

LCFF Budget Overview for Parents

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

CDS Code: 10622650000000

School Year: 2024-25

LEA contact information:

Ron Pack

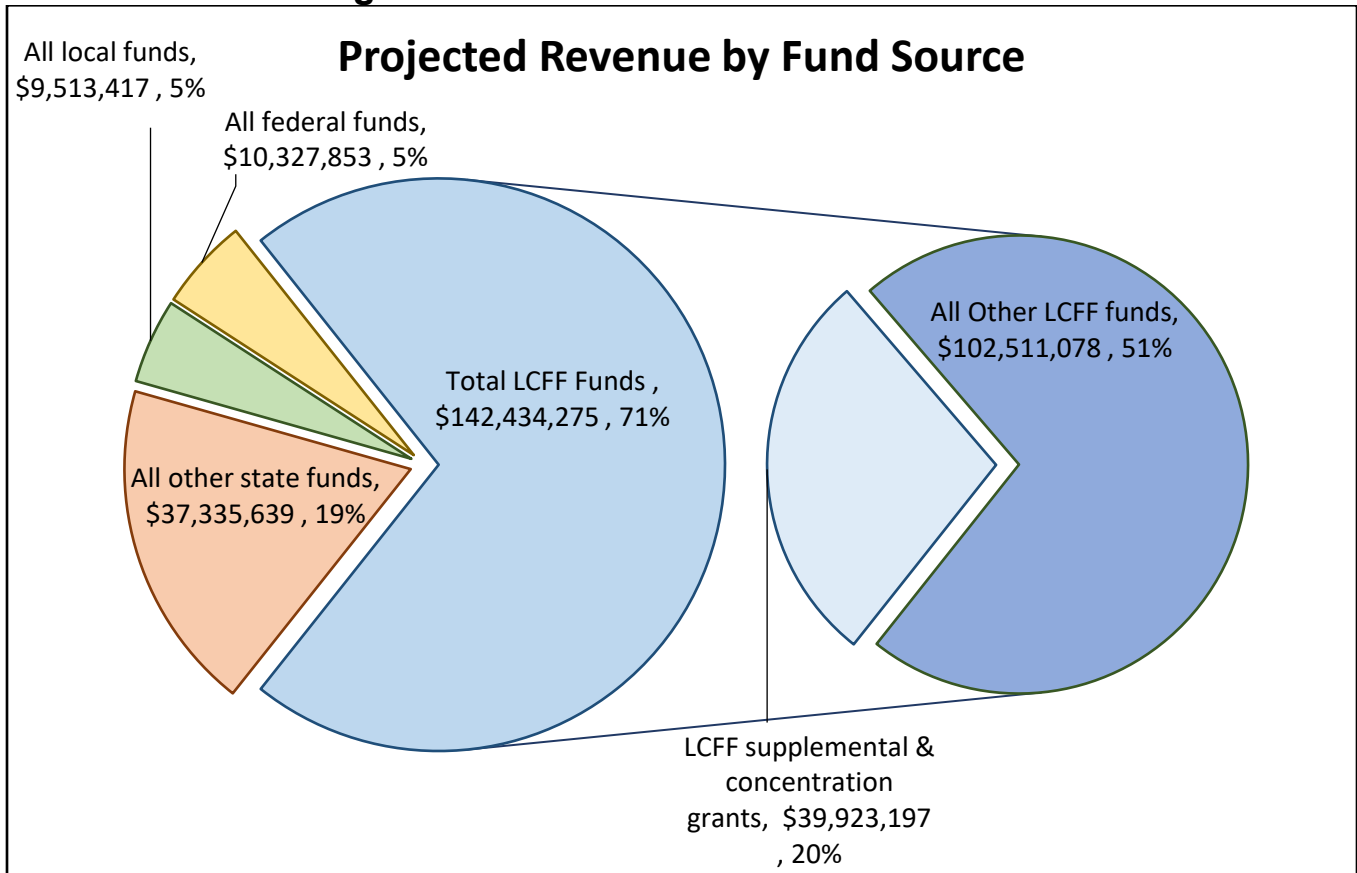
Administrator, Educational Programs

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559-305-7013

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

Budget Overview for the 2024-25 School Year

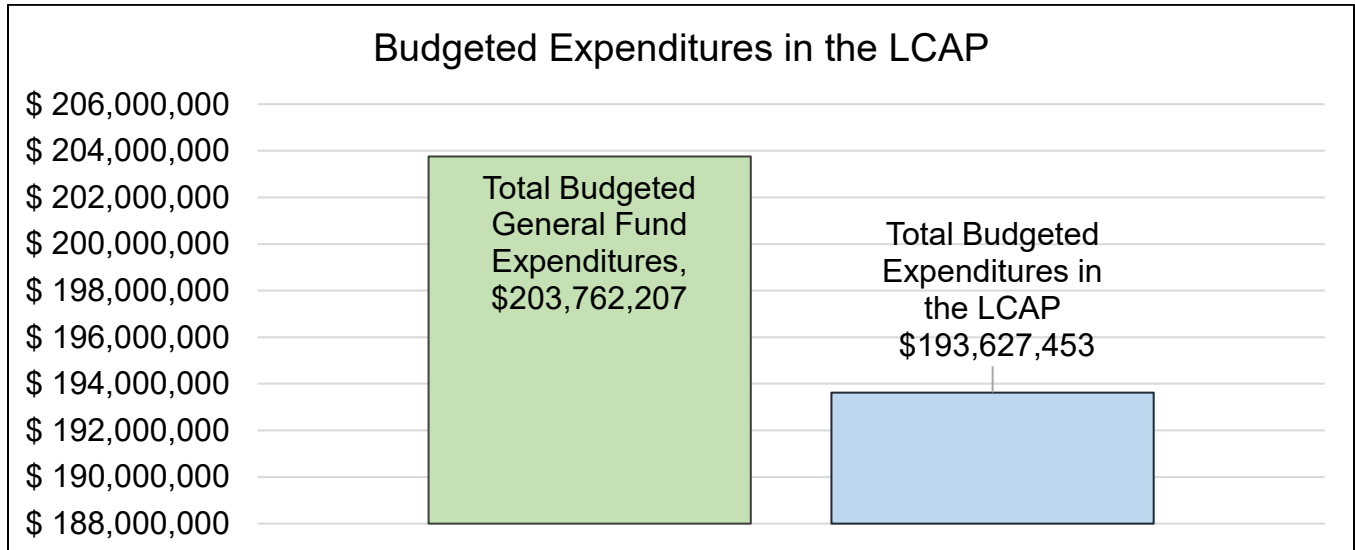


This chart shows the total general purpose revenue Kings Canyon Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kings Canyon Joint Unified School District is \$199,611,184, of which \$142,434,275 is Local Control Funding Formula (LCFF), \$37,335,639 is other state funds, \$9,513,417 is local funds, and \$10,327,853 is federal funds. Of the \$142,434,275 in LCFF Funds, \$39,923,197 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 Kings Canyon Joint Unified School District plans to spend for 2024-25. 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: Kings Canyon Joint Unified School District plans to spend \$203,762,207 for the 2024-25 school year. Of that amount, \$193,627,453 is tied to actions/services in the LCAP and \$10,134,754 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

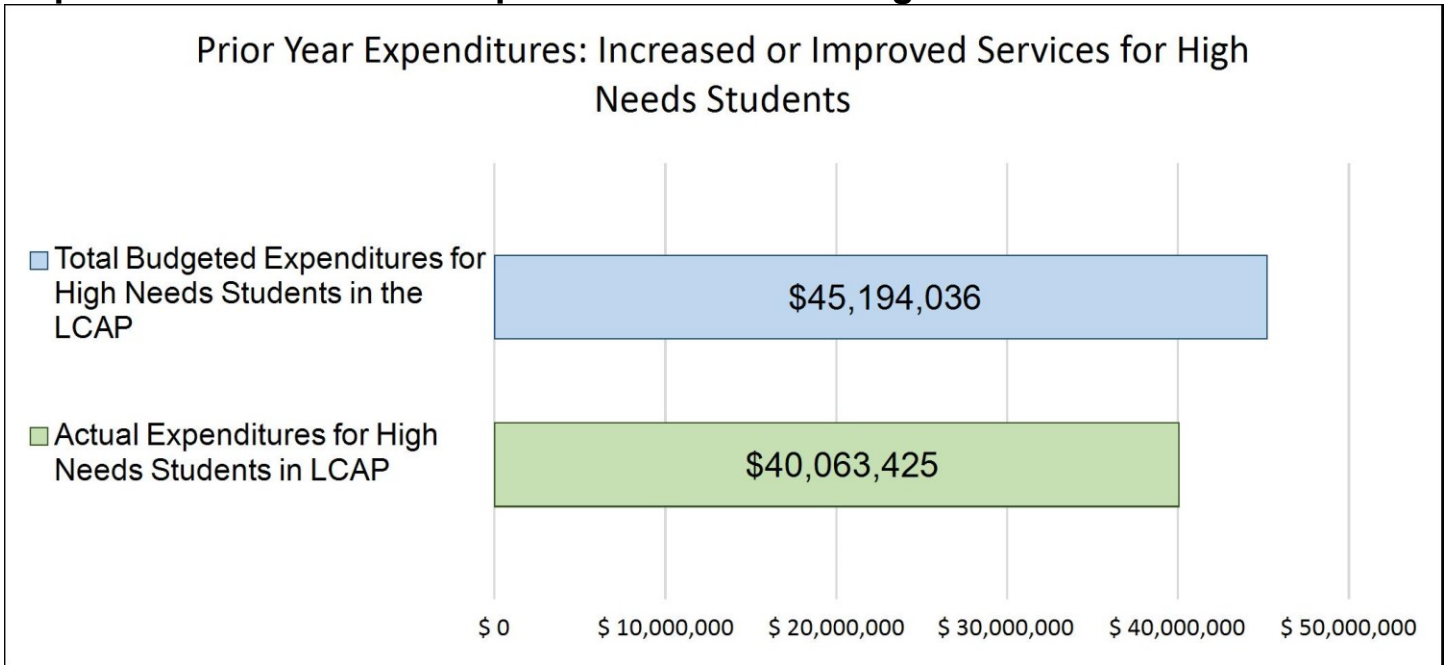
Federal funds that are site specific were not included in the Local Control and Accountability Plan (Title I Site Allocations per the Consolidated Application are included in individual site School Plans for Student Achievement). Additionally, federal and state COVID-19 relief "one time" funds were not included in the LCAP, as most of these relief funds are nearly exhausted and not part of our ongoing strategic plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Kings Canyon Joint Unified School District is projecting it will receive \$39,923,197 based on the enrollment of foster youth, English learner, and low-income students. Kings Canyon Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kings Canyon Joint Unified School District plans to spend \$44,438,916 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 2023-24



This chart compares what Kings Canyon Joint Unified 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 Kings Canyon Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Kings Canyon Joint Unified School District's LCAP budgeted \$45,194,036 for planned actions to increase or improve services for high needs students. Kings Canyon Joint Unified School District actually spent \$40,063,425 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-5,130,611 had the following impact on Kings Canyon Joint Unified School District's ability to increase or improve services for high needs students:

Funds allocated in 2023-2024 that were not expended, will be carried over into the 2024-2025 school year in support of the actions planned in the Local Control and Accountability Plan. Services as planned in the 23-24 LCAP were in fact provided to students utilizing funds secured through federal grants and one time COVID relief funds. The difference in budgeted supplemental and concentration funds and the estimated actual expenditures did not impact actions or services for our low income students, English learners, or foster youth. These actions will be continued in the upcoming school year to increase or improve services for high need students as outlined in the local control and accountability plan, utilizing supplemental and concentrated funding.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kings Canyon Joint Unified School District	Ron Pack Administrator, Educational Programs	pack-r@kcsd.com 559-305-7013

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	95% fully credentialed teachers in 2020-2021 (Human Resources Local Data-2020-2021)	89.26% fully credentialed teachers in 2021-2022 (Human Resources Local Data-2021-2022)	97% fully credentialed teachers in 2021-2022 (Human Resources Local Data-2022-2023)	79.8% of teachers are appropriately assigned. CDE Released Data * this data point now utilizes different language per CDE.	Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching -Above 98% (Human Resources-Local Data)
Percentage of misassigned teachers and vacancies	.04% misassigned teachers 0% vacancies (Human Resources Local Data-2020-2021)	.004% misassigned teachers .002% vacancies (Human Resources Local Data-2021-2022)	.002% misassigned teachers .002% vacancies (Human Resources Local Data-2022-2023)	79.8% of teachers are appropriately assigned. CDE Released Data * this data point now utilizes different language per CDE.	Percentage of misassigned teachers - 0% Number of teacher and vacancies - Below .05% (Human Resources-Local Data)
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	100% of school sites Implement State Standards and enable EL students to access State Standards and ELD Standards.	100% of school sites Implement State Standards and enable EL students to access State Standards and ELD Standards.	100% of school sites Implement State Standards and enable EL students to access State Standards and ELD Standards.	100% of school sites implement state standards. (Local Data-2023-2024)	100% of school sites will Implement State Standards and enable EL students to access State Standards and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Local Data-2020-2021)	(Local Data-2021-2022)	(Local Data-2022-2023)		ELD Standards. (Local Data)
Pupils in the school district have sufficient access to the standards-aligned instructional materials	100% of sites have sufficient core instructional materials as measured through annual inspections and reported on SARC (Local Data-2020-2021)	100% of sites have sufficient core instructional materials as measured through annual inspections and reported on SARC (Local Data-2021-2022)	100% of sites have sufficient core instructional materials as measured through annual inspections and reported on SARC (Local Data-2022-2023)	100% of students have sufficient access to standards-aligned materials. (Local Data-2023-2024)	100% of sites have sufficient core instructional materials as measured through annual inspections and reported on SARC (Local Data)
School facilities are maintained in good repair	100% of sites with a rating of "Good" on annual Facility Inspection Tool (Local Data-2020-2021)	100% of sites with a rating of "Good" on annual Facility Inspection Tool (Local Data-2021-2022)	100% of sites with a rating of "Good" on annual Facility Inspection Tool (Local Data-2022-2023)	100% of school sites have a rating of "good" (Local Data-2023-2024)	100% of sites with a rating of "Good" on annual Facility Inspection Tool (Local Data)

Goal Analysis

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

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

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

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

The actions outlined in Goal 1 supported the progress toward meeting the goal.

Action 1.1 - Credentialed Teachers

Implementation Status: 5 – Full Implementation

KCUSD has established ongoing HR practices, including procedures for hiring and recruitment, leading to qualified staff. KCUSD is always looking to improve recruitment and retainment and utilizes partnerships with local universities, and credentialing programs to recruit the teachers possible.

Action 1.2 - Basic Operating Expenses, Action 1.3 - Provide and Maintain Facilities, Action 1.4 - Transportation

Implementation Status: Full Implementation and Sustainability

KCUSD continues to effectively operate all schools and maintains basic operating expenses, maintenance of facilities and transportation for students.

Action 1.5 - Guidance and Learning Center - Special Education

Implementation Status: Full Implementation and Sustainability

KCUSD continues to fund the Special Education services required to provide students with disabilities.

Action 1.6 - Site Base Allocations

Implementation Status: Full Implementation and Sustainability

KCUSD continues to distribute site lottery allocations to all school sites.

Overall Successes: Overall success for Goal 1 is based on the ability to have fully operational and staffed school sites, support programs and a multitude of opportunities for co and extracurricular activities. New facilities have been built to increase safety for students and staff as well as continued improvements to HVAC units, lighting, and general infrastructure. In 2023-2024, KCUSD expanded the socio-emotional support for students with the goal of mitigating any learning loss and addressing social skills challenges. In addition,

Overall Challenges: The greatest challenge in implementing Goal 1 was the recruitment and retention of qualified staff to fill needed positions. KCUSD has been able to recruit for open positions through partnerships with local universities and credentialing programs such as the Tulare County IMPACT program. KCUSD has been successful in filling positions, but continues to experience challenges with staffing each year. On the facilities front, rising costs continue to present challenges as projected projects often become more expensive than originally budgeted and adjustments must be made.

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

There were no material differences between budgeted expenditures and estimate actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 1 helped make progress towards the LEA’s goal: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

Action(s): Action 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6

Effectiveness of Action(s): Effective

Metric(s): Access to Standards-Aligned Instructional Materials, Implementation of Standards, Facilities in Good Repair

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 1. Facilities inspections demonstrated that 100% of school sites were in good repair and audits conducted show that all students have the necessary materials and supplies to be able to access the standards for all students. As a result of effective actions in goal 1, students in Kings Canyon experience well kept schools, high quality staff, and an exemplary education, as evidence by academic achievement metrics in goals 2 and 4.

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

There are no changes in actions for Goal 1 in the 2024-2025 LCAP.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of students who meet or exceed standards on the Smarter Balanced ELA Assessment	52.43% Met or exceed standards on SBA ELA (2019 CA School Dashboard)	2020-2021 (CAASPP) All Students: 42.13% Foster: 27.3% English Learners: 8.89% Low Income: 39.34% Special Education: 8.45% Data Source: Data Quest, 2021	2021-2022 (CAASPP) All Students: 47.38% Foster: 45.45% English Learners: 18.99% Low-Income: 44.32% Special Education: 11.59% Data Source: Data Quest, 2022	All Students: 48.6% Low Income Students: 46.2% English Learners: 16.5% Foster Youth: 50.0% SWD: 12%	Met or exceed standards on SBA ELA All Students: 58% Foster: 37% English Learners: 20% Low Income: 50% Special Education: 20% Data Source: Data Quest
%age of students who meet or exceed standards on the Smarter Balanced Math Assessment	40.42% Met or exceed standards on SBA Math (2019 CA School Dashboard)	2020-2021 (CAASPP) All Students: 25.55% Foster: 27.3% English Learners: 6.08% Low Income: 22.77% Special Education: 5.63% Data Source: Data Quest, 2021	2021-2022 (CAASPP) All Students: 33.67% Foster: 23.81% English Learners: 16.55% Low-Income: 30.96% Special Education: 8.87% Data Source: Data Quest, 2022	All Students: 35.6% Low Income Students: 33.4% English Learners: 15.2% Foster Youth: 50.0% SWD: 10%	Met or exceed standards on SBA Math All Students: 46%% Foster: 35% English Learners: 20% Low Income: 40%% Special Education: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Data Source: Data Quest
School Dashboard 2019 ELA Distance from Standard by Student Group	1.5 Average Distance from Met (Overall) on 2019 CA School Dashboard	2020-2021 (CAASPP) All Students: -20.18 Foster: -60.42 English Learners: -97.78 Low Income: -27.11 Special Education: -128.11 Data Source: Local Disaggregation based on CAASPP Data Quest, 2021	2021-2022 (CAASPP) All Students: -7.9 Foster: -26.5 English Learners: -38.7 Low-Income: -14.5 Special Education: -94.4 Data Source: 2022 California School Dashboard	All Students: -6.1 Low Income Students: -12.1 English Learners: -39.3 Foster Youth: -12.5 SWD: -90.1	Average Distance from Met on CA School Dashboard All Students: -10 Foster: -87 English Learners: -87 Low Income: 17 Special Education: -100 Data Source: Data Quest
School Dashboard 2019 Math Distance from Standard by Student Group	-29.4 Average Distance from Met (Overall) on 2019 CA School Dashboard	2020-2021 (CAASPP) All Students: -66.64 Foster: -94.88 English Learners: -123.33 Low Income: -72.92 Special Education: -164.89 Data Source: Local Disaggregation based on CAASPP Data Source: Data Quest, 2021	2021-2022 (CAASPP) All Students: -46.7 Foster: -75.5 English Learners: -65.8 Low-Income: -52.6 Special Education: -123.1 Data Source: 2022 California School Dashboard	All Students: -42.3 Low Income Students: -47.9 English Learners: -62.5 Foster Youth: -46.1 SWD: -116.2	Average Distance from Met on CA School Dashboard All Students: -56 Foster: -84 English Learners: -113 Low Income: -62 Special Education: -154 Data Source: Data Quest
%age of 11th grade students considered conditionally	67.18% (https://caaspp-elpac.cde.ca.gov/caas)	2020-2021 (CAASPP) All Students: 59.97% Foster: N/A	2021-2022 (CAASPP) All Students: 60.32% Foster: 50%	11th Grade Students: 64.8%	%age of 11th grade students considered conditionally

