring students have consistent access to digital learning tools beyond the school day, the identified students will have additional time to access and complete coursework, practice academic skills, access instructional resources, and build the technology and communication skills needed for college, career, and post-secondary opportunities. We expect the graduation rate of the identified students to increase, as the program is designed	Graduation Rate (All, Low Income, English Learner) Educational Partner Feedback

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
	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. **Scope:** LEA-wide	to meet the needs most associated with the experiences of these 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.	
3.4	**Action:** Advanced Placement Courses **Need:** As demonstrated in the metrics section and educational partner feedback section, AP data and educational partner feedback identify that low income students have a lower participation and passing rate than for all students. AP Passing rates, overall 59.6%, low income was 42.5% (a 18.37% decrease from last year), evidencing a need to continue these services. There have been 175 students who have taken an AP course in 2024-25 and 87 of them were low-income. 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. **Scope:**	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 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. We expect that the identified student group AP participation and passing rate to increase, as the support is designed to meet the needs most associate with the experiences of low-income students. However, because of the lower passing	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
	LEA-wide	rate for all students, this action is provided on an district-wide basis.	
3.5	**Action:** College and Career Center **Need:** As demonstrated in the metrics section and educational partner feedback, there is a continued need to increase the number of students completing CTE pathways and earning dual enrollment credits. The percentage of CTE pathway completers is 18.3%, reflecting a slight increase from last year; however, the percentage of low-income students completing pathways declined from 54.6% to 49%. In contrast, the number of students earning dual enrollment credits increased significantly, from 190 to 286 students. The College and Career Indicator (CCI) also improved to 45.1% overall, representing a 1.7% increase, with low-income students increasing to 39.1%, a 3.9% gain. While English Learner (EL) data is often not reported due to small numbers, this year's data indicates 11.8% of EL students are prepared, highlighting a significant gap compared to overall performance. These trends underscore the need for continued focus on expanding access to CTE pathways, increasing completion rates, and providing targeted supports to ensure equitable college and career readiness outcomes for all student groups.	To address this need, the district will provide a college and career teacher to support the process of preparing identified 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. 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. However, because not all students have the necessary support for navigating college, this action is provided on a district-wide basis.	CCI (All, Low Income) CTE Completion (All, Low Income) Dual Enrolled students earning credit (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
	A needs assessment revealed that low-income and EL students are the most unfamiliar with how to navigate and access college and post-secondary opportunities. **Scope:** LEA-wide		

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

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-promise 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

2026-27 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	15470594	3066736	19.823%	0.000%	19.823%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$17,103,470.74	$558,968.35	$0.00	$310,560.07	$17,972,999.16	$15,080,002.24	$2,892,996.92

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	$9,722,193.27	$0.00	$9,722,193.27				$9,722,193.27	
1	1.2	Credentialed teachers for English and math supplemental support	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$462,753.16	$0.00	$265,401.41			$197,351.75	$462,753.16	0%
1	1.3	Special Education	Students with Disabilities	No			All Schools	3 years	$680,470.11	$204,246.00	$884,716.11				$884,716.11	
1	1.4	School Intervention, with after school transportation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$123,449.80	$42,000.00	$165,449.80				$165,449.80	0%
1	1.5	Summer School with Transportation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$241,597.69	$5,000.00	$246,597.69				$246,597.69	0%
1	1.6	Alignment of instruction with content standards	All	No				3 years	$0.00	$121,104.00	$121,104.00				$121,104.00	
1	1.7	Library Media Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$131,235.29	$20,000.00	$151,235.29				$151,235.29	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	$92,795.91	$500.00	$93,295.91				$93,295.91	0%
1	1.9	English Language Development Program	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	$94,563.03	$7,500.00	$102,063.03				$102,063.03	0%
1	1.10	Data Accountability	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$150,538.36	$25,975.00	$176,513.36				$176,513.36	0%
1	1.11	Instructional Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$175,548.21	$0.00	$175,548.21				$175,548.21	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	1.12	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$96,968.64	$14,850.00	$80,467.64			$31,351.00	$111,818.64	0%
1	1.13	Mentor Support for New Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$1,824.90	$2,000.00	$3,824.90				$3,824.90	0%
1	1.14	Data Management System	All	No			All Schools	3 years	$0.00	$7,194.88	$7,194.88				$7,194.88	
2	2.1	Behavior Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$154,375.49	$26,590.00	$180,965.49				$180,965.49	0%
2	2.2	School safety	All	No			All Schools	3 years	$0.00	$31,604.89	$31,604.89				$31,604.89	
2	2.3	Mental Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$0.00	$171,800.00	$171,800.00				$171,800.00	0%
2	2.4	School Transportation	All	No			All Schools	3 years	$465,891.51	$111,180.00	$577,071.51				$577,071.51	
2	2.5	Maintenance and Facilities	All	No			All Schools	3 years	$1,023,099.83	$1,213,946.48	$2,237,046.31				$2,237,046.31	
2	2.6	9th grade mentor program	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Kingsburg High School	3 years	$14,234.22	$5,000.00	$19,234.22				$19,234.22	0%
2	2.7	Attendance Intervention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$244,764.47	$3,500.00	$248,264.47				$248,264.47	0%
2	2.8	School Safety Monitor and School Resource Officer	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$100,756.87	$180,500.00	$281,256.87				$281,256.87	0%
2	2.9	After School Transportation, Athletics	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$90,172.23	$0.00	$90,172.23				$90,172.23	0%
2	2.10	Intervention Specialist	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School		$143,753.66	$500.00	$144,253.66				$144,253.66	0%
2	2.11	Mental Health Services	All	No			All Schools	2 years	$0.00	$282,495.15		$282,495.15			$282,495.15	
3	3.1	Parent and Student Participation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$56,325.10	$35,099.55	$91,424.65				$91,424.65	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
3	**3.2**	Technology- targeted	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$202,979.29	$38,628.58	$241,607.87				$241,607.87	0%
3	**3.3**	Career Technical Education	All	No			All Schools	3 years	$113,006.69	$240,288.56	$353,295.25				$353,295.25	
3	**3.4**	Advanced Placement Courses	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Kingsburg High School	3 years	$0.00	$2,500.00	$2,500.00				$2,500.00	0%
3	**3.5**	College and Career Center	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$163,130.76	$2,500.00	$138,442.30			$27,188.46	$165,630.76	0%
3	**3.6**	AVID	All	No			Specific Schools: Kingsburg High School	3 years	$50,275.03	$4,393.83				$54,668.86	$54,668.86	
3	**3.7**	Technology	All	No			All Schools		$63,925.52	$35,000.00	$98,925.52				$98,925.52	
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	$141,307.27	$0.00		$141,307.27			$141,307.27	
4	**4.2**	Instructional Aide	All Low Income, Hispanic	No			Specific Schools: Oasis High School and Kingsburg Independent Study High School	3 years	$78,065.93	$0.00		$78,065.93			$78,065.93	
4	**4.3**	Mental Health Support	All Low Income, Hispanic	No			Specific Schools: Oasis High School and Kingsburg Independent Study High	3 years	$0.00	$57,100.00		$57,100.00			$57,100.00	