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ready/ready for College English	pp/Default 2018-2019	English Learners: 9.38% Low Income: 57.62% Special Education: 12.51% Data Source: Data Quest, 2021	English Learners: 7.69% Low-Income: 58.10% Special Education: 15.79% Data Source: Data Quest, 2022, Local calculation for Foster Youth	11th Grade Low Income Students: 63.1% 11th Grade English Learners: 9.6% 11th Grade Foster: 100% SWD: 22.2%	ready/ready for College English All Students: 65% Foster: N/A English Learners: 19% Low Income: 67% Special Education: 22% Data Source: Data Quest
%age of 11th grade students considered conditionally ready/ready for College Mathematics	33.79% (https://caaspp-elpac.cde.ca.gov/caaspp/Default) 20 2018-2019	2020-2021 (CAASPP) All Students: 23.73% Foster: N/A English Learners: 7.69% Low Income: 20.79% Special Education: 0% Data Source: Data Quest, 2021	2021-2022 (CAASPP) All Students: 27.06% Foster: 50% English Learners: 2.18% Low-Income: 24.92% Special Education: 7.89% Data Source: Data Quest, 2022, Local calculation for Foster Youth	11th Grade Students: 29.4% 11th Grade Low Income Students: 27.6% 11th Grade English Learners: 4.6% 11th Grade Foster Youth: 100% SWD: 6.82%	%age of 11th grade students considered conditionally ready/ready for College Mathematics All Students: 30% Foster: N/A English Learners: 17% Low Income: 30% Special Education: 10% Data Source: Data Quest
K-2 Local Assessment BPST Basic Phonics Skills Test	% Met or exceeded grade level expectations K-42% 1st-41% 2nd-46% 2nd Grade Lexile-32%	2021-2022 (Local Data-2021-2022) All Students: K-44% 1-25% 2-37% Foster:	2022-2023 (Local Data-2022-2023) All Students: K-56% 1-28% 2-27% Foster:	2023-2024 (Local Data-2023-2024) All Students: K-36.3% 1-55.6% 2-52.4% Foster:	All Students improve by 15% % Met or exceeded grade level expectations K-48% 1st-47%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		K-N/A 1-N/A 2-25% English Learners: K-34% 1-17% 2-33% Low Income: K-44% 1-23% 2-34% Special Education: K-21% 1-1% 2-26%	K-33% 1-50% 2-17% English Learners: K-51% 1-21% 2-19% Low-Income: K-54% 1-26% 2-32% Special Education: K-30% 1-7% 2-33% Basic Phonics Skills Test (BPST)	K- NA 1- 0% 2- NA English Learners: K-30% 1-37.1% 2-39.1% Low-Income: K-34% 1-54.2% 2-50.7% Special Education: K-30.3% 1-25.9% 2-18.7% Basic Phonics Skills Test (BPST - January 2024 results)	2nd-53% 2nd Grade Lexile-37% (Local Data)
3-8 Local Assessments Overall Lexile	3-8 Student Lexile Score 42% Met or exceeded grade level expectations 2021-2022 Utilized iReady to calculate Lexile. This tool will be utilized for remainder of this LCAP	2021-2022 (Local Data-2021-2022) All Students: 51% Foster: 37% English Learners: 30% Low Income: 49% Special Education: 13%	Met or exceeded grade level expectations (Local Data-2022-2023) All Students: 43% Foster: 29% English Learners: 17% Low-Income: 41% Special Education: 9% Mid-Year Lexile Level Reading Inventory SRI Lexile Scale	Meeting or Exceeding Grade Level 2023-2024 (Local Data-2023-2024) All Students: 55% Foster: 100% English Learners: 31% Low-Income: 61% Special Education: 15% Mid-Year Lexile Level Reading Inventory SRI Lexile Scale	All Student groups improve by 15% (Local Data)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
K-5 Math Local Assessment	45% Met or exceeded grade level expectations 2021-2022 Utilized iReady to calculate Quantile. This tool will be utilized for remainder of this LCAP	2021-2022 (Local Data-2021-2022) All Students: 24% Foster: 27% English Learners: 14% Low Income: 22% Special Education: 8%	Met or exceeded grade level expectations (Local Data-2022-2023) All Students: 51% Foster: 60% English Learners: 43% Low-Income: 50% Special Education: 27% Mid Year Quantile Scale, March 2023	Meeting or Exceeding Grade Level 2023-2024 (Local Data-2023-2024) All Students: 71% Foster: 100% English Learners: 62% Low-Income: 69% Special Education: 47% Mid Year Quantile Scale, March 2024	Increase of 15% across each grade level All Students groups improve by 15% (Local Data)
6-8 Math Local Assessment	30% Met or exceeded grade level expectations	2021-2022 (Local Data-2021-2022) All Students: 24% Foster: 22% English Learners: 2% Low Income: 23% Special Education: 3%	Met of exceeded grade level expectations (Local Data-2022-2023) All Students: 29% Foster: 17% English Learners: 4% Low-Income: 25% Special Education: 7% Mid Year Quantile Scale, March 2023	Meeting or Exceeding Grade Level 2023-2024 (Local Data-2023-2024) All Students: 33% Foster: 50% English Learners: 6% Low-Income: % Special Education: % Mid Year Quantile Scale, March 2024	Increase of 15% across each grade level All students groups improve by 15% (Local Data)
3-8 Reading Local Assessment (New Metric in 2022-2023)	Met or exceeded grade level expectations Baseline (2021-2022) All Students: 30% Foster: 31% English Learners: 10%	2021-2022 (Local Data-2021-2022) All Students: 30% Foster: 31% English Learners: 10% Low Income: 26% Special Education: 6%	Meeting or Exceeding Grade Level 2022-2023 (Local Data-2022-2023) All Students: 29% Foster: 18% English Learners: 6% Low-Income: 16%	Meeting or Exceeding Grade Level 2023-2024 (Local Data-2023-2024) All Students: 30% Foster: 66% English Learners: 9% Low-Income: 32%	Increase of 15% across each grade level All students groups improve by 15% (Local Data)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income: 26% Special Education: 6%		Special Education: 2% iReady Overall Relative Placement, March 2023	Special Education: 0% iReady Overall Relative Placement, March 2024	

Goal Analysis

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

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

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

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

The actions outlined in Goal 2 supported the progress toward meeting the goal.

Action 2.1 - Alignment of Instruction

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. KCUSD continues to purchase textbooks and provide ongoing professional development to teachers and administrators on effective use of adopted materials.

Action 2.2 - Teacher Resources for Instruction

Implementation Status: Discontinued Action

This action was not utilized in 2023-2024. This action will be removed in the 2024-2025 LCAP.

Action 2.3 - Baseline VAPA and Physical Education Techs

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Additional time allocated through action 2.25 has allowed more effective implementation of this action.

Action 2.4 - Additional Instructional Aides

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Action was implemented as planned with additional positions continued in 23-24 in support of classroom instruction.

Action 2.5 - Transportation to Reduce Loss of Instructional Time

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. In order for our English Learners, foster youth, low-income students to participate in athletics and maximize their time in the classroom KCUSD continued to provide additional bus drivers to limit the amount of time students must leave their school site before dismissal time, thereby increasing instructional time and access to learning.

Action 2.6 - System and Accountability Team

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This team supported site leaders and teachers to identify achievement gaps and inform instructional and programmatic decisions. Additionally, this team collected and analyzed student achievement data for KCUSD's comprehensive needs assessments.

Action 2.7 - Instructional Coaches

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Instructional coaches were assigned to school sites to support teachers with best practices.

Action 2.8 - Educational Programs Department

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. The Educational Programs Department continues to support the monitoring of student achievement and implementation of the LCAP to sustain continuous improvement.

Action 2.9 - Foster/Homeless Youth Liaison

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. KCUSD's liaison continues to be responsible for ensuring foster/homeless students are connected to resources necessary to fully access their education.

Action 2.10 - Infant CVRC

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Infant program provided support for student achievement through preschool. This action corresponds with students served through CVRC (Infant age 0-3)

Action 2.11 - State Preschool Program

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action provided State Preschool Programs at the majority of district schools.

Action 2.12 - Technology Department

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action provided baseline technology supports for the purpose of increasing student achievement across KCUSD.

Action 2.13 - Supplemental Technology

Implementation Status: 5 – Full Implementation

No substantive difference in planned action compared to the actual implementation. This action supported the purchasing of additional computers to ensure 1:1 access in classrooms, computers that students can utilize at home, when necessary, mobile hotspots to support students that do not have internet at home, and additional instructional technology to support the delivery of instruction in classrooms.

Action 2.14 - Supplemental Instructional Resources

Implementation Status: Full Implementation

No substantive difference in planned action compared to the actual implementation. These additional resources supported sites with additional resources to address learning gaps and to provide both intervention, enrichment and additional support for low-income students.

Action 2.15 - NGSS Support

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action increased access to research-based curriculum and effective strategies for the successful implementation of science standards and professional development for teachers.

Action 2.16 - Supplemental Support for Students with Disabilities
Implementation Status: Full Implementation

No substantive difference in planned action compared to the actual implementation. The additional days for Learning Center staff allowed them to participate in data analysis and develop and implement tiers of support to increase academic achievement in the general education classroom. In addition, this additional support provided English learners, low-income, and foster youth students with disabilities with greater access to state standards and instruction.

Action 2.17 - Expanded TK/Kindergarten Minutes
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action continues to increase the amount of learning time for kindergarten students. As regulations continue to change for transitional kindergarten, this action may need to be modified to include additional staff in the future.

Action 2.18 - Elimination of Combination Classes at Dunlap and Sheridan
Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Additional staffing was continued to support the priority of eliminating combination classes.

Action 2.19 - Supplemental Professional Development
Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action provided supplemental professional development and leadership for the purpose of increasing student achievement to site leaders, teachers and staff.

Action 2.20 - Sci-Con
Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Identified students attended a multiple day science camp where they received standards aligned lessons while experiencing science in nature that will support standards-based instruction in the classroom.

Action 2.21 - Mitigating Potential Overidentification in Special Education
Implementation Status: 5 – Initial Implementation

No substantive difference in planned action compared to the actual implementation. These positions continue to provide support to school sites, teachers and case managers through the Student Study Team process and deliver professional development for staff. Through the services provided by this action, students have greater access to interventions, best practice strategies that support English learners, low-income, and foster youth students for the purpose of preventing potential overidentification. A standardized SST system utilizing new online software that integrates with our student information system is currently being explored.

Action 2.22 - Intervention Teachers

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Intervention teachers increased the amount of additional learning through strategic support of foundational skills and support practice to help students perform at grade level. Intervention teachers were assigned to school sites this past year, rather than roving the district. This resulted in improved relationships with students and more effective intervention classes.

Action 2.23 - Baseline Library Services

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Library services were continued through this baseline action.

Action 2.24 - Opportunity Program

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Through smaller classroom settings Opportunity Program teachers were able to support students through more personalized intervention in small group instruction, mentoring and social emotional support.

Action 2.25 - Additional FTE for VAPA and PE Techs

Implementation Status: 5 – Full Implementation

No substantive difference in planned action compared to the actual implementation. KCUSD provided VAPA and PE in support of core instructional activities aligned to ELA standards. This action provided additional hours for current VAPA and PE techs to coordinate activities that supported the specific needs of English learners, low-income students and foster youth through scaffolding of instruction, collaboration time with site and District administration and instructional coaches to improve the quality and alignment of VAPA and PE instruction in support of literacy.

Action 2.26 - Supplemental Supports for Preschool

Implementation Status: Full Implementation and Sustainability

Due to increased preschool funding from the state, district preschools were self sustaining in 23-24. Due to the increase, no supplemental and concentrated dollars were needed to support preschool programs.

Action 2.27 - Supplemental Library Services

Implementation Status: Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action allowed for students to continue their learning beyond the classroom and access to tools they would otherwise not have.

Action 2.28 - Homeless Supports

Implementation Status: Full Implementation and Sustainability

No substantive differences in the planned action and actual implementation. Utilizing federal funding, materials and supplies such as clothing, hygiene products, and technology were purchased to support our district's homeless students.

Overall Successes:

Kings Canyon Unified successfully implemented targeted professional development for teachers focused on curriculum, online tools, and the collaborative team processes. In addition, the Curriculum and Instruction department was successful in filling all instructional coaching positions and intervention teacher positions. Both instructional coaches and intervention teachers were assigned to school sites enabling them to building strong teacher-student and instructional coach-teacher relationships, allowing for a more individualized support approach. A Data Systems and Accountability Team was successfully implemented, ensuring accurate student information system data and timely progress monitoring of student attendance and academic performance. KCUSD also continued support for our foster and homeless youth through positions like the Foster/Homeless Liaison and provision of supplemental resources. Finally, all students had access to state-of-the-art technology at all school sites as well as at home, enhancing access to educational resources as a result of the successful implementation of our technology department, supplemental technology tools, and supplemental resources actions.

Overall Challenges:

While KCUSD experienced many success in the implementation of planned actions in Goal 2, there were also some challenges. While the implementation of a Foster/Homeless Youth Liaison was successfully implemented, this position was housed at Reedley High School. Because Reedley High can be a busy school site with many student needs, this created a challenge for the liaison to serve homeless youth at all other school sites across the district. Our technology department experienced challenges providing hotspots with internet access to some of our mountain communities due to phone service connectivity issues. While intervention teachers were successfully implemented at all school sites, we did experience some challenges with incorporating them into grade level collaborative team meetings at their shared sites to contribute to discussion about struggling 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.

There was a material difference between planned and estimated actual expenditures for the following action:

Action 2.1: The estimated actual expenditures in action 2.1 were significantly less than planned. This was a result of not needing new textbook adoptions as previously anticipated.

Action 2.2: The estimated actual expenditures for this action were significantly less than planned. KCUSD previously utilized an online resource/curriculum hosting service for teacher curriculum. However, with the heavy reliance on Google tools and our district website, the online hosting platform is no longer needed.

Action 2.10: The estimated actual expenditures for action 2.10 was higher than planned expenditures. This was due to a construction project for KC Kids that was originally planned for in 22-23, but was not completed until this year (23-24).

Action 2.11: The estimated actual expenditures for action 2.11 was higher than originally planned. This was due to increased funding for our state preschool program, enabling the program to be more self sustainable moving forward.

Action 2.14: The estimated actual expenditures for supplemental instructional resources in action 2.14 was lower than planned expenditures. These funds were reallocated to other adopted increased and improved actions where additional funding was needed to best support English Learners, Foster Youth and low-income students.

Action 2.15: The estimated actual expenditures for action 2.15 was higher than planned expenditures. This was a result a result of under budgeting the total salaries and benefits for the instructional coach that filled this position.

Action 2.16: The estimated actual expenditures for action 2.16 was higher than planned expenditures. This was due to the increased needs of our low income, English learners, and foster youth students with disabilities, resulting in additional staff and additional hours for our existing support staff.

Action 2.19: The estimated actual expenditures for action 2.19 was lower than planned expenditures. KCUSD values professional development for all staff, both certificated and classified. However, we did not utilize outside contracts to provide professional development in 23-24. Rather, we utilized existing district staff with strengths in particular areas relevant to the training being provided.

Action 2.20: The estimated actual expenditures for action 2.20 was lower than planned expenditures. This was a result of KCUSD being allowed to utilize a credit that was available due to not being able to participate during the pandemic. Material difference did not impact the implementation of the existing program.

Action 2.21: The estimated actual expenditures for action 2.21 was lower than planned expenditures. This was a result of over budgeting the total salaries and benefits for the two employees that filled these psychologist and program specialist positions.

Action 2.22: The estimated actual expenditures for action 2.22 was lower than originally planned. This was due to over budgeting the total salaries and benefits needed for the intervention teachers that filled these positions.

Action 2.24: The estimated actual expenditures for action 2.24 was higher than planned expenditures. As a result of exhausted one time funding, we added a third Opportunity teacher to this action to support our struggling low income students, English learners, and foster youth.

Action 2.26: The estimated actual expenditures for action 2.26 was significantly lower than planned. Due to increased preschool funding from the state, district preschools were self sustaining in 23-24. Due to the funding increase, no supplemental and concentrated dollars were needed to support preschool programs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 input from educational partners and metrics.

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

The actions outlined in Goal 2 helped make progress towards the LEA's goal:

Action(s): 2.6 and 2.8

Effectiveness of Action(s): Effective

Metric(s): %age of students who meet or exceed standards on the Smarter Balanced ELA Assessment, %age of students who meet or exceed standards on the Smarter Balanced Math Assessment, School Dashboard 2022 ELA Distance from Standard by Student Group, School Dashboard 2022 Math Distance from Standard by Student Group, %age of 11th grade students considered conditionally ready/ready for College English, %age of 11th grade students considered conditionally ready/ready for College Mathematics

Analysis Statement:

These actions were effective in increasing student achievement of our low income, English learners, and foster youth students in Kings Canyon Unified. The actions target the monitoring of student progress and continue to support planning for continuous improvement. The metrics used to identify progress show that all student groups showed improvement on one or more metrics. Low income students and foster

youth students improved their performance on the ELA and Math CAASPP assessment as measured by the percentage meeting or exceeding standards and the distance from met data. While English learner students did not increase on the meets/exceeds standards metric, they did increase in math as measured by the distance from met data and both ELA and Math as measured by the percentage of students considered conditionally ready for college level coursework. We attribute this improvement to improved data systems (Data System and Accountability Team) that allow for disaggregated student data and more intentionally prescribed student supports.

Action(s): 2.3, 2.4 and 2.25
Effectiveness of Action(s): Effective

Metric(s): %age of students who meet or exceed standards on the Smarter Balanced ELA Assessment, %age of students who meet or exceed standards on the Smarter Balanced Math Assessment, School Dashboard 2022 ELA Distance from Standard by Student Group, School Dashboard 2022 Math Distance from Standard by Student Group, %age of 11th grade students considered conditionally ready/ready for College English, %age of 11th grade students considered conditionally ready/ready for College Mathematics,

Analysis Statement:

These actions were effective in increasing the student achievement of low income students, English learners, and foster youth and outline the types of supplemental classified staff that provide support for continuous improvement. The metrics used to identify progress show that all student groups showed improvement in one or more metrics. Low income students and foster youth students improved their performance on the ELA and Math CAASPP assessment. While English learner students did not increase on the meets/exceeds standards metric, they did increase in math as measured by the distance from met data and both ELA and Math as measured by the percentage of students considered conditionally ready for college level coursework. Improved low income, English learner, and foster youth student performance is attributed to increased access to visual and performing arts and physical education opportunities, increasing student connectedness and motivation at school.

Action(s): 2.9 (Foster Homeless Youth Liaison), 2.10 (Infant CVRC), 2.11 (State Preschool), 2.16 (Supplemental Support), 2.21 (SPED Mitigation), 2.24 (Opportunity Program) and 2.26 (Supplemental Preschool Support)
Effectiveness of Action(s): Effective

Metric(s): %age of students who meet or exceed standards on the Smarter Balanced ELA Assessment, %age of students who meet or exceed standards on the Smarter Balanced Math Assessment, School Dashboard 2022 ELA Distance from Standard by Student Group, School Dashboard 2022 Math Distance from Standard by Student Group, %age of 11th grade students considered conditionally ready/ready for College English, %age of 11th grade students considered conditionally ready/ready for College Mathematics.

Analysis Statement:

These actions were effective in increasing student achievement and outline the supports KCUSD provides for students with unique needs, including Foster and Homeless Youth, low income students, English learners, infant/toddler students with disabilities, preschool, students with disabilities, and struggling middle and high school students. These actions allow for continued support of these students by providing

differentiated academic and behavior supports for continuous improvement. For example, providing programs that build strong academic, behavioral, and social foundations for students in the very early grades, such as our infant CVRC program and preschool programs, is imperative to success in later years. Opportunity Programs provide small group instruction and differentiated academic support to meet students where they are. The metrics used to identify progress for these actions and local data analysis show that all student groups, including low income, English learners, and foster youth, showed improvement on one or more metrics.

Action(s): 2.1, 2.2, 2.7, 2.14, 2.15 and 2.19
Effectiveness of Action(s): Effective

Metric(s): %age of students who meet or exceed standards on the Smarter Balanced ELA Assessment, %age of students who meet or exceed standards on the Smarter Balanced Math Assessment, School Dashboard 2022 ELA Distance from Standard by Student Group, School Dashboard 2022 Math Distance from Standard by Student Group, %age of 11th grade students considered conditionally ready/ready for College English, %age of 11th grade students considered conditionally ready/ready for College Mathematics.

Analysis Statement:

These actions were effective in increasing student achievement of low income students, English learners, and foster youth students and outline the supports and resources in place to help teachers deliver instruction and help organize the delivery of instruction across the grade spans in KCUSD. These actions included instructional coaching, supplemental resources, and professional development specific to best practices and the PLC process. Low income students, English learners, and foster youth often lack access to educational resources at home. Making these available for students increased opportunities for them to engage in learning. Instructional coaching was imperative to ensuring teachers mastered their use of evidence based instructional practices to meet the needs of low income, English learners, and foster youth, such as strategies to teach academic vocabulary and scaffolding instruction. The metrics used to identify progress show that low income students, English learners, and foster youth all showed growth on one or more metrics.

Action(s): 2.5, 2.12, 2.13, 2.17, 2.18, 2.20, 2.22, 2.23, and 2.27
Effectiveness of Action(s): Effective

Metric(s): %age of students who meet or exceed standards on the Smarter Balanced ELA Assessment, %age of students who meet or exceed standards on the Smarter Balanced Math Assessment, School Dashboard 2022 ELA Distance from Standard by Student Group, School Dashboard 2022 Math Distance from Standard by Student Group, %age of 11th grade students considered conditionally ready/ready for College English, %age of 11th grade students considered conditionally ready/ready for College Mathematics.

Analysis Statement:

These actions were effective in increasing student achievement and outline the academic supports in place to support low income, English learners, and foster youth students in Kings Canyon Unified. This included supplemental library services to promote increased opportunities for low income, English learners, and foster youth students to read and explore literature. KCUSD eliminated combination classes to maximize access to grade level standards and academic support, as low income, English learners, and foster youth lack access to

educational resources at home. Increased instructional minutes for TK and Kindergarten students give them more time in front of a teacher, exposed to academic vocabulary and state academic standards. Intervention teachers worked with our struggling low income, English learner, and foster youth students, differentiating the support based on individual student needs. Finally, experiential learning through the annual science camp increased engagement and motivation for our low income students, English learners, and foster youth. The metrics used to measure progress show that all student groups showed improvement on one or more of the identified metrics.

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

While the actions outlined in Goal 2 were all proven to be effective, the following changes will be made for the 2024-2025 LCAP:

Action 2.2: This action will be discontinued, as a curriculum hosting platform is no longer needed to house district online curriculum.

Action 2.10: This action will include additional special education techs to increase support for students with disabilities.

Action 2.16: This action will be adjusted in 2024-2025. This instructional coach position will focus on supporting new teachers rather than focus on science instruction.

Action 2.18: This is a new action for 2024-2025. An Early Literacy Coordinator will be hired to focus on literacy instruction for students in grade PK - 2, in effort to ensure all students are reading on grade level by the end of second grade.

Action 2.22: The budget in the supplemental preschool support action is significantly reduced for the upcoming year due to increased state preschool funding.

Action 2.28: This is a new action for 2024-2025. Professional development specific to working as collaborative teams through the PLC process, specifically at Citrus and Grant MS, will be provided to support the achievement of our students with disabilities.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of English Learner students who score proficient (level 4) on the English Language Proficiency for Summative ELPAC, or subsequent assessment of English proficiency approved by the State Board of Education	On the 2018-19 English Language Proficiency for Summative ELPAC , 16.4% of EL students scored Proficient or Level 4	On the 2020-2021 English Language Proficiency for Summative ELPAC , 8.04% of EL students scored Proficient or Level 4 Data Year: 2020-2021 Data Source: Data Quest	On the 2021-2022 English Language Proficiency for Summative ELPAC , 15.37% of EL students scored Proficient or Level 4 Data Year: 2021-2022 Data Source: Data Quest	English Learners: 15.77% Data Source: DataQuest 2022-2023	26% of the EL students will score Proficient or Level 4 on the English Language Proficiency for Summative ELPAC, or subsequent assessment of English proficiency approved by the State Board of Education
Percentage of student making progress toward the English language proficiency according to the 2019 CA Dashboard	On the 2019 CA School Dashboard the percentage of EL students making progress to English language proficiency is 52.4%	(ELPI was suspended in 2020. In lieu of this data, ELPAC results are reported below) ELPAC Level 4- 8.04% Level 3- 34.33% Level 2- 39.12% Level 1- 18.51% Data Year: 2020-2021	ELPI was reintroduced to the California School Dashboard in 2022. ELPI Results for 2022 Students showing progress: 55% ELs who decreased at least one ELPI Level: 15.1%	English Learners: 47.8% Data Source: CA Dashboard 2022-2023	57% of EL students demonstrate that they are making progress towards English language proficiency as demonstrated on the CA School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Data Quest	ELs who Maintained ELPI Levels 1-3H: 29.9% ELs who Maintained ELPI Level 4: 1.1% ELs who Progressed at Least One ELPI Level: 53.9% 2022 California School Dashboard		
%age of students reclassified to redesignate to Fluent English Proficient	In 2019-2020 18.7% of EL students redesignate to Fluent English Proficient according to CDE Data Quest	In 2020-2021 4% of EL students reclassified to Fluent English Proficient Data Year: 2020-2021 Data Source: Data Quest	In 2021-2022 7.4% of EL students reclassified to Fluent English Proficient Data Year: 2021-2022 Data Source: Data Quest, CA Dept of Education, CALPADS EOY 2.16, EOY 8.1	17% of EL students reclassified Data Source: Local Data/CALPADS 2022-2023	23% of EL students will redesignate to Fluent English Learners Proficient according to CDE Data Quest

Goal Analysis

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

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

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

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

The actions outlined in Goal 3 supported the progress toward meeting the goal.

Action 3.1 - Bilingual Instructional Aides

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. In 2023-2024, there were some additional FTE added to increase the number of aides available to provide support for EL students.

Action 3.2 - ELD Instructional Coach

Implementation Status: 2 - Beginning Development

In 2023-2024, this position was not filled. The expectation is that this position will be filled prior to the school year in 2024-2025.

Action 3.3 - ELD Instruction and Professional Development

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. In 2023-2024, we planned to expand training and provide additional support to all teachers so that they may become more effective in providing integrated and designated ELD to further improve reclassification of EL students. While KCUSD did not contract with professional development consultants as planned, ELD instructional support and professional development was provided in house, utilizing general instructional coaches, teachers on special assignment, and the district EL Program Specialist.

Action 3.4 - Language Acquisition Software and Supplemental Materials

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Students are actively using the supplemental materials to improve language acquisition and accelerate reclassification.

Action 3.5- Promoting Biliteracy and Cultural Awareness

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. The purchase of materials and supplies promoted biliteracy and cultural awareness to increase bilingualism among all students while fostering the strength of English learners.

Action 3.6 - Extended Day Intervention

Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. This action continued the Saturday Academic Language Academy (SALA). In 2023-2024, there are plans to expand this action by providing an additional Saturday academy in the fall and transportation

Action 3.7 - ELD/Migrant Program Specialist
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. The ELD Program Specialist continued to assist principals and teachers with progress monitoring and instructional practice, and provide parent education opportunities to support language acquisition and student achievement.

Action 3.8 - ELD Monitoring Progress
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. KCUSD continued to purchase ELD curriculum and assessments in order to effectively collect data and provide the needed instructional materials to support English learners' language acquisition, vocabulary development, and mastery of grade level standards.

Action 3.9 - Extra Support for Assessments
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. Progress monitoring continues to be an integral strategy for academic achievement for EL students and the additional testing support provide an optimal testing environment for student success by allowing for smaller group testing environments and additional support as needed.

Action 3.10 - Migrant Program
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. The Migrant Program continues to support students in collaboration with FCSS. Saturday academies and parent workshops were provided in the Spring for our migrant students and parents, facilitated by our ELD/Migrant Program Specialist and our Migrant Coordinator.

Action 3.11 - English Learner Support - TSAs
Implementation Status: 5 – Full Implementation and Sustainability

In 2023-2024, KCUSD only filled one of the teacher on special assignment positions. This TSA supported site teams with parent outreach, analysis of student progress data, and provided support for both program compliance and EL student testing. KCUSD plans to fill the second TSA position for the 2024-2025 school year.

Action 3.12 - Supplemental Supports for Migrant Program
Implementation Status: 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation. These continued supports allowed Migrant Program students to receive the supplemental support they needed to continue to increase academic achievement through coordination of community resources, extended day support, summer work study programs, and supplemental materials and supplies.

Overall Successes:

Kings Canyon Unified experienced many successes in the implementation of actions in Goal 3. First and foremost, an ELD/Migrant Program Specialist was funded to provide oversight to the English Learner and Migrant programs. This person was instrumental in ensuring program compliance and EL student support throughout the year. The ELD/Migrant Program Specialist also led professional development with administrators, teachers, and TSAs. Districtwide, bilingual instructional aides were assigned to classrooms with the largest number of EL students, providing students with differentiated support, based on their language ability. All school sites provided students with intervention opportunities both during the day and after typical school hours. Most notably, Saturday Academic Language Academies were provided for EL and Migrant students in both the fall and spring semesters, serving over 200 students throughout the year.

Overall Challenges:

While many actions were successfully implemented in 2023-2024, there were also challenges in fully implementing actions in Goal 3. KCUSD intended to hire an ELD Instructional Coach to focus on working with teachers and providing site specific professional development. However, this position was difficult to fill and the district did not find the right person. In addition, action 3.11 was to continue to fund two teachers on special assignment focused on parent outreach, EL student testing, and program compliance. Due to a shortage of qualified applicants, KCUSD was only able to fill one of the positions. It is our intent to fill both TSA positions in 24-25.

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

There was a material difference between planned and estimated actual expenditures for the following actions:

Action 3.2: The estimated actual expenditure for action 3.2 was lower than planned expenditures. This was a result of the ELD Coach position not being hired in 2023-2024. KCUSD plans to fill the ELD Instructional Coach position prior to the start of the 2024-2025 school year.

Action 3.3: The estimated actual expenditure for action 3.3 was lower than planned expenditures. This was a result of several consultants not being utilized in 2023-2024. In addition, funds were budgeted for our supplemental and concentrated funded staff members in preparation for salary increases. These increased salary costs are accounted for in various other actions, resulting in lower than expected actual expenditures in action 3.3.

Action 3.6: The estimated actual expenditure for action 3.6 was lower than planned expenditures. KCUSD did not need to renew a contract for supplemental software in 2023-2024. These funds will be reinvested in contributing actions in 24-25.

Action 3.8: The estimated actual expenditure for action 3.8 was lower than planned expenditures. This was a result of fewer materials and supplies and extra pay being needed in 2023-2024.

Action 3.11: The estimated actual expenditures were lower than planned expenditures. This was a result of only filling one of the two TSA positions in 23-24. We expect to fill both positions in 24-25.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 3 helped make progress towards the LEA’s goal: All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining proficiency in ELA and Math.

Action(s): 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11 and 3.12

Effectiveness of Action(s): Somewhat Effective

Metric(s): %age of English Learner students who score proficient (level 4) on the English Language Proficiency for Summative ELPAC, or subsequent assessment of English proficiency approved by the State Board of Education, Percentage of students making progress toward the English language proficiency according to the 2023 CA Dashboard, %age of students reclassified to Fluent English Proficient, CAASPP Scores for ELA/Math

Analysis Statement:

Through the actions in Goal 3, English Learners in Kings Canyon Unified have made academic growth in ELA and Math as well as made progress towards attaining English language proficiency. In 2020-2021, only 8% of EL students scored at a level 4 on the annual summative ELPAC assessment. In 2021-2022, 15.37% of EL students scored at a level 4. Most recently, in 2022-2023, 15.77% of EL students scored at a level 4 on the summative assessment. Similarly, in 2020-2021, only 4% of our EL students were reclassified as fluent English proficient. In 2021-2022, that number increased to 7.4% of our EL students. Most recently, in 2023-2024, 17% of English learners earned ELPAC and CAASPP scores high enough to be redesignated as fluent English proficient. In 2023-2024, educational partner input, particularly from parents, highlighted how important the extended day opportunities have been for their children. They specifically referenced Saturday Academic Language Academies and the impact it has had on their child's readiness in the classroom during the typical school day. Successes in Goal 3 can largely be attributed to the effective integration of work between the Migrant Program, English Learner Department, and district Curriculum and Instruction department.

While there has been some growth in performance on the summative ELPAC assessment and EL student reclassification rates, English learners need continued academic support in core areas such as English Language Arts and Math, as evidenced by CAASPP scores in the metrics section. While CAASPP scores improved from year 1 to year 3, they declined in both ELA and Math in the past school year. Math scores for our EL students decreased from 16.55% meeting or exceeding standards in 2021-2022 to 15.2% of EL students meeting or exceeding in 2022-2023. Similarly, only 16.5% of English learners met or exceeded standards on the ELA CAASPP compared to 18.99% the previous year. This year, seven of our district schools were red on the CA dashboard for the English Language Progress Indicator (ELPI), resulting in new or adjusted actions to increase support for our EL students in the 2024-2025 LCAP.

While we have rated the actions in Goal 3 as "somewhat effective", we believe that continued refinement of the implementation of our existing actions will continue to support growth in our English learner achievement.

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

In our 2024-2025 LCAP, KCUSD will make changes/adjustments to the following actions as result of our reflections:

Action 3.2 (ELD Instructional Coach)- Action 3.2 was not implemented in 23-24. This action is planned to be fully implemented in 24-25 to support our instructional coaches and classroom teachers with best practices for English learners.

Action 3.3 (ELD PD) - Action 3.3 includes adjustments in response to ELPI scores in 2022-2023. In 22-23 and 23-24, KCUSD provided "blanket", general professional development specific to best instructional practices for English learners. However, there was not enough individual school site and teacher follow up on the implementation of EL instructional practices and the effectiveness of those practices. In 24-25, professional development will be provided at all schools district wide and the district ELD instructional coach will provide follow up and support for instructional coaches and teachers. Support will include modeling of instructional practices and observational feedback to coaches and teachers. While professional development will be provided and supported district wide, there will be a specific focus on the following district school sites: AL Conner, Dunlap, Sheridan, Washington, Great Western, Kings Canyon High School, and Reedley High School.

Action 3.11 (EL Support - TSAs) - Action 3.11 was partially implemented this past year and was somewhat effective. In 24-25, KCUSD plans to fill both TSA positions and to shift the position responsibilities to include more on site support for teachers and long term English learners, rather than a primary focus on compliance tasks. Action 3.11 has become action 3.4 in the 24-25 LCAP.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate	90.2% (California Dashboard-Data Quest) 2019-2020	2020-2021 All Students: 79.4% Foster: N/A English Learners: 59.95% Low Income: 78.8% Special Education: 48.1% Data Year: 2020-2021 Data Source: Data Quest	2021-2022 All Students: 86.5% Foster: 67% English Learners: 73.1% Low Income: 85.7% Special Education: 44.4% Data Year: 2021-2022 Data Source: Data Quest, CA Dashboard	All Students: 87.4% Low Income: 86.9% English Learners: 72.5% Foster Youth: N/A SWD: 57.7% Data Source: Data Quest	Cohort Graduation Rate will be above 90% All Students: >90% Foster: N/A English Learners: 70% Low Income: 90% Special Education: 60% Data Year: 2022-2023 Data Source: Data Quest
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California	54.6% (Data Quest) 2019-2020	2020-2021 All Students: 43.2% Foster: 50% English Learners: 17.6% Low Income: 41.3% Special Education: 20%	2021-2022 All Students: 40.6% Foster: 100% English Learners: 11.7% Low Income: 37.9% Special Education: 11.5% Data Year: 2021-2022	All Students: 43.5% Low Income: 42.8% English Learners: 9.7% Foster Youth: 50% Data Source: CALPADS 2022-2023	The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and the California State University(A-G)		Data Year: 2020-2021 Data Source: CALPADS	Data Source: CALPADS		State University(A-G) will be 65% All Students: 65% Foster: 60% English Learners: 25% Low Income: 65% Special Education: 30% Data Year: 2022-2023 Data Source: CALPADS
CTE Participation Rate	24.1% (CALPADS-1.21 and 3.14) 2019-2020 Adjusted due to inaccurate projection	2020-2021 All Students: 65.9% Foster: 64.3% English Learners: 47.3% Low Income: 64.8% Special Education: 56.3% Data Year: 2020-2021 Data Source: CALPADS	2021-2022 All Students: 55.5% Foster: 30.8% English Learners: 23.2% Low Income: 54.5% Special Education: 34.2% Data Year: 2021-2022 Data Source: CALPADS (8.1, 3.15, 3.20)	All Students: 58.2% Low Income: 57.5% English Learners: 28.21% Foster Youth: N/A Data Source: Local Data 2022-2023	CTE Participation Rate will be more than 35% All Students: 70% Foster: 69% English Learners: 52% Low Income: 61% Special Education: 61% Data Year: 2022-2023 Data Source: CALPADS
%age of students having access to a broad course of study	100% (Local Indicator)	100% (Local Indicator)	100% (Local Indicator)	100% (Local Indicator)	%age of students having access to broad course of study will be 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate	2.9% (CALPADS-Data Quest) 2019-2020	High School Dropout Rate Moved to Goal 5	High School Dropout Rate Moved to Goal 5	High School Dropout Rate Moved to Goal 5	High School Dropout Rate will be less than 2%
Middle School Dropout Rate	.0% (CALPADS-CALPADS 1.21 and 1.14) 2019-2020	Middle School Dropout Rate Moved to Goal 5	Middle School Dropout Rate Moved to Goal 5	Middle School Dropout Rate Moved to Goal 5	Middle School Dropout Rate will be less than .2%
AP Course Exam Passing Rate	65.1% (Data Quest) 2019-2020	2020-2021 All Students: 31% Foster: 50% English Learners: 68% Low Income: 28% Special Education: 33% Data Year: 2020-2021 Data Source: College Board	2021-2022 All Students: 33.9% Foster: 0% English Learners: 57% Low Income: 33.8% Special Education: 50% Data Year: 2021-2022 Data Source: College Board	All Students: 32% Foster: 0% (0 foster students took an AP Exam) English Learners: 33.3% (1/3 exams passed) Low Income: 33.8% (142/432 exams passed) Special Education: 0% (0/1 exams passed) Data Source: AP Score Distribution Report 2022-2023, College Board	AP Course Exam Passing Rate will improve to 70% All Students: 65% Foster: 50% English Learners: 70% Low Income: 35% Special Education: 35% Data Year: 2022-2023 Data Source: College Board
CTE Pathway Completion Rate	CTE Pathway Completion Rate - 18%	CTE Pathway Completion Rate - 33%	CTE Pathway Completion Rate: 14.3% Data Year: 2021-2022	All Students: 51%	Percentage of students that complete CTE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2020-2021 Data Source: CALPADS	Data Source: CALPADS	Data Source: CALPADS 22-23	pathway will be higher than 25%
A-G Completion and CTE Pathways Completion Rate	84% of A-G eligible students are also CTE completers* (Preliminary 2021 Data) Adjusted due to inaccurate projection	2020-21 A-G + CTE Completion Rate 47.1% Data Year: 2020-2021 Data Source: CALPADS	2021-22 A-G + CTE Completion Rate: 31.6% Data Year: 2021-2022 Data Source: CALPADS	All Students: 24% Data Source: CALPADS 22-23	89% of A-G eligible students are also CTE completers
%age of students report that "I feel this school is the right place for me." on the Annual Student Survey (School Connectedness) New Metric 2021-2022	86.65% of students in grades 3-12 report that "I feel like this school is the right place for me." (Local Data)	Baseline established in 2021-2022 (Local Data)	84% of students in grades 3-12 report that "I feel like this school is the right place for me." (Local Data)	83% of students in grades 3-12 report that "I feel like this school is the right place for me." Data Source: Local Data- 2022-2023	90% of all students will report "I feel like this school is the right place for me" on the annual student survey.