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									

2026-27 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
15470594	3066736	19.823%	0.000%	19.823%	$3,070,319.00	0.000%	19.846 %	**Total:**	$3,070,319.00
								LEA-wide Total:	$3,051,084.78
								Limited Total:	$0.00
								Schoolwide Total:	$19,234.22

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	$265,401.41	0%
1	**1.4**	School Intervention, with after school transportation	Yes	LEA-wide	English Learners Low Income	All Schools	$165,449.80	0%
1	**1.5**	Summer School with Transportation	Yes	LEA-wide	English Learners Low Income	All Schools	$246,597.69	0%
1	**1.7**	Library Media Services	Yes	LEA-wide	English Learners Low Income	All Schools	$151,235.29	0%
1	**1.8**	Intervention Class	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School, Oasis High School	$93,295.91	0%
1	**1.9**	English Language Development Program	Yes	LEA-wide	English Learners	All Schools	$102,063.03	0%
1	**1.10**	Data Accountability	Yes	LEA-wide	English Learners Low Income	All Schools	$176,513.36	0%
1	**1.11**	Instructional Aides	Yes	LEA-wide	English Learners Low Income	All Schools	$175,548.21	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	$80,467.64	0%
1	1.13	Mentor Support for New Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	$3,824.90	0%
2	2.1	Behavior Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$180,965.49	0%
2	2.3	Mental Health Services	Yes	LEA-wide	Low Income	All Schools	$171,800.00	0%
2	2.6	9th grade mentor program	Yes	Schoolwide	English Learners Low Income	Specific Schools: Kingsburg High School	$19,234.22	0%
2	2.7	Attendance Intervention Specialist	Yes	LEA-wide	English Learners Low Income	All Schools	$248,264.47	0%
2	2.8	School Safety Monitor and School Resource Officer	Yes	LEA-wide	English Learners Low Income	All Schools	$281,256.87	0%
2	2.9	After School Transportation, Athletics	Yes	LEA-wide	English Learners Low Income	All Schools	$90,172.23	0%
2	2.10	Intervention Specialist	Yes	LEA-wide	English Learners Low Income	Specific Schools: Kingsburg High School	$144,253.66	0%
3	3.1	Parent and Student Participation	Yes	LEA-wide	English Learners Low Income	All Schools	$91,424.65	0%
3	3.2	Technology- targeted	Yes	LEA-wide	English Learners Low Income	All Schools	$241,607.87	0%
3	3.4	Advanced Placement Courses	Yes	LEA-wide	Low Income	Specific Schools: Kingsburg High School	$2,500.00	0%
3	3.5	College and Career Center	Yes	LEA-wide	English Learners Low Income	All Schools	$138,442.30	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,284,454.42	$17,964,073.25