Goal Analysis

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

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

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

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

The actions outlined in Goal 4 supported the progress toward meeting the goal.

Action 4.1 - College and Career Guidance and Support

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continues to support college and career readiness through counseling and guidance including career advisors and transition teams.

Action 4.2 - Career Technical Education Support

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to provide a wide range of CTE programs and pathways across the district. Students in these programs were able to utilize industry standard equipment, observe multiple career pathways, visit vocational education programs, gain professional development, develop CTE skills and visit college and university programs.

Action 4.3 - K-8 College and Career Readiness and Awareness

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to provide services targeted for English learners, low-income, and foster youth students to support college and career readiness and awareness through college preparation guidance, A-G requirements workshops, tutorial support and mentoring. College and career exploration activities and coursework expanded to additional K-8 sites in 23-24.

Action 4.4 - Co-Curricular Activities

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to provide elementary, middle and high school athletics, NJROTC, secondary music, art and drama programs and co/extra curricular activities.

Action 4.5 - Supplemental Athletic Resources

Implementation Status: 5 – Full Implementation and Sustainability

This action continued to provide transportation for and materials needed to ensure athletic opportunities are available to low-income students, while minimizing time lost from instruction.

Action 4.6 - Performing Arts

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to offer VAPA across the district from elementary to high school.

Action 4.7 - GATE Program

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to provide early exposure to accelerated learning experiences and supplemental instructional opportunities for low-income, English learners, and foster youth students through the purchasing of supplemental materials and enrichment activities.

Action 4.8 - Increased Supports for VAPA

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to provide support for VAPA across the district. Students participated in KC Showcase, art exhibitions, Oral Interpretation Festival, Peach Blossom Festival, attended local theater events, and participated in many performances.

Action 4.9 - Summer Extended Learning

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD once again conducted a summer learning program to extend learning opportunities to District students as well as provide opportunities to engage in credit recovery, enrichment activities, interventions, remediation, and summer work experience.

Action 4.10 - Student Transition Programs

Implementation Status: 5 – Full Implementation and Sustainability

Student Transition Program was extended in 2023-2024 to include additional transition program staff to support the grade 5 to middle school transition as well as the grade 8 to 9th grade transition.

Action 4.11 - School Connections Counselor

Implementation Status: 5 – Full Implementation and Sustainability

School Connections Counselor continued to work with students with disabilities to ensure students were connected with the academic, behavioral, and socio-emotional supports necessary to fully access their education. This program was expanded in 2022-2023 to include an additional School Connections Counselor (Action 4.19).

Action 4.12 - Health and Nutrition Fitness Program

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD has fully staffed this program to ensure the students at both Reedley High School and Orange Cove High School have access to instruction specific to healthy living.

Action 4.13 - CTE Support - VROP

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to partner with Valley ROP to provide additional Career Technical Education pathways for middle school and high school students.

Action 4.14 - Native American Education Enrichment Program
Implementation Status: 4 – Full Implementation

KCUSD provided workshops to support Native American educational enrichment programs through traditional craft such as art and soap making. The Native American community was also surveyed to identify high interest activities and trips to assist in planning for the 24-25 school year.

Action 4.15 - College and Career Head Counselor
Implementation Status: 5 – Full Implementation and Sustainability

College and Career Coordinator was hired in 2022-2023. This action continues to result in greater consistency across KCUSD in regards to course work, monitoring, and the development of systems to support college and career readiness. This position supports students and counselors at Reedley High School, Orange Cove High School, Kings Canyon Online, and Reedley Middle College High School.

Action 4.16 - Additional Support for Mountain View School
Implementation Status: 5 – Full Implementation and Sustainability

Mountain View School (MVS) added additional teachers to support a new pathway at MVS, called Kings Canyon Learning Academy. Students now have additional time on campus to receive both academic and socio-emotional support.

Action 4.17- Additional Academic Counselors
Implementation Status: 5 – Full Implementation and Sustainability

Two additional academic counselors were hired to serve students at RHS and OCHS. These additional counselors will reduce caseloads for academic counselors resulting in improved student services.

Action 4.18- Agriculture and CTE Pathway
Implementation Status: 2 – Beginning Development

KCUSD plans to improve infrastructure and agricultural facilities for Ag CTE Pathways. To date, plans and estimates have been obtained for the renovation of the current district agricultural facility. KCUSD plans to continue the planning of this project in 2024-2025.

Action 4.19- Expansion of School Connections Program
Implementation Status: 5 – Full Implementation and Sustainability

An additional School Connections Counselor was hired to increase services for our district students with disabilities.

Overall Successes:

Kings Canyon Unified successfully implemented many of the actions to promote a broad spectrum of educational and co-curricular opportunities for students.

Firstly, the district has consistently maintained a team of high school counselors who play a pivotal role in guiding students towards academic success. These counselors not only assist students in navigating graduation requirements and selecting appropriate courses but also provide invaluable support in preparing them for college. Recognizing the importance of student well-being and academic engagement, KCUSD introduced transition counselors dedicated to fostering a sense of belonging among struggling students. This initiative aims to ensure that every student feels connected to the school community and effectively utilizes available academic support resources. The recent addition of an extra academic counselor at each high school further underscores KCUSD's commitment to enhancing student counseling interactions and support for all students.

In effort to prepare students for diverse career pathways, KCUSD has continued its productive partnership with VROP (Valley Regional Occupational Program), enabling the provision of a broad spectrum of Career Technical Education (CTE) opportunities. These programs are designed to equip students with practical skills and industry knowledge, thereby enhancing their readiness for future careers or further education.

KCUSD actively expanded its athletic programs across grades 3 through 12, ensuring that students have ample opportunities to participate in sports and develop valuable teamwork and leadership skills. The district also strengthened its Visual and Performing Arts (VAPA) programs, with a particular emphasis on expanding opportunities for elementary students.

Additionally, KCUSD has continued the implementation of summer programs to meet the educational needs and interests of all district students. These initiatives provide extended learning opportunities beyond the regular academic year, contributing to continued growth and enrichment for all students.

At Mountain View School, KCUSD has taken proactive steps to support students who may face challenges in meeting graduation requirements. By hiring additional teacher support, the district ensures that these students receive personalized small group instruction aimed at addressing their academic needs and fostering success.

Overall Challenges:

There were many successes in the implementation of actions in Goal 4 and few challenges. One challenge was in the implementation of action 4.18 (Agriculture and CTE Pathway). KCUSD intended to improve the infrastructure and agricultural facilities for AG CTE pathways in 23-24. However, due to increased renovation and construction costs, no actual improvements were made. It is the intent of KCUSD to continue with planning for agricultural facility improvement in 24-25.

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

There was a material difference between planned and estimated actual expenditures for the following actions:

Action 4.3: The estimated actual expenditures for this action were lower than planned expenditures. This was a result of not needing all of the materials and supplies originally planned for.

Action 4.4: The estimated actual expenditures for this action were lower than planned expenditures. Coaching coverage was most commonly covered in house with existing teachers, rather than paying for sub coverage at the end of the day. In addition, PE and VAPA techs did not work as much extra time, beyond their contract, as originally planned.

Action 4.8: The estimated actual expenditure for action 4.8 was higher than planned expenditures. This was a result of the need to purchase several large musical instruments for the band program.

Action 4.9: The estimated actual expenditure for action 4.9 was lower than planned expenditures. This was a result of continued use of ESSER funding and Title I funding, rather than LCFF funds, to pay for summer teachers and supplies.

Action 4.12: The estimated actual expenditure for action 4.12 higher than planned expenditures. This was a result of under budgeting for the 2nd staff member hired for the Health and Nutrition Program.

Action 4.15: The estimated actual expenditure for action 4.15 was lower than planned expenditures. This was a result of split funding this position with the charter schools that are also served.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 4 helped make progress towards the LEA's goal:

Action(s): 4.1, 4.2, 4.3, 4.13, 4.17, 4.18

Effectiveness of Action(s): Effective

Metric(s): Graduation Rates, CTE Participation Rate, and CTE Pathway Completion Rate

Analysis Statement: These actions were effective in increasing CTE participation and pathway completion rates and graduation rates for our low income students, English learners, and foster youth. These actions outline the supports put in place to ensure students are prepared for college and career. High school academic counselors and transition counselors provided earlier identification of low income and English learner students in need of credit recovery or intervention, resulting in higher graduation rates. Counselors have continued to expand their

outreach to the middle school level to educate middle school students on career technical education pathways. We believe that this has contributed to an increase CTE pathway completion rates at the high school level. Finally, our continued partnership with VROP has allowed KCUSD to provide a wide array of career technical education options for high school students, also contributing to improved CTE pathway completion rates.

Action(s): 4.4

Effectiveness of Action(s): Effective

Metric(s): %age of students report that "I feel this school is the right place for me." on the Annual Student Survey (School Connectedness)

Analysis Statement: These actions were effective in ensuring all students are prepared for college and career and outline the actions put in place to support student engagement and connectedness across KCUSD. We recognize that oftentimes students connect with co and extracurricular activities or technical training courses. KCUSD provide students with opportunities to participate in athletics (grades 3-12) and expanded opportunities for participation in visual and performing arts. The co and extra curricular activities have increased connectedness for all students as evidenced by continuously high scores on the school climate survey, where students respond in the affirmative that "this school is the right place for me."

Action(s): 4.7, 4.8, 4.9, 4.14

Effectiveness of Action(s): Effective

Metric(s): Distance from Standard (ELA and Math), Cohort Graduation Rate, AP Passage Rate

Analysis Statement: These actions were effective in supporting low income, English learner, and foster youth students in becoming college and career ready as evidenced by decreasing the average distance from met standard in both ELA and Math for English learners, low income students, and foster youth and increasing graduation rates for our low income students. These actions outline the strategies put in place to support identified students with meaningful enrichment opportunities and to support high achieving students. These opportunities accelerate their academic growth and keep students engaged in school when they otherwise might become board and disengaged. The continued implementation of GATE and VAPA programs provided activities to extend core learning experiences and support students in reaching their highest potential, as evidenced by improved improved AP pass rates for our low income students. In addition, cultural education and enrichment opportunities have provided our low income Native American students with experiences to strengthen their cultural identity and increase connectedness and belonging.

Action(s): 4.10, 4.11, 4.15, 4.16, 4.19

Effectiveness of Action(s): Effective

Metric(s): Cohort Graduation Rate, Distance from Standard (ELA and Math), Graduation Rates

Analysis Statement: These actions were effective in better preparing our low income students, foster youth, and all student group for college and career and outline the strategies that provide direct proactive student supports as well as intervention support for struggling students. Actions included support for low income transitioning students from middle to high school and elementary to middle school. The transition support helped the identified students with assimilating to the new environment and navigate the resources at the larger school site. Continued transition support contributed to improved graduation rates of our low income and foster youth students. Additionally, school connections counselors provided individual support to students by linking them up with mentoring, academic support, and counseling, contributing to increased performance on the CAASPP for low income and foster youth students, as measured by the distance from standard metric for ELA and Math. Continued implementation of a College and Career Head Counselor provided guidance and support to high school counselors, building their capacity to ensure accurate transcript analysis and strategic student course scheduling. This action contributed to increased A-G completion rates from 20-21 to 22-23 for all students. Finally, expansion of the Mountain View School (MVS) facility allowed for increased socio-emotional services and extended day academic support for our low income students at MVS, contributing to improved graduation rates for the identified student group.

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

While all of the actions in Goal 4 were proven to be effective, KCUSD will make changes/adjustments to the following actions for the 24-25 LCAP:

Action 4.18 (Supp. Instructional Support for Mountain View School): In 2024-2025, an additional teacher will be added to the KCLA program to support our independent study students with more time on campus for academic and socio-emotional support.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of suspended students	23.10% (Data Quest) 2018-2019	2020-2021 (Ed Data) All Students: .5% Foster: 1.7% English Learners: .3% Low Income: 1.5% Special Education: 1.5% Data Year: 2020-2021 Data Source: CALPADS	2021-2022 (Ed Data, CA Dashboard) All Students: 4.8% Foster: 15.7% English Learners: 4.1% Low Income: 4.9% Special Education: 6.5% Data Year: 2021-2022 Data Source: CALPADS	All Students: 6.1% Low Income: 6.3% English Learners: 5.8% Foster Youth: 19.4% SWD: 9.1% Data Source: CALPADS	%age of suspended students from all student groups will be less than 20%
%age of expelled students	0% (Data Quest) 2018-2019	2020-2021 (Ed Data) All Students: 0% Foster: 0% English Learners: 0% Low Income: 0% Special Education: 0% Data Year: 2020-2021 Data Source: CALPADS	2021-2022 (Ed Data) All Students: 0% Foster: 0% English Learners: 0% Low Income: 0% Special Education: 0% Data Year: 2021-2022 Data Source: CALPADS	All Students: 0% Low Income: 0% English Learners: 0% Foster Youth: 0% SWD: 0% Data Source: CALPADS	%age of suspended students from all student groups will be less than 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rates	94.68% (Local SIS ADA Summary Tool) 2018-2019	2020-2021 All Students: 95% Foster: 93.2% English Learners: 93.9% Low Income: 94.7% Special Education: 93.1% Data Year: 2020-2021 Data Source: CALPADS	2021-2022 All Students: 95% Foster: 96% English Learners: 94.6% Low Income: 94.76% Special Education: 92.92% Data Year: 2021-2022 Data Source: CALPADS	All Students: 95.4% Low Income: 95.5% English Learners: 95.3% Foster Youth: 95.7% SWD: 92.87% Data Source: CALPADS	Attendance rates will improve All Students: 96% Foster: 95% English Learners: 95% Low Income: 96% Special Education: 95% Data Source: CALPADS
Chronic absenteeism rates (K-12)	6.6% (Data Quest) 2018-2019	2020-2021 All Students: 13.7% Foster: 28.6% English Learners: 17% Low Income: 14.7% Special Education: 19.9% Data Year: 2020-2021 Data Source: CALPADS	2021-2022 All Students: 12.4% Foster: 24.5% English Learners: 11.3% Low Income: 12.9% Special Education: 21.3% Data Year: 2021-2022 Data Source: CALPADS, CA Dashboard	All Students: 13.6% Low Income: 13.9% English Learners: 10.7% Foster Youth: 20.9% SWD: 23.4% Data Source: CALPADS	Chronic absenteeism rates will improve All Students: 5% Foster: 15% English Learners: 7% Low Income: 6% Special Education: 10% Data Source: CALPADS
%age of students feeling safe at school as reported on the Annual Student Survey	92.3% Annual Student Survey (Local Data) 2020-2021	2021-2022 Annual Student Survey All Students 84.3%	2022-2023 Annual Student Survey All Students 82.3%	2023-2024 Annual Student Survey All Students 81.2%	%age of students feeling safe at school as reported on the Annual Student Survey will remain above 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
%age of of student who feel welcome at school as reported on the Annual Student Survey	92% Annual Student Survey (Local Data) 2020-2021	2021-2022 Annual Student Survey All Students 87.9%	2022-2023 86% Annual Student Survey (Local Data)	2023-2024 Annual Student Survey All Students 85% (Local Data)	%age of of student who feel welcome at school as reported on the Annual Student Survey remain above 90%
High School Dropout Rate	2.9% (CALPADS-Data Quest) 2019-2020	2020-2021 (Ed Data) All Students: 2.3% Foster: 50% English Learners: 8.6% Low Income: 2.3% Special Education: 5.6% Data Year: 2020-2021 Data Source: CALPADS	2021-2022 All Students: 2.3% Foster: 0% English Learners: 2.3% Low Income: 0.5% Special Education: 2.08% Data Year: 2021-2022 Data Source: CALPADS	All Students: 0.25% Low Income: 0.22% English Learners: 0.12% Foster Youth: 0% Data Source: CALPADS	High School Dropout Rate will be less than 2% All Students: less than 2% Foster: less than 50% English Learners: less than 6% Low Income: less than 2% Special Education: less than 5% Data Source: CALPADS
Middle School Dropout Rate	.90% (CALPADS-CALPADS 1.21 and 1.14) 2019-2020	2020-2021 (Ed Data) All Students: .25% Foster: N/A English Learners: N/A Low Income: .21% Special Education: N/A Data Year: 2020-2021 Data Source: CALPADS	2021-2022 All Students: .0% Foster: N/A English Learners: N/A Low Income: .0% Special Education: N/A Data Year: 2021-2022 Data Source: CALPADS	All Students: 0% Low Income: 0% English Learners: NA Foster Youth: NA Data Source: CALPADS	Middle School Dropout Rate will be less than .2% All Students: Less than .2% Foster: Less than .2% English Learners: Less than .2% Low Income: Less than .2% Special Education: Less than .2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Data Source: CALPADS
%age of parents who rate "how effective personnel on this campus are in providing a safe and orderly environment for your child" in the affirmative on the annual parent survey.	95.8% of parents rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child." on the annual parent survey. (Local Data)	Baseline established in 2021-2022 (Local Data)	95.6% of parents rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child," on the annual parent survey. (Local Data)	95.82% of parents rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child." on the annual parent survey. Data Source: Local Data	97% of parents will rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child." on the annual parent survey.

Goal Analysis

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

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

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

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

The actions outlined in Goal 5 supported the progress toward meeting the goal.

Action 5.1 - PBIS and Student Services

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continues to provide PBIS site team walks and rating of implementation at individual school sites. Each site continues to have PBIS teams in addition to Social Emotional Learning teams in support of established tiered systems of support for all students. Work is guided at the district level through the Student Services Department.

Action 5.2 - Title I Student Services

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD Student Services department continues to support parent engagement through effective communication with families.

Action 5.3 - Supplemental PBIS

Implementation Status: 5 – Full Implementation and Sustainability

This action continued to support positive school environments that improve lifestyle results for low-income students through adequate supervisory staff, uniformly implemented strategies, student incentives, alternatives to suspension (Decisions Program) and culturally appropriate interventions.

Action 5.4 - Expanded Learning Program (After School Programs)

Implementation Status: 5 – Full Implementation and Sustainability

The Expanded Learning Program met the unique needs of English learners through additional language support, as well as provided foster youth, English learners, and low-income students individualized academic and behavioral skill development strategies, resources, and learning opportunities.

Action 5.5 - CARE Project

Implementation Status: 5 – Full Implementation and Sustainability

The CARE program provided additional resources to establish incentives to improve attendance for low-income students.

Action 5.6 - Teen Parent Support

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continued to support English learners, low-income, and foster youth students and families served in the Teen Parent program, through providing life-skills and resources to graduate from high school. The program provided a safe and nurturing environment for teen parents to support academic achievement and social skills.

Action 5.7 - Social Workers and K-5 Clinicians

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD Social Workers continued to deliver high quality socio-emotional counseling, mentoring and connecting students to outside services.

Action 5.8 - Behavior Intervention Team and Psychologists
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD increased the social emotional support for students as well as supporting the needs of the identified students and teachers through behavior interventions so both students and teachers have the tools necessary to respond to behaviors through restorative chats, equipping students with skills to avoid negative behaviors, and skill coaching.

Action 5.9 - School Based Health Center Health Coordinator
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD increased access to health services through a health coordinator who serves as a liaison between KCUSD and Adventist Health Jefferson School-Based Health Center to support the delivery of health services for low-income students to mitigate students missing school as a result of not having adequate health services. This action has been successful in connecting low-income students with reliable and affordable health care.

Action 5.10 - Supplemental Health Services
Implementation Status: 5 – Full Implementation and Sustainability

These increased services allowed for greater opportunity for students to be seen by medical professionals during the school day and provide referrals to specialists when needed, resulting in greater health intervention for low-income students.

Action 5.11 - Restorative Justice Program
Implementation Status: 5 – Full Implementation and Sustainability

KCUSD Restorative Justice counselors worked with students to take ownership of their actions while repairing relationships and building a stronger campus culture.

Action 5.12 -Additional Learning Directors
Implementation Status: Full Implementation and Sustainability

The additional support allowed school sites to focus on the greatest needs of students to mitigate behaviors that lead to suspensions and provide better supports for students and families.

Action 5.13 - Medi-Cal Reinvestment
Implementation Status: Full Implementation and Sustainability

Medi-Cal funds generated through Medi-Cal and LEA Billing Option Program are reinvested in supports for students in support of this goal.

Action 5.14- Family and Student Support Center
Implementation Status: Initial Implementation

The building of the Family and Student Support Center will provide students and families with access to socio-emotional support, social services, academic support, and community resources outside of typical school hours. This increased support will address basic needs and allow for our low income, English learners, and foster youth to better access their education.

Overall Success:

Kings Canyon Unified successfully implemented most actions in Goal 5 to ensure students are provided with a safe and nurturing learning environment.

PBIS (Positive Behavioral Interventions and Supports) was successfully implemented across all school sites within the district, aiming to foster a positive and supportive learning environment. At the core of PBIS implementation, students were systematically taught school-wide expectations, ensuring clarity and consistency in what is expected on campus. Positive reinforcement strategies were employed to acknowledge and encourage positive behaviors and regular attendance among students. Site administration created meaningful consequences to address behavioral violations, rather than simply assigning detentions/suspensions.

Part of the district's comprehensive PBIS program involved the use of resources to support students facing more significant behavioral challenges. This included the continued staffing of restorative justice counselors, student behavior teams, and additional learning directors at specific school sites. These specialized roles aimed to provide targeted support and interventions, ensuring that all students have the opportunity to succeed.

To further enhance the effectiveness of PBIS practices across the district, a district PBIS Team conducted site visits in the Spring. These visits served to provide constructive feedback and offer guidance for continuous improvement, ultimately improving the climate on school campuses.

In addition, the district continued implementation of after school programs (ELP) to all school sites, making ELP accessible to all students. This action aimed to provide supplementary educational opportunities beyond regular school hours.

Recognizing the importance of student well-being, all students across school sites had access to social workers throughout the academic year. This support played a crucial role in supporting students' social-emotional development and addressing any personal or family challenges that potentially impact their academic performance. District social workers met weekly to collaborate around best practices and strategies for effectively supporting students.

Through the comprehensive implementation of PBIS, coupled with targeted interventions and socio-emotional support, Kings Canyon Unified School District continues to demonstrate its commitment to nurturing a safe, positive, and inclusive learning environment where every student can thrive academically, socially, and emotionally.

Overall Challenges:

There were few challenges in the implementation of actions in Goal 5. The most significant challenge was in the fully implementation of action 5.14 (Family and Student Support Center). This action was intended to be fully implemented by the end of the school year, providing a district facility where increased social and emotional counseling, academic support, and homeless/foster youth support would be provided. Due to construction delays throughout the year, the facility took longer than expected. While the facility is nearly complete and scheduled to be used for the 24-25 school year, the action was not completely implemented during the 23-24 school year.

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

There was a material difference between planned and estimated actual expenditures for the following action:

Action 5.2: The estimated actual expenditures for this action were lower than what was budgeted. This was due to a couple of unfilled positions for an interpreter and bilingual community aide.

Action 5.3: The estimated actual expenditures for this action were lower than expected. This was primarily due to vacant campus assistant positions and a reduction in Decisions Programs running at school sites. We intend to revamp Decisions Programs and fill all campus assistant positions for the 2024-2025 school year.

Action 5.7- The estimated actual expenditures for this action was higher than what was budgeted. KCUSD under budgeted when planning for the hiring of new district clinicians, hired in the summer of 2023.

Action 5.11: The estimated actual expenditures for this action were lower than budgeted. The Restorative Justice Program did not need their entire material and supply budget this year.

Action 5.13: The estimated actual expenditure for action 5.15 was lower than planned expenditures. Medical materials, supplies, and services were ordered as needed throughout the year. Remaining funds will be carried over to be reinvested in 2024-2025 to support student health and wellness activities.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 input 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:

Action(s): 5.3 (Supplemental PBIS)

Effectiveness of Action(s): Somewhat Effective

Metric(s): Suspension Rates, Attendance Rates, Chronic Absenteeism, %age of parents who rate "how effective personnel on this campus are in providing a safe and orderly environment for your child"

Analysis Statement: These actions were proven somewhat effective in providing students with a safe and nurturing environment and a positive climate and culture. The uniform expectation that PBIS is implemented across the district has contributed to attendance improvements for low income students over time as evidenced by improved attendance rates for low income students and a decrease in chronic absenteeism for low income students from 20-21 to 22-23. All school sites implement student activities and student support services to ensure students' social and emotional needs are met so that they can fully engage in their education. Supplemental PBIS structures such as positive reinforcement programs, social emotional learning opportunities, behavior supports, and increased restorative justice staff have resulted in improved parent perception of school safety but did not decrease suspension rates for the all student group or our low income students. These actions were somewhat effective, as overall attendance rates for low income students improved. Chronic absenteeism rates for low income students decreased from 20-21 to 22-23.

Action(s): 5.1 (PBIS), 5.2 (Student Services), 5.4 (ELP), 5.6 (Teen Parent Program), 5.11 (Health Center), 5.12 (Supp. Health Services), 5.5 (CARE)

Effectiveness of Action(s): Effective

Metric(s): Attendance Rates, Dropout Rates

Analysis Statement:

These actions were proven effective in providing low income, English learner, and foster youth students with a safe and nurturing learning environment and a positive climate and culture. The district student services department provided oversight of PBIS implementation, attendance promotion efforts, and school safety, each of which contribute to a safe and nurturing school climate. The After School Programs (ELP) and the Teen Parent programs provide support beyond the traditional school day and help build a sense of connectedness at schools. During ELP, the identified students engage in both academic support and academic enrichment opportunities, as well as extra-curricular activities. Students in the Teen Parent program receive support related to child development and parenting, increasing the relevance of their education and their connectedness with school. Students that are well connected to their school site tend to have better attendance, higher achievement and lower dropout rates. The continue implementation of the Chronic Absenteeism Recovery Effort project provided funding for school sites to develop attendance programs, targeting students at risk of being identified as chronically absent. In addition, health services were more accessible to students and families through supplemental health services and our school based health center, providing students with timely healthcare so that students could return to school as quickly as possible. These actions contributed to improved attendance rates and reduced dropout rates for low income students, English learners, and foster youth.

Action(s): 5.7 (Social Workers), 5.8 (Behavior Support)
Effectiveness of Action(s): Somewhat Effective

Metric(s): Suspension Rates, Attendance Rates, % of expelled students

Analysis Statement:

These actions were proven somewhat effective in providing low income, English learner, and foster youth students with a safe and nurturing learning environment and a positive climate and culture. The continued commitment to providing social worker access for all district school sites provided essential socio-emotional counseling for student at all grade levels, contributing to increased attendance rates for low income students, English learners, and foster youth. Through behavior support provided by a behavior intervention team and district psychologists, students were provided with individualized support through positive reinforcement, social skills development, and self regulation skills in effort to improve behavior on school campus. While expulsion rates were maintained at 0% over the past 3 years, suspension rates did not decline for low income students, English learners, and foster youth.

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

While action 5.5 was proven effective in reflection of Chronic Absenteeism Support at the LEA level, KCUSD has made the following changes for the 2024-2025 LCAP:

Action 5.5 (Chronic Absenteeism Support) - Although KCUSD's chronic absenteeism rate is significantly lower than the state average, there are still too many students chronically absent at specific schools. As a result of this analysis, this action will provide site leadership with intentional opportunities to share best practices around attendance programs.

The following actions were proven to be somewhat effective and will be changed/adjusted in the following ways, resulting in a new, strengthened approach:

Action 5.3 (Supplemental PBIS Supports) - KCUSD schools have implemented PBIS structured over the past three years. However, with staff turnover, not all school sites have onboarded new staff with PBIS philosophies, procedures, and routines, resulting in inconsistent PBIS implementation from site to site. To address this, the 24-25 LCAP Action "Supplemental PBIS Supports", will include refresher professional development for site leadership to ensure consistent implementation of PBIS practices grounded in behavior data and to ensure that all staff have adequate understanding in the PBIS philosophy. In addition, this action will include additional campus assistants to support with culture and climate on campus. This action has been moved to Action 5.2 in the 24-25 LCAP.

Action 5.7 (Social Workers)- Students continue to experience social and emotional challenges as a result of the pandemic. While KCUSD immediately recognized the need for socio-emotional support when students originally returned to school back in 2021, the needs have been so great that more staff continue to be needed, even as recent as the 23-24 school year. In the 2024-2025 LCAP, KCUSD will plan to hire two additional social workers to serve students and families out of the Student and Family Support Center. This service will be available during the regular school day as well as outside of school hours.

Action 5.8 (Behavior Intervention Team)- While this action was considered "somewhat effective", we believe that with only minor adjustments the Behavior Intervention Team can improve support for our struggling students at school. A challenge experienced this past year was communication from the behavior team to site leadership on specific student support plans. In 24-25, the district Behavior Intervention Team will meet regularly with site administration to discuss students, their needs, and the plan to support their improved behavior. This action has been moved to Action 5.10 in the 24-25 LCAP.

New Actions in 2024-2025:

New Action 5.3 (PBIS Professional Development) - In the 2024-2025 LCAP, KCUSD will be implementing PBIS professional development for both certificated and classified staff to provide training on de-escalation, supervision, and social skills development. This action has been developed to focus on district schools with red suspension rate indicators.

New Action Action 5.12 (School Culture and Climate) - As a result of our reflection and analysis of data in Goal 5, the 2024-2025 LCAP will include additional support staff on high needs campuses. These additional support staff will support the implementation of school wide PBIS structures such as providing active supervision so that adults are readily accessible to students that need support, school wide expectations, structured activities during unstructured times of the day, and multi-tiered support systems for our low income students and foster youth.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Return Rate	2020-2021 Survey Return Rate 53.4% (Local Data)	2021-2022 Survey Return Rate 48% (Local Data)	2022-2023 Survey Return Rate 48% (Local Data)	2023-2024 Survey Return Rate 47% (Local Data)	Parent Survey Return Rate will exceed 70%
Parent Survey - Quality of Schools	Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent - 98% (Local Data)	Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent - 97.3% (Local Data)	Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent - 97.35% (Local Data)	Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent - 97.33% (Local Data)	Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent greater than 90%
Parent Survey - Quality of Service	Percentage of surveys returned reporting the "quality with which you are greeted, treated with respect, and made to feel a part of this school" is satisfactory, good or excellent - 97% (Local Data)	Percentage of surveys returned reporting the "quality with which you are greeted, treated with respect, and made to feel a part of this school" is satisfactory, good or excellent - 97% (Local Data)	Percentage of surveys returned reporting the "quality with which you are greeted, treated with respect, and made to feel a part of this school" is satisfactory, good or excellent - 97.6% (Local Data)	Percentage of surveys returned reporting the "quality with which you are greeted, treated with respect, and made to feel a part of this school" is satisfactory, good or excellent - 97.47% (Local Data)	Percentage of surveys returned reporting the "overall quality of the school" is satisfactory, good or excellent greater than 90%
More than 10 opportunities, per school site, will be offered to parents of	100% (Local Data)	100% (Local Data)	100% (Local Data)	100% (Local Data)	100% of sites will offer more than 10 opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learners, low-income and foster youth and students with exceptional needs for parental involvement, as defined by a two-way and meaningful communication involving student academic learning and other school activities.					
Parent Survey - Sense of Safety	95.8% of parents rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child." on the annual parent survey.	Baseline established in 2021-2022	95.6% of parents rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child." on the annual parent survey.	95.82% of parents rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child." on the annual parent survey.	97% of parents will rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child." on the annual parent survey.

Goal Analysis

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

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

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

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

The actions outlined in Goal 6 supported the progress toward meeting the goal.

Action 6.1 - Parent Access to Student Information

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD has established structures to support parents utilizing the student information system to support their student(s) at home. This has expanded to include annual state assessment reporting and in support of English Learner reporting.

Action 6.2 - Parent Survey

Implementation Status: Full Implementation and Sustainability

Parent Survey is administered annually and is routinely revised to ensure the district receives valuable parent input on programs, conditions and overall satisfaction and areas to improve.

Action 6.3 - Parent Academy

Implementation Status: Full Implementation

Every school site Every school site operates a Parent Academy program. Additionally, KCUSD has continued its partnership with CSU Fresno's Parent University to bring additional parent education courses.

Action 6.4 - Bilingual Community Aides

Implementation Status: Full Implementation and Sustainability

For the first time, Bilingual Community Aides are at every school site in KCUSD. This program was expanded to ensure every school site had a bilingual staff member in the office to serve as a liaison with families and serve as a champion for parent engagement and involvement.

Action 6.5 - Family Connection Techs

Implementation Status: 5 – Full Implementation and Sustainability

KCUSD continues to utilize Family Connection Techs to support English Learner students and their families.

Action 6.6 - District and School Websites

Implementation Status: Full Implementation

KCUSD's websites continue to provide user-friendly web spaces for parents to actively seek information and stay up to date on events pertaining to both the district and individual school sites. Feedback from families is that the new design is a great improvement from previous web sites.

Action 6.7 - School Based Health Center Outreach

Implementation Status: Full Implementation and Sustainability

KCUSD continues to partner with Adventist Health on the School Based Health Center located on the campus of Jefferson Elementary. This relationship has served the students and families of KCUSD consistently for over a decade.

Action 6.8 - Unified Communication System

Implementation Status: Full Implementation and Sustainability

The Parent Square platform has improved communication from both school to home and from home to school by allowing two way communication and supporting primary language preferences. Additionally, it has created a single platform across the district so parents do not have to learn to navigate multiple platforms to communicate with school sites or the district office.

Action 6.9 - Puente a Tecnologia for Parents

Implementation Status: 5 – Full Implementation and Sustainability

Puente a Tecnologia continues to be an effective way to connect students and parents with technology and provide guidance on how to conduct research, access curriculum resources, enhance parent involvement, complete classroom assignments and build communication skills.

Action 6.10 - Children's Day Parent Program

Implementation Status: Full Implementation and Sustainability

KCUSD has continued the tradition of the annual Children's Day Celebration, celebrated on April 25, 2024 at TL Reed School with multicultural celebrations, student performances, connections with community partners and resources for families and a student recognition ceremony.

Action 6.11 - School to Home Communication Team

Implementation Status: 3 – Initial Implementation

In 2023-2024, KCUSD hired a Communications Director to lead all school/district to home communications. This included the launch of KCUSD on social media platforms to increase the reach of communications. KCUSD was not able to hire a production specialist to complete the School to Home Communication Team. Recruiting for a qualified production specialist is in process for the 2024-2025 school year.

Action 6.12 - Parent Engagement Team

Implementation Status: Full Implementation and Sustainability KCUSD

KCUSD utilized a principal on special assignment to implement the strategies and goals of this action. Together with the Bilingual Community Aides and site leaders, this team has been successful in increasing parent participation at baseline DELAC and DAC meetings, annual Parent Academy programs and increased engagement through the CSU Fresno Parent University program.

Action 6.13 - Site Parent Engagement Support
Implementation Status: 5 – Full Implementation and Sustainability

Individual school sites continue to implement their own site specific Parent Academy programs together with the CSU Fresno Parent University program. School sites operate a minimum of ten parent engagement opportunities per year, but most sites offer a greater number than ten.

Overall Successes: Overall, KCUSD's parent engagement and involvement continues to improve as evidenced by parent surveys and feedback received through the educational partner engagement process. In 23-24, programs like the CSU Fresno Parent University, Puente a Tecnologia, Children's Day and expanded Bilingual Community Aide supports have been successfully implemented. KCUSD invested in the professional development of site secretaries and BCAs. This training focused on "customer service" and better serving our students, teachers, parents, and community. We expect to see continued growth in parent involvement as a result of improved and strengthened relationships with students and parents. KCUSD will leverage the success from this school year and grow these programs in 2024-2025 to include more parents and use feedback to provide the most relevant parent education possible. The communication systems for parents in KCUSD continue to receive favorable reviews.

Overall Challenges:

While most actions in Goal 6 were successfully implemented, we did experience minor challenges in implementing comparable parent engagement opportunities at all school sites. Most school sites provided many meaningful opportunities for parents to engage in while others offered less meaningful opportunities. This challenge may be a result of minimal collaboration for site leaders around parent engagement programs across the district. While parent engagement and participation continue to improve, it is continuously challenging to get a large number of parents to participate in the activities that are made available.

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

There was a material difference between planned and estimated actual expenditures for the following actions:

Action 6.2: The estimated actual expenditures for 6.2 was lower than planned due to over budgeting for survey hosting services.

Action 6.3: The estimated actual expenditure for action 6.3 was lower than planned expenditures. This was due to providing parent education and engagement opportunities utilizing existing staff, rather than contracting with outside organizations.

Action 6.9: The estimated actual expenditure for action 6.9 was lower than planned because no new devices were needed in 2023-2024. These funds will be carried over to support a "refresh" of Puente Program devices in 2024-2025.

Action 6.11: The estimated actual expenditure for action 6.11 was lower than planned expenditures. This was a result of not filling both School to Home Communications positions. We expect to have the second position (Production Specialist) hired for the 24-25 school year.

Action 6.13: The estimated actual expenditure for action 6.3 was lower than planned expenditures. This was due to providing parent education and engagement opportunities utilizing existing staff, rather than contracting with outside organizations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 6 helped make progress towards the LEA’s goal: All students will have the opportunity to increase academic achievement through the engagement of parents and families.

Action(s): 6.1 (Parent Access to SIS), 6.2 (Parent Survey), 6.3 (Parent Academy), 6.6 (District and School Websites), 6.8 (Parent Communication System), 6.9 (Puente a Tecnologia), 6.10 (Children's Day), 6.13 (Site Parent Engagement Support)

Effectiveness of Action(s): Effective

Metric(s): More than 10 opportunities, per school site, Parent Survey - Quality of Service, Parent Survey - Quality of Schools, Math CAASPP- Low Income, English Learners, Foster Youth

ELA CAASPP- Low Income, English Learners, Foster Youth

Analysis Statement: These actions all work together to increase and improve the quality of parent engagement and education. Through the implementation of the Powerschool Parent Portal, parents had access to real time information about their child's attendance and course grades. In addition, with the continued implementation of a unified all in one parent communication system (ParentSquare) and updated school and district websites, school sites were able to send out regular communication specific to school sites and individual classrooms. Using ParentSquare, parents were also able to message teachers at any time of the day regarding questions and/or concerns. Utilizing these digital tools provided our low income, English learner, and foster youth parents/guardians with greater access to their child's progress and necessary school information. The effectiveness of these actions is evidenced by the overwhelmingly positive feedback on the annual parent survey questions specific to quality of service and quality of schools. This year, parent academy workshops were provided focused on reading, math, art, and computer literacy. These parent education opportunities provided parents with tips to support their children at home, and were effective in improving the performance of our low income, English learner, and foster youth students on the ELA and Math CAASPP.

Action(s): 6.4 (Bilingual Community Aides), 6.5 (Family Connections Techs), 6.7 (School Based Health Center Outreach), 6.12 (Parent Engagement Team) and 6.11 (Parent Engagement Support)

Effectiveness of Action(s): Effective

Metric(s): Parent Survey - Quality of Service, Parent Survey - Quality of Schools

Analysis Statement: These action work together to provide support staff and supplemental funding that can support the needs of our parents at both the school site and at the district level. These actions have been effective at improving the resources for parents, as evidenced by the annual parent survey questions specific to quality of schools. In 23-24, classified staff were trained in "customer service", learning how to best address the needs of our parents. The addition of professional development for classified staff, those that interact with parents most often, has had tremendous impact on parents' perspective on quality of service, as evidenced by the annual parent survey.