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	$9,520,188.78	$9,497,753.24
1	**1.2**	Credentialed teachers for English and math supplemental support	Yes	$484,023.24	$430,750.21
1	**1.3**	Special Education	No	$754,192.53	$846,649.02
1	**1.4**	School Intervention, with after school transportation	Yes	$152,171.57	$163673.68
1	**1.5**	Summer School with Transportation	Yes	$276,536.52	$254,064.02
1	**1.6**	Alignment of instruction with content standards	No	$97,744.00	$97,744.00
1	**1.7**	Library Media Services	Yes	$141,962.38	$141,058.73
1	**1.8**	Intervention Class	Yes	$213,087.91	$176,609.33
1	**1.9**	English Language Development Program	Yes	$106,415.39	$107,107.74
1	**1.10**	Data Accountability	Yes	$161,334.52	$151,024.10
1	**1.11**	Instructional Aides	Yes	$271,026.79	$276,021.94

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	$101,369.19	$93,994.36
1	**1.13**	Mentor Support for New Teachers	Yes	$7,984.83	$13,278.85
1	**1.14**	Data Management System	No	$12,308.45	$10,496.64
2	**2.1**	Behavior Supports	Yes	$166,901.33	$165,853.19
2	**2.2**	School safety	No	$35,870.39	$48,711.87
2	**2.3**	Mental Health Services	Yes	$52,500.00	$68,018.64
2	**2.4**	School Transportation	No	$216,009.92	$480,786.66
2	**2.5**	Maintenance and Facilities	No	$1,800,747.62	$2,129,652.44
2	**2.6**	9th grade mentor program	Yes	$27,026.68	$24,818.22
2	**2.7**	Attendance Intervention Specialist	Yes	$222,263.60	$232,429.65
2	**2.8**	School Safety Monitor and School Resource Officer	Yes	$266,298.37	$257,936.36
2	**2.9**	After School Transportation, Athletics	Yes	$85,963.95	$85,018.93
2	**2.10**	Intervention Specialist	Yes	$134,270.79	$135,100.57

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	$98,186.21	$87,574.40
3	3.2	Technology- targeted	Yes	$339,442.53	$280,315.31
3	3.3	Career Technical Education	No	$399,310.78	$520,196.00
3	3.4	Advanced Placement Courses	Yes	$2,000.00	$2,000.00
3	3.5	College and Career Center	Yes	$161,060.12	$159,951.68
3	3.6	AVID	No	$101,904.06	$72,732.51
3	3.7	Technology	No	$116,777.12	$107,925.46
4	4.1	Intervention Specialist	No	$130,785.48	$132,170.19
4	4.2	Instructional Aide	No	$73,699.83	$72,937.77
4	4.3	Mental Health Support	No	$17,475.75	$67,555.00
5	5.1	Mental Health Services	No	$313,883.11	$350,110.00
5	5.2	Tutoring/Diagnostic Tools	No	$58,490.64	$58,812.50
5	5.3	Drug Prevention	No	$48,200.00	$48,200.00
5	5.4	Attendance	No	$115,040.04	$115,040.04

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)

2025-26 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)
$3,030,869	$3,202,861.33	$3,068,166.03	$134,695.30	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	$279,373.34	$249,474.28	0%	
1	1.4	School Intervention, with after school transportation	Yes	$152,171.57	$163,673.68	0%	
1	1.5	Summer School with Transportation	Yes	$276,536.52	$254,064.02	0%	
1	1.7	Library Media Services	Yes	$141,962.38	$141,058.73	0%	
1	1.8	Intervention Class	Yes	$213,087.91	$176,609.33	0%	
1	1.9	English Language Development Program	Yes	$106,415.39	$107,107.74	0%	
1	1.10	Data Accountability	Yes	$161,334.52	$151,024.10	0%	
1	1.11	Instructional Aides	Yes	$271,026.79	$276,021.94	0%	
1	1.12	Professional Development	Yes	$63,481.19	$63,029.36	0%	
1	1.13	Mentor Support for New Teachers	Yes	$7,984.83	$13,278.85	0%	
2	2.1	Behavior Supports	Yes	$166,901.33	$165,853.19	0%	
2	2.3	Mental Health Services	Yes	$52,500.00	$68,018.64	0%	
2	2.6	9th grade mentor program	Yes	$27,026.68	$24,818.22	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	$222,263.60	$232,429.65	0%	
2	2.8	School Safety Monitor and School Resource Officer	Yes	$266,298.37	$257,936.36	0%	
2	2.9	After School Transportation, Athletics	Yes	$85,963.95	$85,018.93	0%	
2	2.10	Intervention Specialist	Yes	$134,270.79	$135,100.57	0%	
3	3.1	Parent and Student Participation	Yes	$98,186.21	$87,574.40	0%	
3	3.2	Technology- targeted	Yes	$339,442.53	$280,315.31	0%	
3	3.4	Advanced Placement Courses	Yes	$2,000.00	$2,000.00	0%	
3	3.5	College and Career Center	Yes	$134,633.43	$133,758.73	0%	

2025-26 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)
$14,831,755.	$3,030,869	0	20.435%	$3,068,166.03	0.000%	20.686%	$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, Statues 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 #

- 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 32627(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:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of 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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