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

While all actions in Goal 6 were proven effective, KCUSD will change/adjust the following actions in the 24-25 LCAP:

Action 6.4: KCUSD will be adding additional bilingual community aides for our new Student Support Center and Community Learning Center, as these positions have proven effective in communicating with parents and community.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Kings Canyon Joint Unified School District	Ron Pack Administrator, Educational Programs	pack-r@kcusd.com 559-305-7013

Plan Summary [2024-25]

General Information

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

Kings Canyon Joint Unified School District (KCUSD) is a preschool through 12th grade public school system that serves students from a 600 square-mile area, one of the largest geographic area school districts in California. Diverse in geography and culture, KCUSD serves the cities of Reedley, Orange Cove and the foothill and mountain communities of Navelencia, Squaw Valley, Dunlap and Miramonte. KCUSD employs approximately 1,500 staff members and has a student population of 9,315.

KCUSD operates 22 school campuses in configurations that include TK-5, TK-8, 6-8 middle school, high school and adult school. KCUSD offers a robust selection of programs that include preschool education, dual immersion, adult education, alternative education, vocational education and a wide range of special education programs. A middle college high school and a K-12 online academy are also offered to meet a broad spectrum of student needs. Students enjoy stimulating and innovative curricula that align with state standards and effectively target student needs and interests. We partner with Central Valley Regional Center to support KC Kids, which provides a family-centered, relationship based early childhood program, supporting families of children 0-3 years old who have special needs as well as special education services for preschoolers 3-5 years old, and an in-home individualized intensive behavioral program for young children with a diagnosis of autism or children who are at risk for autism.

Our student population (2023 California School Dashboard) is made up of 28.4% English Learners, of which 17% are long term English learners (LTELs) and 13% are at risk of becoming LTELs, 88.7% low income students, and 0.4% as Foster Youth. The percentage of students who are low-income, English learners or foster youth is 88.7%.

Our student population is made up of many ethnicities – 89.7% Hispanic, 7.6% White, 0.6% Asian, 0.2% African American, 0.3% Native American, 0.4% Filipino, and 1% two or more races.

The mission of Kings Canyon Unified School District is to provide a broad spectrum of educational programs and co-curricular activities for all students so that they may attain their highest potential.

Despite the long lasting academic and socio-emotional effects of the COVID-19 pandemic on our students, families, and the community, KCUSD continues to provide a high quality program that develops well rounded students that are prepared to reach their highest potential. KCUSD recognizes that in order for students to reach their highest potential, the wellness of the whole child must be considered. Therefore, KCUSD works diligently to identify and address any potential gaps in socio-emotional well-being, in addition to student learning. Academic support for students includes extended learning opportunities, including both winter and summer learning sessions, Saturday Academies, after school tutorials, credit recovery programs, and additional academic support staff at school sites. Socio-emotional support for students includes access to counselors, social workers, student/family clinicians, behavior experts, and transition specialists. We know that students must have their basic needs met (physical, social, and emotional) so that they can focus on learning in the classroom.

The following two schools in Kings Canyon Unified will be receiving additional funding known as LCFF Equity Multiplier funds:

Kings Canyon Continuation High School
Mountain View School

Both of these educational options programs have socioeconomically disadvantaged rates of 70% or higher and non stability rates of greater than 25%. The Equity Multiplier funds will be utilized at qualifying schools sites in alignment with educational partner input.

Reflections: Annual Performance

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

In 2022-2023, KCUSD had 48.56% of students meet or exceed state standards in ELA on the CAASPP and received an orange performance level on the CA School Dashboard. This is a slight increase from 47.4% in 2021-2022 and 42.9% 2020-2021. Many subgroups improved in their overall performance on the ELA portion of the CAASPP as well. Students with disabilities, socio-economically disadvantaged students, Hispanic and White students, and Foster students all increased their percentage of meets or exceeds standards from 21-22 to 22-23.

Despite the overall growth in ELA, our English learners and low socioeconomic students scored lower than our all student group. Only 16.47% of our English learners met or exceeded standards, while 46.2% of socioeconomically disadvantaged students and 50% of foster youth met/exceeded standards. Data from the California School Dashboard shows that in 22-23, all students in Kings Canyon Unified School District averaged -6.1 points away from meeting standard. English learners scored significantly lower, averaging -39.3 points away from meeting standard.

Mountain View School had a red performance level for their all student group, socioeconomically disadvantaged student group, and Hispanic student group.

KCUSD had 35.64% of student meet or exceed standards on the Math CAASPP and received a yellow performance level on the CA School Dashboard. This is also a slight increase from 33.7% in 2021-2022 and 25.8% 2020-2021. Many subgroups also improved their performance in math from 21-22 to 22-23. Students with disabilities, socioeconomically disadvantaged students, Hispanic and White students, and foster youth all increased their percentage of meets or exceeds standards from 21-22 to 22-23.

Despite the overall growth in math, our English learners scored significantly lower than the all student group for the district. On the math CAASPP, KCUSD had 15.21% of English learners meet or exceed standards, 50% of foster youth, and 33.39% of our students identified as being of low socioeconomic status. Data from the dashboard revealed that the English learner student group scored significantly lower than the all student group in math, with English learner students scoring an average of -62.5 points away from meeting standard. The all student group for the district scored an average of -42.3 points away from meeting standard.

Mountain View School had a red performance level for their all student group, socioeconomically disadvantaged student group, and Hispanic student group on the CAASPP- Math assessment. Grant Middle School also had a red performance level for their students with disabilities student group.

While CAASPP data has shed additional light on specific areas we must continue to target, it also validates the tremendous efforts of school site and district staff. Comparatively, Kings Canyon Unified School District outperformed nearly every one of 20 surrounding unified school districts in Fresno, Madera, and Tulare Counties in both English Language Arts and Mathematics. Much of the success students have experienced on state assessments can be attributed to the commitment of teachers on every school campus, professional development and coaching provided to ensure best first practices are in place, and student response plans developed as a result of collaborative grade level team engagement. In addition, intervention teachers were added last year to ensure that every K-8 school site has access to an intervention teacher.

In 2022-2023, Kings Canyon Unified received an orange performance level for the English Learner Progress Indicator (ELPI). KCUSD had 47.8% of students making progress as measured by progress on the English Language Proficiency Assessment (ELPAC), which was a decrease of 7.2%. Data indicates that there were less students that progressed at least one ELPI level in 22-23 than students that progressed in 21-22 and more students that decreased one ELPI level than in the prior year. AL Conner, Dunlap School, Great Western, Sheridan, Washington, Kings Canyon High School, and Reedley High School all received a red performance level for English Learner Progress last year.

KCUSD's overall graduation rate in 2022-2023 was 87.4%. This is a 1% increase from the previous year and a yellow performance level. High graduation rates in Kings Canyon Unified can first and foremost, be attributed to the solid foundation of learning established at primarily grade levels, setting students up for success at the move through middle and high school. At the high school level, strong leadership, effective teachers, trained academic counselors, co and extra curricular options, and engaging CTE programs contribute to ensuring students are on track and motivated to graduate from high school. On the CA State Dashboard, socioeconomically disadvantaged and Hispanic subgroups received performance levels of green and yellow, respectively. English Learners received an orange performance level while students with disabilities received a red performance level for graduation rate. As a result of performance levels for students with disabilities, district leadership has engaged Differentiated Assistance in partnership with Fresno County Superintendent of Schools. KCUSD will continue to engage in improvement cycles specific to students with disabilities, reviewing root causes and identifying opportunities for systematic changes to improve student outcomes.

Our chronic absenteeism rate in 2022-2023 was 13.6% in comparison to the state of California chronic absenteeism rate of 24.4%. Our all student group had an orange rating on the CA State Dashboard. Our homeless, two or more races, students with disabilities, and white student subgroups all received a red performance level last year. Foster Youth, Hispanic, and Socio-economically Disadvantaged subgroups all received an orange performance level while Asian and English Learners were at the yellow level. While Kings Canyon staff is not satisfied with our chronic absenteeism rate, we recognize that comparatively, we are successfully addressing many of the underlying factors leading to poor school attendance. At all district school sites, culture and climate is a priority. Students must feel safe on campus, supported by their teachers, and valued by their peers. To create and foster such environments, all school sites have social workers or student/family clinicians to ensure all students are socially and emotionally healthy. Behavior teams and technicians are available across the district to support students struggling with behavior and restorative justice counselors ready to provide support to students that would otherwise be suspended, expelled, or even incarcerated. All schools utilize the Positive Behavior Interventions and Supports (PBIS) framework to create a proactive positive environment and improve both social emotional competence and academic achievement. Part of our PBIS approach includes the use of socio-emotional learning and socio-emotional assessments. The DESSA (Devereux Student Strengths Assessment), is utilized as both a screener and progress monitoring tool for students in grades K-12. The DESSA helps us to evaluate a student's social-emotional wellness as it relates to eight key social and emotional competencies: Personal responsibility, optimistic thinking, goal-directed behavior, social awareness, decision-making, relationship skills, self-awareness and self-management. The DESSA is used alongside our Second Step SEL curriculum and secondary school driven curriculum to ensure that all students have the social-emotional wellness necessary to fully access their education, contribute to a positive culture and climate, and reach their highest potential.

For the suspension rate indicator, KCUSD received a performance level of orange. The all student group had a 6.1% suspension rate which was an increase from the prior year by 1.3%. Foster youth, homeless, students with disabilities, and white student subgroups all received red performance levels for suspension rate. The Asian, English Learners, Hispanic, Two or More Races, and Socio-economically Disadvantaged subgroups all received an orange performance level. Over the past three years, KCUSD has continuously provided additional student supports at the school site level to assist with student behavior through proactive approaches, restorative practices, and clear expectations and consequences. Additional social workers, behavior team technicians, administrators, psychologists, and restorative justice counselors have been added in recent years to support a school environment with less suspensions. As a result of continued high suspension rates, however, additional supports must continue to be explored.

The annual student survey continues to validate the overall school program in Kings Canyon Unified. Key feedback from students, based on the 2023-2024 Annual Student LCAP Survey is as follows:

95% of students in grades 3-8 feel that their school provides a good education for them.

93% of students in grades 3-8 feel that there are clear expectations for behavior at school and 93% of those same students feel there are clear consequences for breaking rules.

90% of students in grades 3-8 shared that their teacher provides them with extra help when needed.

94% of students shared that their school provides additional learning opportunities outside of the school day, like after school and during the summer.

92% shared that their teachers expect them to continue their education after they graduate from high school.

At the high school level, 96% of students feel their school provides them with a good education.

95% of students in grades 9-12 feel there are clear expectations for behavior and 92% of them feel there are clear consequences when expectations are not met.

96% of students also shared that teachers provide them with opportunities to receive extra support with school work when needed.

95% of high school students shared that the school provides them with information about graduation requirements and college opportunities and 93% feel their high school provides activities that help students to enjoy their high school experience.

In addition to positive student feedback, the annual student survey will also assist district and site leadership in adjusting strategies to improve school culture and climate, instruction, and sense of safety. Key feedback from students is as follows:

At the high school level, 84% of students feel safe at school and only 83% of students feel there is an adult at school that they trust and can go to for help.

85% of students shared that they feel that their current school is the right place for them.

In grades 3-8, 79% of students shared they feel safe at school and only 83% feel there is a trusted adult at school that they can go to for help.

71% of students in grades 3-8 share that most students at school treat each other with respect and 70% share their school is calm and in control.

Annual Parent Survey input also validates the efforts of site and district staff and guides next steps as the 2024 Local Control and Accountability Plan is developed. Key feedback from the annual parent survey is as follows:

97% of parents share they are treated with respect and made to feel a part of their school.

97% of parents also share that the district does a satisfactory, good, or excellent job keeping them informed about district events and news.

97% of parents shared that the overall quality of the school their child attends is satisfactory, good, or excellent, while 87% of those rate their school as good or excellent.

While 96% of parents shared that personnel at their child's school is effective in providing a safe and orderly environment at school, they recommend increasing supervision and offering additional services to support struggling students.

To better prepare students to enter college or a technical school, 34% of parents would like schools to offer more vocational training and 30% of parents would like to see an increase in the number career certifications students can earn.

On the 2023 CA School Dashboard, Kings Canyon Unified had the student groups below received the lowest performance level on one or more state indicators. In response to these student groups' performance, KCUSD has planned the following actions:

Homeless Students - Chronic Absenteeism, Suspension - Actions 5.3 and 5.7

Foster Youth - Suspension - Actions 5.3 and 5.7

SWD - Chronic Absenteeism, Suspension, Grad Rate - Actions 5.4, 5.3, and 4.4

White -Chronic Absenteeism, Suspension - Actions 5.4 and 5.3

Two or More Races - Chronic Absenteeism - Action 5.4

For the 2023-2024 school year, KCUSD is eligible for differentiated assistance as a result of the performance of our students with disabilities, homeless students, and our white students. All three of these district student groups were low performing for chronic absenteeism and suspension rate. Through our partnership with Fresno County Superintendent of Schools, KCUSD will develop a D.A team to work through an improvement science process to identify the root causes of our lowest performing areas and identify next steps (Action 5.19).

On the 2023 CA School Dashboard, the following KCUSD schools received the lowest performance level on one or more state indicators. As a result, KCUSD has planned actions to address each of the following lowest performance levels:

AL Conner - ELPI - Actions 3.3 and 3.4

Alta Elementary - Suspension - Action 5.3, 5.5

Dunlap Elementary - ELPI, Chronic Absenteeism, and Suspension - Actions 3.3, 3.4, 5.3, 5.4, 5.5

Sheridan - ELPI and Chronic Absenteeism- Actions 3.3, 3.4, 5.3, 5.4

Silas Bartsch - Chronic Absenteeism and Suspension - Actions 5.3, 5.4, 5.5, 5.11

Washington - ELPI and Chronic Absenteeism - Actions 3.3 and 3.4, 5.4

Great Western - ELPI, Chronic Absenteeism, Suspension - Actions 3.3, 3.4, 5.3, 5.4, 5.5

Kings Canyon Continuation High School - ELPI, Suspension, and CCI - Actions 3.3, 3.4, 5.3, 5.5, 8.1, 8.3, 8.4

Mountain View School - ELA, Math, Graduation Rate, and CCI - Actions 7.1, 7.4 and 7.5

Reedley High School - ELPI - Actions 3.3 and 3.4

On the 2023 CA School Dashboard, the following KCUSD schools had at least one student group that received the lowest performance level on one or more state indicators. As a result, KCUSD has planned actions to address each of the following lowest performance levels:

KEY

EL - English Learners

SED - Socio-Economically Disadvantaged

Hisp - Hispanic

SWD - Students with Disabilities

Alta Elementary -- Suspension (EL, SED, Hisp) - Action 5.3

Citrus Middle School -- Math (SWD, EL)- Action 2.28, Action 3.2

Conner Elementary -- Suspension (SWD) - Action 5.3

Dunlap Elem -- Chronic Absenteeism (EL, SED, SWD, Hisp, White), Suspension (SED, SWD, His, White) - Actions 5.4, 5.3

Grant Middle School -- Math (SWD), Suspension (SWD) - Action 2.28 and 5.3

Great Western Elementary -- Chronic Absenteeism (EL, SED, SWD ,Hisp, White), Suspension (SED, SWD, His, White) - Actions 5.4, 5.3

Kings Canyon Continuation -- Suspension (EL, SED, SWD, Hisp), CCI (SED, Hisp) - Action 5.3, 7.1, 7.3, 8.1

Mountain View Alt Ed -- ELA (SED, Hisp), Math (SED, Hisp), Grad Rate- (EL, SED, Hisp), CCI (EL, SED His) - Actions 7.1, 7.4, and 7.5

Navelencia Middle School -- Suspension (EL, SED) - Action 5.3

Orange Cove High School -- Suspension (SWD) - Action 5.3
Reedley High School -- Suspension (EL, SWD, White) - Action 5.3
Sheridan Elementary -- Chronic Abs- (SED, SWD, Hisp)- Action 5.4
Silas Bartsch -- Chronic Abs (SED, Hisp), Suspension (EL, SED, SWD, Hisp) - Actions 5.4, 5.3
Washington Elementary -- Chronic Abs (SED, Hisp)- Action 5.4

Reflections: Technical Assistance

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

Differentiated Assistance (D.A) is a program under the Every Student Succeeds Act (ESSA) designed to provide support and intervention to schools and districts that need improvement in specific areas identified by the CA State Dashboard. Kings Canyon Unified is part of differentiated assistance in partnership with the Fresno County Superintendent of Schools (FCSS).

In January of 2023, KCUSD qualified for D.A for the student group, students with disabilities. KCUSD formed a D.A team to do a deep dive into achievement data specific to students with disabilities. This work included processes and activities to identify some of the root causes underlying the low performance of our students with disabilities in ELA. Under the guidance of FCSS district coaches, KCUSD developed a theory of improvement, identifying various change ideas that would impact the success of our students with disabilities. As a result of this work, KCUSD identified interdepartmental collaboration as a key focus area warranting improvement. The team believed that improved collaboration focused on the needs of students with disabilities will result in targeted instruction and more intentional response plans based on formative student data.

In August 2023, KCUSD established two site level D.A Improvement Teams led by their principals, that were tasked with engaging in plan, do, study, act (PDSA) cycles throughout the year. The intent of the PDSA cycles were to fine tune the various aspects of interdepartmental collaboration at their school sites in effort to establish a system that can be spread to all school sites throughout the district. It is our belief that if we build a system that is effective at our two D.A Improvement Team school sites, we can utilize a similar system at all school sites, positively impacting the academic success of all of our students with disabilities.

In January of 2024, KCUSD qualified for D.A for the following student groups:

Students with Disabilities: Chronic Absenteeism, Suspension, and Grad Rate
Homeless Students: Chronic Absenteeism, Suspension
White: Chronic Absenteeism, Suspension

In partnership with Fresno County Superintendent of Schools, KCUSD formed a district D.A team to do a deep dive into suspension rate, chronic absenteeism, and graduation rate data specific to qualifying student groups. This work included processes and activities to identify underlying root causes resulting in high suspension rate, chronic absenteeism, and low graduation rates with the goal of engaging in improvement science around one state indicator in 2024-2025. As a result of the data dive, Kings Canyon Unified decided to focus on suspension rates for the 2024-2025 school year. School teams from A.L Conner Elementary School, McCord Elementary School, and Citrus

Middle School worked together on three different dates during the summer to propose possible strategies to address the high suspension rates at their school sites. Strategies included planning and implementing structured activities for students before, during, and after school, increasing parent education opportunities, and expanding positive reinforcers at the school sites. The three participating school sites will engage in a plan-do-study-act cycle in August 2024, where the aforementioned strategies will be implemented and studied to evaluate their effectiveness and impact on suspension rates.

Comprehensive Support and Improvement

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

Schools Identified

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

The following Kings Canyon Unified schools have been identified for Comprehensive Support and Improvement:

Mountain View School
Great Western Elementary School
Dunlap School

Support for Identified Schools

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

Kings Canyon Unified district leadership supported all three of our CSI eligible school sites (Mountain View School, Great Western Elementary School, and Dunlap School) in conducting the local needs assessment by providing site leaders professional learning to understand the identification of CSI status and the CSI plan requirements. KCUSD required that the comprehensive needs assessment drive the goals for improvement aligned to the California School Dashboard indicators. In partnership with district leadership, this needs assessment was conducted through analysis of data, analysis of the current instructional program, current status of results on performance assessments related to student achievement from local and state assessments, staffing and professional development, alignment of curriculum and instruction, and parent engagement. Data was provided to the site through the mining of the student information system data and using the California School Dashboard to identify current reality. Data was presented to the school site through a district wide analysis of all indicators on the California School Dashboard, comparing data from previous years. This data was also compared to similar schools and analysis was conducted utilizing graphic organizers and needs assessment tools, provided by district leadership, to assist sites in determining possible root causes and potential actions needed to improve student outcomes.

Upon identification of root causes that were identified as focus areas for each of the three CSI qualifying sites, Kings Canyon Unified leadership supported sites in the identification of evidence based interventions included in their CSI plans by providing site leadership and school site councils with options for evidence-based interventions. Selection of evidence based interventions included a review of literature, study of meta-analysis, and utilizing resources such as the What Works Clearinghouse. When contracting with external providers, KCUSD

will only utilize providers who demonstrate research based practices that are in alignment with District goals and objectives in support of student achievement. Once the appropriate department has determined that research based practices indicate potential for a benefit to the students and/or staff of KCUSD, contracts for services will be reviewed and approved by the KCUSD Board of Education. KCUSD leadership also provided guidance in how CSI funds might be used in alignment with school site strategic plans (SPSAs) and the district Local Control and Accountability Plan (LCAP).

The process of support provided by KCUSD to CSI eligible schools (Mountain View School, Great Western Elementary, and Dunlap School) in the identification of resource inequities included providing them with disaggregating site performance data and providing tools to assist them through the needs assessment process, including root cause analysis tools/resources. As a result of data dives and needs assessment work, school site leadership and site CSI teams will be better equipped to identify disproportionality and identify potential resource inequities amongst various student groups.

Monitoring and Evaluating Effectiveness

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

Kings Canyon Unified School District plans to monitor the implementation of site CSI plans through the development and implementation of processes and timelines that will outline ongoing progress monitoring of both plan implementation and student progress based on identified data metrics. Processes will include opportunities for district leadership to check in quarterly with site leadership to discuss progress, successes, and challenges and monthly meetings for each CSI team (comprised of district leadership, site administration, teachers, classified staff, support staff) to meet, analyze progress, and make adjustments. Supportive timelines will include important dates for SPSA and CSI plan development, purchase order cutoffs, and calendared dates for CSI team meetings.

Evaluation of the implementation of school site CSI plans will include engagement in a "plan, do, study, act" cycle (PDSA) during monthly CSI team meetings. Coaching and support will be provided when areas of need are identified, which may include professional development/training and data monitoring.

Kings Canyon Unified School District will also monitor the effectiveness of CSI plans by supporting CSI teams through monthly PDSA cycles in which practices will be discussed and progress data analyzed. School site CSI teams and district leadership will monitor action effectiveness in alignment with the correlating data metrics identified in the CSI plan and adjust actions as necessary.

District leadership, in partnership with site administration, will evaluate the effectiveness of the overall CSI plan for each eligible school site through quarterly data analysis of identified action metrics.

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
District Advisory Committee (Parent Advisory Committee)	KCUSD has a well establish DAC committee (PAC), comprising of parent representatives from each district school site. The district LCAP, including the goals, actions as well as the process for LCAP development, was shared with DAC on the following dates: October 23, 2023, January 29, 2024, and March 4, 2024. Parents had the opportunity to learn about the KCUSD LCAP as well as engage in activities to provide input on actions. The presentation of the 2024 LCAP was presented to the DAC on May 16, 2024. There were no questions from the DAC requiring a response from the superintendent.
District English Language Advisory Committee (Parents of English Learners)	KCUSD also has a well establish DELAC committee, comprising of parents of English learner students from each district school site. The district LCAP, including the goals, actions as well as the process for LCAP development, was shared with DELAC on the following dates: October 23, 2023, January 29, 2024, and March 4, 2024. Parents had the opportunity to learn about the KCUSD LCAP as well as engage in activities to provide input on actions to improve the performance of our EL students, including our long term English learners (LTELs). The presentation of the 2024 LCAP was presented to the DELAC on May 16, 2024. There were no questions from the DELAC requiring a response from the superintendent.
Kings Canyon Teachers Association	KCUSD met with representatives of the Kings Canyon Teachers Association (certificated bargaining unit-KCTA) on February 29, 2024. An overview of district LCAP goals and LCFF funding was provided.

Educational Partner(s)	Process for Engagement
	This meeting provided an opportunity for KCTA input on the development of the 2024-2027 district LCAP.
California School Employees Association	KCUSD met with representatives of the KCUSD Classified School Employees Association (classified bargaining unit- CSEA) on February 28, 2024. An overview of district LCAP goals and LCFF funding was provided. This meeting provided an opportunity for CSEA input on the development of the 2024-2027 district LCAP.
School Site Principals	<p>School site principals provide valuable input through an ongoing process of collaboration, planning, implementing, studying data/results, and responding. All principals meet monthly to collaborate around best practices and provide input on the various district programs and supports outlined in the Local Control and Accountability Plan (LCAP). Collaborative principal meetings took place on the following dates:</p> <ul style="list-style-type: none"> August 23, 2023 September 19, 2023 October 17, 2023 November 7, 2023 December 5, 2023 February 6, 2024 March 5, 2024 April 16, 2024 May 7, 2024
Administrators	<p>KCUSD site and district level administrators have opportunities to provide input on the LCAP through a variety of methods. Administrators, alongside parents, provide input on each of KCUSD's six goals during District Advisory Committee (DAC) meetings and District English Learner Advisory Committee (DELAC) meetings. In addition, all district administrators participate in an annual survey in which feedback is solicited for each goal individually. DAC and DELAC meetings were held on the following dates:</p> <ul style="list-style-type: none"> October 23, 2023 January 29, 2024

Educational Partner(s)	Process for Engagement
	<p>March 4, 2024 May 6, 2024</p>
Teachers	<p>All KCUSD teachers participate in an annual LCAP input survey where input is solicited for each of the six LCAP goals. The annual KCUSD Staff Survey was distributed in March of 2024.</p>
Other School Personnel	<p>KCUSD staff (teachers, classified, management) participate in an annual LCAP input survey where input is solicited for each of the six LCAP goals. The annual KCUSD Staff Survey was distributed in March of 2024.</p>
Parents	<p>Kings Canyon Unified uses a variety of methods to solicit input from parents. Parents have the opportunity to participate on district advisory committees throughout the year. These meetings were held on October 23, 2023, January 29, 2024, March 4, 2024 and May 6, 2024. In addition, all district parents were invited to LCAP Community Input Meetings on February 8 and 15 in the communities of Reedley and Orange Cove respectively. Annual surveys are also provided to parents to collect feedback on school environments and safety, school to home communication, quality of programs, and parent involvement. The annual parent survey was given to parents in February of 2024. Finally, parents of students with disabilities had the opportunity to provide ongoing feedback to the district about programs and services for students with disabilities through regular Special Education "Parent Connect" meetings. These meetings were held on September 19, 2023, October 17, 2023, November 14, 2023, April 9, 2024, and April 23, 2024.</p>
Students	<p>Annually, all students in grades 3-12 take a culture and climate survey. Students provide input on their experience in relation to school safety, support, and connectedness. The annual student survey was given to students in February of 2024. In addition, student representatives from each high school participated on the KCUSD Student Advisory Board where LCAP input was solicited on October 18, 2023, November 14, 2023, January 24, 2024, and May 1, 2024.</p>

Educational Partner(s)	Process for Engagement
SELPA Collaboration and Special Education Engagement	<p>Kings Canyon Unified School District is part of the Fresno County SELPA and participated in Operations Meetings, where the LCAP was discussed with member districts and input solicited. SELPA Operations Meetings were held on the September 14, 2023, October 19, 2023, November 7, 2023, January 25, 2024, February 15, 2024, March 18, 2024, and April 18, 2024.</p> <p>Additionally, KCUSD holds regular Special Education "Parent Connect" meetings to seek input on what the district can do to improve services for students with disabilities. Parent Connect meetings were held on September 19, 2023, October 17, 2023, November 14, 2023, April 9, 2024, and April 23, 2024.</p> <p>Lastly, KCUSD utilizes a Special Education Cabinet to seek input on how to improve services for our students with disabilities. This team is comprised of site administrators, special education and general education teachers, and District Administration. Special Education Cabinet met on September 14, 2023, October 12, 2023, November 16, 2023, February 15, 2024, and March 14, 2024.</p>
MVS Equity Multiplier Committee	Mountain View School (MVS) held an educational partner meeting on April 9, 2024. This meeting was facilitated by the learning director and included teachers, parents, and students. Input was collected on the use of Equity Multiplier funding for students at MVS.
KCHS Equity Multiplier Committee	Kings Canyon High School (KCHS) held educational partner meetings specifically focused on collecting input for the use of Equity Multiplier funds on April 15, 2024. Two meetings were held to solicit input. One was specifically designed for parent input while the other was held during the school day with students.
Mid-Year Report to Governing Board	The KCUSD Mid Year Update was presented to the Governing Board on February 27, 2024.
Public Comment Period	The KCUSD LCAP was available for public comment from May 17 - May 28, 2024.
Public Hearing	The KCUSD LCAP public hearing was held on May 28, 2024.

Educational Partner(s)	Process for Engagement
Board LCAP Adoption	Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2). The Board adopted the LEA budget at the same meeting of the LCAP Adoption on Tuesday, June 11, 2024.

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

Each year, the Kings Canyon Unified School District (KCUSD) actively involves its educational partners in substantive conversations concerning the needs of students, parents, school sites, and the district as a whole. This collaborative effort encompasses a variety of activities, including LCAP community engagement nights, student surveys, parent surveys, staff surveys, advisory committee meetings at both the school site and district levels, student advisory committee meetings, collective bargaining unit input meetings, and district leadership focus groups.

Throughout these engagement initiatives, the district collects, synthesizes, and summarizes input and feedback from each of its educational partners. This process involves careful consideration of local and state school and district achievement data, as well as an assessment of the district's budgetary position. By incorporating diverse perspectives and data-driven insights, the district aims to develop a comprehensive understanding of the challenges and opportunities within Kings Canyon Unified.

Ultimately, this collective input is prioritized to inform the development and annual update of the Local Control and Accountability Plan (LCAP). By aligning educational partner input with educational objectives and resource allocation, KCUSD strives to foster a supportive and effective learning environment that meets the needs of all students, in effort to reach our vision that all students will learn and succeed.

Goal 1 - High Quality Education and Basic Services

The actions in goal 1 are continued actions and educational partners were supportive of continuing these actions, as they provide the majority of basic services necessary to function as a school site and school district. Educational partner input reflects that current actions in goal 1 provide for high quality school facilities and meeting student needs through effective teachers and support staff for students with disabilities such as resource specialists, speech pathologists, and program specialists.

Goal 2 - Student Achievement

Input from parents and teachers alike indicated that KCUSD should continue to provide extended learning opportunities such as enrichment, tutoring, intervention, and intersessions. These extended learning opportunities are often a result of teacher collaboration around instructional delivery, student results, and student response. Action 2.2 (Supplemental Instruction) and Action 2.9 (Intervention Teachers) also support the need for extra student support and resources in the form of intervention classes, after school tutoring, intercession support, and extended day enrichment. The expansion of special education techs to support students with disabilities (Action 2.16) and ongoing professional development for our classified staff and certificated staff (Action 2.14 and 2.17) are new/adjusted actions and a direct result of input from the district advisory committee, the KCUSD certificated bargaining unit, and the annual LCAP staff survey. The expansion of district school psychologists (Action 2.21), targeting the mitigation of potential overidentification in special education, was influenced by

continued input from staff, parents and administrators in being able to provide additional supports for struggling students. Parents continue to express the need to provide students with opportunities for hands on learning through study trips, resulting in the continued funding of Sci-Con for all 6th grade students (Action 2.20). The addition of an Early Literacy Coordinator (Action 2.15) has been written into the 24-25 LCAP as a result of input from site and district administrators in response to the expansion of TK programs.

Goal 3 - English Learners (EL)

English Learners make up approximately 28% of the students in Kings Canyon Unified. Educational partner input shows that KCUSD has done an outstanding job supporting the needs of EL students and working towards reclassification. Through this feedback, many actions in goal 3 are continued actions. However, data also shows that English Learner Progress is an area that we must focus on, per the English Learner Progress Indicator. Both DELAC and site/district administration input supports the continued staffing of bilingual instructional aides (Action 3.1) and will expand to include ongoing professional development of classroom bilingual instructional aides (Action 3.3) per feedback from staff on the annual staff LCAP survey. Input from both DAC and DELAC committees and parents through LCAP Community Input Meetings support the continued efforts to provide an English Language Development Instructional Coach (Action 3.2) to support teachers and instructional aides with EL instruction and support. In addition, parent input supports the restructuring of our EL Teachers on Special Assignment (Action 3.4) to prioritize daily responsibilities to be in the classroom and working with teachers. DAC, DELAC, and KCTA input also supports the assignment of intervention teachers to newcomer students (Action 3.6). KCUSD's Migrant program (Actions 3.9 and 3.10) continues to be included in this goal in response to feedback received through LCAP Community Input Meetings, requesting specific support for migrant families.

Goal 4 - Educational and Co-Curricular Activities

Feedback from teachers, administrators, and parents all support the continued implementation and expansion of co-curricular activities and CTE programs. As a result, KCUSD will continue our partnership with Valley ROP to provide a robust career technical education program at both comprehensive high schools (Actions 4.7- CTE Program and 4.8- Career Technical Education Support). KCUSD will continue to provide additional counselor support, such as a district college and career head counselor and transition counselors to promote both college and career technical education opportunities at earlier grades, such as the middle school grade levels (4.5- College and Career Head Counselor and 4.6- Student Transition Programs). Kings Canyon Unified is in the middle of an agricultural community. Educational partners continue to suggest an expansion of the agricultural program to engage more students and better meet the local workforce demands. As a result, Action 4.9 (Agriculture and CTE Pathways) is to improve agricultural program facilities and industry standard equipment to expand course offerings and attract more participation. Actions 4.15 (VAPA Techs) continues to include additional FTE for VAPA techs and supplemental supports for the VAPA program. Parent input also suggests KCUSD continue to seek more opportunities to challenge students that are ahead of grade level (4.16 - GATE Program). Input from parents and the district student advisory board support the continued support of extra-curricular activities, such as athletics, recognizing the importance of such activities in motivating students to attend and perform in school. KCUSD will continue to provide supplemental athletic resources for students in grades 3-12 (Action 4.11- Athletics Programs). As was referenced in Goal 2, input from both parents and teachers reference the benefit of summer learning for all students, grades K-12. Keeping students engaged over the summer is important to parents. In response, we will continue to fund summer learning for students in every grade, focused on both credit recovery, intervention, and enrichment (Action 4.17- Summer Learning).

Goal 5 - Safe and Nurturing School Environments

A common theme in feedback amongst all educational partner groups was the importance of the Expanded Learning program (after school program). As a result, it is important that we continue to provide these after school opportunities for all students, grades K -12. Action 5.17 (Expanded Learning Program) is to continue to provide ELP at all school sites, including the most recently added high school ELP programs. A considerable amount of input from parent representatives on the District Advisory Committee and district administrators advocated for additional staffing and programs to support the social and emotional needs of our students. Action 5.7 is to add two additional social workers for the 24/25 school year and to identify an existing position as a full time foster/homeless social worker committed to the success of our foster and homeless students (Action 5.8- Foster/Homeless Youth Liaison). In addition, Action 5.18 (Family and Student Support Center) is to provide a facility to expand academic, health, and social services for students and families, reaching beyond typical school day hours. Actions 5.1 and 5.2 (PBIS) are to continue the implementation of Positive Behavior Interventions and Supports, a proactive approach to teaching expectations and reinforcing improvement and performance. As a result of staff input, additional learning directors and campus assistants (Action 5.12) will be hired for 24/25 to ensure adequate adult support and supervision on larger campuses and ongoing professional development provided (Action 5.2) to both classified and certificated staff to support capacity building around the areas of active supervision, de-escalation, social skills development, cultural awareness, and classroom/activity structure and management. Parent input, specifically from our Special Education Cabinet Committee, supports the continued efforts to provide behavior support utilizing the district Behavior Intervention Team for our most challenging students (action 5.10- Behavior Intervention) to ensure our school campuses are a safe place for all students and staff.

Goal 6 - Parent Engagement

Educational partners (parents specifically) provided feedback on the increased effectiveness of district and site communication over the past few years. As a result of this feedback, Actions 6.6 (District and School Websites), 6.8 (Unified Communication System), 6.11 (School to Home Communication Team), and 6.12 (Parent Engagement Team) continue to be included actions in the 24-25 LCAP as a means of providing school site and district news using a variety of communication methods. KCUSD will also be expanding bilingual community aides (Action 6.4 - Bilingual Community Aides) to continue to improve parent outreach during the school day and after typical school hours. Parents also expressed appreciation of site Parent Academy workshops as an opportunity to expand resources to parents to better help their children at home with homework, promoting career technical education awareness, and college entrance requirements (Action 6.3 - Parent Academy). Puente a Tecnología programs (Action 6.8) and Children's Day (Action 6.9) were also common feedback trends from DAC, DELAC, and LCAP Community Input Meetings as opportunities from parent engagement and student celebration.

Goal 7 - College and Career Readiness (Equity Multiplier Schools - Mountain View School)

Through ongoing consultation with KCUSD equity multiplier eligible schools and their partners, it is apparent that there is ongoing significant need for additional social and emotional support for students. As a result, the 24-25 LCAP will include an additional full time social worker to serve the students at Mountain View School (action 7.4). In addition, both parents and staff supported the need for additional academic counseling and student transition support. As students enroll in educational options programs, they need clear guidance on program expectations for attendance calculation, credit attainment, behavior requirements, and graduation requirements. As students graduate from Mountain View School, they need support in transitioning to community college, technical training programs, and/or the workforce. As a

result of this input, Mountain View School will hire a full time academic/transition counselor (action 7.1). School Site Council input at Mountain View School supported the need for an additional staff member at the Orange Cove campus to facilitate activities to greet students and parents when they walk onto campus, promote student connectedness, and ensure campus safety while teachers are working with students. Action 7.5 is to provide a campus assistant to fulfill those responsibilities. Teachers, support staff, and students at Mountain View School have shared that there is a need to provide activities after school hours for students to engage in on campus. As a result, Action 7.3 is to provide materials, supplies, and supplemental pay to strengthen after school enrichment opportunities.

Goal 8- College and Career Readiness (Equity Multiplier Schools - Kings Canyon High School)

Through ongoing consultation with Kings Canyon High School and their partners, it was apparent that there is a need for additional academic counseling and student transition support. As students enroll in Kings Canyon High School, they need clear guidance on program expectations for attendance calculation, credit attainment, behavior requirements, and graduation requirements. As students graduate from KCHS, they need support in transitioning to community college, technical training programs, and/or the workforce. As a result of this input, Kings Canyon High School will increase academic counseling FTE (Action 8.1) to support students in these areas. Teachers, support staff, and students at Kings Canyon High School have shared that there is a need to provide activities after school hours for students to engage in on campus. As a result, Action 8.3 is to provide materials, supplies, and supplemental pay to strengthen after school enrichment opportunities. Staff input at KCHS highlighted a need for additional staff support for parent outreach, as parent involvement is such an imperative component to students success. Action 8.7 is to provide additional pay for staff to support parent outreach. Lastly, parent and staff input strongly suggested more opportunities for academic support and engagement at KCHS. Action 8.5, 8.6, and 8.4 are to update technology, provide CTE opportunities, and increase opportunities for extended day support, particularly for EL students.

Through continued input and feedback received from all educational partners, KCUSD will adjust its Action plan as needed to support increasing student achievement, supporting parent engagement and education, and growing the capacity of all staff in KCUSD.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

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

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 teachers	79.8% of teachers are appropriately assigned. Data Source: CA Dashboard			85% of teachers are appropriately assigned.	
1.2	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	100% of school sites implement state standards. Data Source: Local Data			100% of school sites implement state standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Students in the school with sufficient access to standards-aligned instructional materials	100% of students have sufficient access to standards-aligned materials. Data Source: Local Data			100% of students have sufficient access to standards-aligned materials.	
1.4	School facilities condition	100% of school sites have a rating of "good" Data Source: 2023-2024 Facilities Inspection Tool (FIT)			100% of school sites have a rating of "good" on the Facility Inspection Tool	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed Teachers	Hire fully and appropriately credentialed teachers at all levels (general education and special education) and monitor implementation.	\$44,527,780.00	No
1.2	District and Site Support	Provide District and site personnel to provide support for student success. This includes salaries and benefits for district office staff, administrative staff, school site secretaries, health office aides, general office materials and supplies, baseline equipment and central office operating costs.	\$6,687,556.18	No
1.3	Operating Costs	Basic operating costs	\$22,687,429.53	No
1.4	District Facilities	Provide staff, equipment, and materials/supplies for the district maintenance department to ensure safe campuses conducive to student learning.	\$17,779,054.19	No
1.5	Transportation	Continue to provide transportation to and from school. This action includes salaries and benefits for bus drivers, vehicles, vehicle maintenance, and materials/supplies.	\$6,831,714.00	No
1.6	Special Education	Continue to provide Guidance and Learning Center staff in support of students with disabilities - special education teachers, special education techs, school psychologists, program specialists, speech specialists, behavior support staff, interpreter/translator and two secretaries. Services provided by these staff members include academics, speech, functional life skills, social-emotional support and behavior interventions. Staff will receive ongoing professional development on writing IEPs, legal updates, instructional strategies and updates to the special education data system.	\$14,618,132.74	No
1.7	Site Lottery Funds	Allocate lottery funding to school sites to support basic services.	\$1,818,817.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

It is a priority of Kings Canyon Unified School District that all students have access to grade-level state standards, along with rigorous curriculum to support academic achievement for all students. The continued actions outlined in Goal 2 have resulted in continued growth in both ELA and Math since 2015. Ultimately, if students in KCUSD continue to make progress on the metrics outlined in Goal 2, students will have a greater opportunity to pursue a wider array of options upon graduation from high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP Meets/Exceeds Standard	<p>All Students: 48.6%</p> <p>Low Income Students: 46.2%</p> <p>English Learners: 16.5%</p> <p>LTEs: 6.6%</p> <p>Foster Youth: 50.0%</p> <p>SWD: 12%</p> <p>3rd Grade Students: 39.4%</p> <p>Low Income 3rd Grade: 37.4%</p>			<p>All Students: 54.6%</p> <p>Low Income Students: 52.2%</p> <p>English Learners: 22.5%</p> <p>LTEs: 12.6%</p> <p>Foster Youth: 56.0%</p> <p>SWD: 18%</p> <p>3rd Grade Students: 45.4%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learner 3rd Grade: 21.9%</p> <p>Foster Youth 3rd Grade: 0%</p> <p>Dunlap All Students: 44.6%</p> <p>Dunlap Low Income Students: 41.4%</p> <p>Dunlap English Learners: 0%</p> <p>Dunlap Foster Youth: 0%</p> <p>Sheridan All Students: 44.3%</p> <p>Sheridan Low Income Students: 43.4%</p> <p>Sheridan English Learners: 16.4%</p> <p>Sheridan Foster Youth: 0%</p> <p>Data Source: Data Quest 2022-2023</p>			<p>Low Income 3rd Grade: 43.4%</p> <p>English Learner 3rd Grade: 27.9%</p> <p>Foster Youth 3rd Grade: 6%</p> <p>Dunlap All Students: 50.6%</p> <p>Dunlap Low Income Students: 47.4%</p> <p>Dunlap English Learners: 6%</p> <p>Dunlap Foster Youth: 6%</p> <p>Sheridan All Students: 50.3%</p> <p>Sheridan Low Income Students: 49.4%</p> <p>Sheridan English Learners: 22.4%</p> <p>Sheridan Foster Youth: 6%</p>	
2.2	ELA CAASPP Distance from Standard	<p>All Students: -6.1</p> <p>Low Income Students: -12.1</p> <p>English Learners: -39.3</p> <p>LTELs: -111.4</p> <p>Foster Youth: -12.5</p> <p>SWD: -90.1</p> <p>Native American: -44.9</p>			<p>All Students: 9.0</p> <p>Low Income Students: 3.1</p> <p>English Learners: -24.3</p> <p>LTELs: -96.4</p> <p>Foster Youth: 3.5</p> <p>SWD: -75.1</p> <p>Native American: -29.9</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Low Income Native American: -32.4 Low Income SWD: -118.6</p> <p>MVS All Students: 167 points below std. Low Income: 165.9 points below std. Hispanic: 176.3 points below std.</p> <p>Data Source: CA Dashboard 2022-2023</p>			<p>Low Income Native American: -17.4 Low Income SWD: -103.6 English Learner SWD: -151.0 Foster Youth SWD: -183.0</p> <p>MVS All Students: 152 points below std. Low Income: 150 points below std. Hispanic: 161 points below std.</p>	
2.3	Math CAASPP Meets/Exceeds Standard	<p>All Students: 35.6% Low Income Students: 33.4% English Learners: 15.2% LTELs: 3.1% Foster Youth: 50.0% SWD: 10%</p> <p>3rd Grade Students: 46.7% Low Income 3rd Grade: 45.0% English Learner 3rd Grade: 33.3%</p>			<p>All Students: 41.6% Low Income Students: 39.4% English Learners: 21.2% LTELs: 9.1% Foster Youth: 56.0% SWD: 16%</p> <p>3rd Grade Students: 52.7% Low Income 3rd Grade: 51.0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth 3rd Grade: 50.0% Dunlap All Students: 39.8% Dunlap Low Income Students: 35.7% Dunlap English Learners: 8.0% Dunlap Foster Youth: 100% Sheridan All Students 36.6% Sheridan Low Income Students 35.5% Sheridan English Learners 20.6% Sheridan Foster Youth: 0% Data Source: Data Quest 2022-2023			English Learner 3rd Grade: 39.3% Foster Youth 3rd Grade: 56.0% Dunlap All Students: 45.8% Dunlap Low Income Students: 51.7% Dunlap English Learners: 14.0% Dunlap Foster Youth: 100% Sheridan All Students 42.6% Sheridan Low Income Students 41.5% Sheridan English Learners 26.6% Sheridan Foster Youth: 6%	
2.4	Math CAASPP Distance from Standard	All Students: -42.3 Low Income Students: -47.9 English Learners: -62.5 LTELs: -140 Foster Youth: -46.1 SWD: -116.2 Native American: -111.4			All Students: -27.3 Low Income Students: -32.9 English Learners: -47.5 LTELs: -125 Foster Youth: -31.1 SWD: -101.2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Low Income Native American: -94.5 Low Income SWD: -147.6</p> <p>Citrus SWD: -168.9 Grant SWD: -106.8</p> <p>MVS All Students: 258.5 points below std. Low Income: 259.3 points below std. Hispanic: 264.4 points below std.</p> <p>Data Source: CA Dashboard 2022-2023</p>			<p>Native American: -96.4</p> <p>Low Income Native American: -79.5 Low Income SWD: -132.6 English Learner SWD: -164.6 Foster Youth SWD: -306.0</p> <p>Citrus SWD: -153.9 Grant SWD: -91.8</p> <p>MVS All Students: 243.5 points below std. Low Income: 244.3 points below std. Hispanic: 249.4 points below std.</p>	
2.5	EAP ELA	<p>11th Grade Students: 64.8%</p> <p>11th Grade Low Income Students: 63.1%</p> <p>11th Grade English Learners: 9.6%</p> <p>11th Grade Foster: 100%</p>			<p>11th Grade Students: 70.8%</p> <p>11th Grade Low Income Students: 69.1%</p> <p>11th Grade English Learners: 15.6%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Data Quest 2022-2023			11th Grade Foster: 100%	
2.6	EAP Math	11th Grade Students: 29.4% 11th Grade Low Income Students: 27.6% 11th Grade English Learners: 4.6% 11th Grade Foster Youth: 100% Data Source: Data Quest 2022-2023			11th Grade Students: 35.4% 11th Grade Low Income Students: 33.6% 11th Grade English Learners: 10.6% 11th Grade Foster Youth: 100%	
2.7	CAST Distance from Standard	All Students: Not Available Low Income Students: Not Available English Learners: Not Available Foster Youth: Not Available Data Source: NA			To be Determined	
2.8	CAST Meets/Exceeds Standard	All Students: 27.1% Low Income Students: 24.7% English Learners: 3.5% Foster Youth: 36.4% Data Source: Data Quest 2022-2023			All Students: 33.1% Low Income Students: 30.7% English Learners: 9.5% Foster Youth: 42.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	AP Passage Rate	All Students: 32% Data Source: The College Board Report			All Students: 38%	
2.10	ELA i-Ready	All 2nd Grade Students: 39.2% Low Income 2nd grade: 39.3% English Learners 2nd Grade: 26.6% Foster Youth 2nd Grade: NA Data Source: i-Ready Mid Year Diagnostic % of students at Grade Level 2 or above			All 2nd Grade Students: 45.2% Low Income 2nd grade: 45.3% English Learners 2nd Grade: 32.6% Foster Youth 2nd Grade: NA	
2.11	Math- i-Ready	All 2nd Grade Students: 13.1% Low Income 2nd grade: 13.6% English Learners 2nd Grade: 6.3% Foster Youth 2nd Grade: NA Data Source: i-Ready Mid Year Diagnostic % of students at Grade Level 2 or above			All 2nd Grade Students: 19.1% Low Income 2nd grade: 19.6% English Learners 2nd Grade: 12.3% Foster Youth 2nd Grade: NA	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Materials	Continue to provide standards aligned core text books, ELD curriculum, and materials.	\$476,861.22	No
2.2	Supplemental Instructional Resources	Provide supplemental materials/supplies to support student learning through engaging best first instruction, intervention, enrichment, and progress monitoring.	\$844,794.20	Yes
2.3	Technology Department	Continue to provide personnel and materials/supplies for the technology department to ensure all school sites and all students have access to updated, state of the art technology.	\$2,423,245.57	No

Action #	Title	Description	Total Funds	Contributing
2.4	Supplemental Technology	Provide all students with access to supplemental technology, such as chromebooks, hotspots, elmos, and interactive classroom technology tools to increase student learning.	\$874,678.34	Yes
2.5	Outdoor Science Education	Provide all 6th grade students with an opportunity to engage in a science camp connected with state standards. This action includes registration costs, staffing, transportation, and materials/supplies.	\$253,304.94	Yes
2.6	Classroom Instructional Aides	Provide instructional aides to support small group and differentiated instruction to increase student learning in the classroom.	\$662,446.31	Yes
2.7	Physical Education Techs	Provide PE Techs to support the delivery of Physical Education (PE) instruction in grades 1-5.	\$882,787.00	No
2.8	Additional FTE for Physical Education Techs	Provide additional FTE for Physical Education Techs to allow for additional teacher collaboration, planning, and professional development.	\$57,208.30	Yes
2.9	Intervention Teachers	Provide intervention teacher at every K-8 school site to increase student learning through strategic support.	\$2,158,062.21	No
2.10	Supplemental Support for Unduplicated Students with Disabilities	Provide additional hours for Learning Center staff, paraeducators, and salaries for 4 RSP teachers and hire additional Special Education Techs to support low-income students with disabilities.	\$1,225,859.69	Yes
2.11	Cultural Education and Enrichment Program	Materials/supplies for low-income Native American educational workshops and study trips.	\$11,500.01	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Additional Student Support- Prevention and Intervention	Provide program specialists and psychologists focused on student prevention and intervention prior to identifying students for special education services.	\$410,379.23	Yes
2.13	Library Services	Provide library media techs and library services to all school sites.	\$456,329.70	No
2.14	Supplemental Library Services	Provide additional personnel and materials/supplies/shelving to expand library services offered at all school sites.	\$1,782,644.37	Yes
2.15	Instructional Coaches	Provide instructional coaches to provide support for teachers to continuously improve instruction and overall student achievement.	\$3,648,800.24	Yes
2.16	New Teacher Instructional Coach	Continue to provide an instructional coach to primarily support new teachers with instructional strategies and classroom management.	\$195,761.46	No
2.17	Supplemental Professional Development	Provide additional curriculum and instruction personnel to support the planning and implementation of professional development for all teachers and administrators in KCUSD.	\$419,271.51	Yes
2.18	Early Literacy Coordinator	Provide an Early Literacy Coordinator to lead the development of reading and writing programs and support for literacy instruction in grades PK - 3.	\$147,463.09	No
2.19	Expanded TK/Kindergarten Minutes	Provide additional FTE for TK/Kindergarten teachers to provide full day programs.	\$1,400,889.83	Yes
2.20	Infant CVRC	Provide a district program for infants age 0-3 with intellectual and developmental disabilities to support student growth in achievement through preschool.	\$4,833,990.55	No

Action #	Title	Description	Total Funds	Contributing
2.21	State Preschool Program	Operate State Preschool Programs at district school sites.	\$3,977,702.96	No
2.22	Supplemental Pre-School Supports	Provide supplemental materials/supplies for preschool programs.	\$631,984.65	Yes
2.23	Opportunity Programs	Provide teachers for the Opportunity Program, supporting students struggling with both social and academic performance.	\$531,448.53	Yes
2.24	Elimination of Combination Classes	Provide teachers at Dunlap School and Sheridan Elementary to eliminate combination classes.	\$493,051.25	Yes
2.25	Additional Transportation to Reduce Loss of Instructional Time	Increase hours for bus drivers to provide additional transportation for students.	\$31,683.50	Yes
2.26	Data Systems and Accountability Team	Provide personnel for the district data and accountability team to monitor student achievement and provide school data to site leaders for programmatic planning.	\$645,002.48	Yes
2.27	Educational Programs Department	Provide personnel for the Educational Programs Department to oversee the planning and implementation of the district Local Control and Accountability Plan (LCAP)	\$376,159.37	Yes
2.28	Collaborative Team Professional Development	KCUSD will plan and facilitate professional development on collaborative teams and the continuous improvement cycle, focusing on students with disabilities. Students with disabilities are in need of additional academic support, particularly students with disabilities at Citrus MS and Grant MS, as	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>evidenced by academic achievement on the Math CAASPP Assessment in the metrics section. Students with disabilities at Citrus Middle School scored and average of 168.9 points below meeting standard and students with disabilities at Grant Middle School scored and average of 106.8 points below meeting standard. Parent and staff input highlighted the need for additional time and academic support for students with disabilities to master math concepts. Our local needs assessment highlighted the need for earlier identification of struggling students, particularly those with disabilities at Citrus and Grant MS, and prompt response by classroom and support teachers.</p> <p>To address the red indicator (CA Dashboard) for students with disabilities at Citrus and Grant Middle Schools in Mathematics, we will provide ongoing professional development for staff on collaborative teams and the continuous improvement cycle, focused on students with disabilities.</p> <p>Teachers that work as effective collaborative teams are able to quickly identify student learning gaps, particularly for those with disabilities at Citrus and Grant, and provide immediate responses for those struggling students. Through collaborative unit planning, common formative assessments, and a clear process for analyzing and responding to student learning data, teachers will be able to provide the additional support needed for our students with disabilities. Professional development will be provided at the district level for site leaders throughout the year and at both Citrus MS and Grant MS for teachers on Wednesday afternoons. We expect this action to improve the performance of our students with disabilities at Citrus and Grant and will monitor effectiveness with the following metrics:</p> <p>Math CAASPP Distance from Standard - Citrus - SWD Math CAASPP Distance from Standard- Grant - SWD</p>		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

Goal 3 was developed to address state priorities 2 (State Standards) and 4 (Pupil Achievement). English learner progress continues to be a priority for Kings Canyon Unified. This goal has been established to ensure that English Language Learners have increased support towards attaining English language proficiency and increasing student achievement on state and local measures. 28% of the students in Kings Canyon Unified are currently English learners with a majority of students in KCUSD having been English learners at some point in their educational experience. Of the 28% of EL students, 17% of them are long term English learners (LTELS). Because of this, it is critically important for KCUSD to continue to focus on the progress of all English learners, from newcomers to LTELS, to support their acquisition of English proficiency. This goal is implemented in alignment with Goal 2. The growth English learners have made will continue through the implementation of this goal and will support their overall academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELPAC Proficiency	English Learners: 15.77% Data Source: DataQuest 2022-2023			English Learners: 21.77%	
3.2	English Learner Progress Indicator (ELPI)	English Learners: 47.8% AL Conner: 41.7% Dunlap: 36.4%			English Learners: 53.8% AL Conner: 47.7% Dunlap: 42.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sheridan: 42.6% Washington: 34% Great Western: 38% Kings Canyon High School: 30.4% Reedley High School: 43.3% Data Source: CA Dashboard 2022-2023			Sheridan: 48.6% Washington: 40% Great Western: 44% Kings Canyon High School: 36.4% Reedley High School: 49.3%	
3.3	Math CAASPP Distance from Standard	Citrus ELs: -114.7 points below standard Data Source: CA Dashboard 2022-2023			Citrus ELs: -99.7 points below standard	
3.4	Percentage of LTEL students	17% of all ELs are LTELs Data Source: Local Data 2023-2024			11% of all ELs are LTELs	
3.5	EL Reclassification Rate	17% of EL students reclassified Data Source: Local Data/CALPADS 2022-2023			23% of EL students reclassified	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Bilingual Instructional Aides	Continue to provide Bilingual Instructional Aides and materials/supplies to support English learners in the classroom. Professional development specific to EL instructional practices will be provided to improve student academic support.	\$1,700,326.26	Yes
3.2	ELD Instructional Coach	Provide an ELD Instructional Coach to support teachers with EL instruction in both math and English, as well as English language development, with a specific focus on English learners at Citrus Middle School. Kings Canyon Unified School District’s English learners, specifically those at Citrus Middle School, are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. EL students at Citrus Middle School scored 114.7 points below standard on the Math CAASPP in 22-23,	\$192,389.82	No

Action #	Title	Description	Total Funds	Contributing
		<p>compared to the all student group who scored 77 points below standard. English learners across the district scored 62.5 points below standard. Based on input from educational partners, English learners need access to consistent strategies that promote vocabulary expansion and speaking and listening practice.</p> <p>The ELD instructional coach, specializing in instructional strategies proven effective with English learners, will provide coaching to teachers directly, specifically math teachers at Citrus Middle School, to ensure implementation of language acquisition specific strategies, such as vocabulary development and speaking and listening practice. The implementation of the ELD coach supports language acquisition by helping teachers with ELD integration within all core academic content areas. In addition, The ELD coach will provide school sites, with intentional focus on math teachers at Citrus Middle School, professional development on best instructional practices to utilize with English learners.</p> <p>The specific focus on English learners across the district, with a specific focus Citrus Middle School, will support the growth of our English Learners on the CAASPP Assessment. KCUSD will utilize the following metric to monitor the impact of this action:</p> <p>Math CAASPP Distance from Standard - Citrus - English Learners</p>		
3.3	ELD Instruction and Professional Development	<p>Provide materials, supplies, and services for professional development on evidence based EL strategies and ELD standards for both classroom teachers and instructional aides. Professional development will be provided at the following school sites:</p> <ul style="list-style-type: none"> • AL Conner- ELPI • Dunlap- ELPI • Sheridan- ELPI • Washington- ELPI • Great Western- ELPI • Kings Canyon High School- ELPI • Reedley High School- ELPI 	\$4,055,161.11	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Long Term English Learner Support - Support and Professional Development	Provide English Learner Teachers on Special Assignment, focused on supporting the district EL program through professional development and teacher support with particular emphasis on long term English learners (LTELs).	\$381,612.34	Yes
3.5	ELD Program Specialist	Provide an ELD Program Specialist to coordinate the ELD program for the district, including the planning and facilitation of training for staff.	\$219,389.26	Yes
3.6	Intervention Teachers - Newcomers	Provide intervention teachers that focus on supporting newcomer English learner students.	\$171,609.11	No
3.7	Extended Day Intervention	Materials/supplies and online resources for extended day intervention such as after school intervention and Saturday Academic Language Academies for EL students in grades K-12.	\$21,066.16	Yes
3.8	ELD Progress Monitoring	Supplemental pay for staff to assess students and monitor their progress throughout the year utilizing local assessments/tools.	\$52,665.39	Yes
3.9	Migrant Program	Operate Migrant Program in KCUSD in partnership with Fresno County Superintendent of School's Migrant Education Program.	\$238,228.09	No
3.10	Migrant Program-Supplemental Supports	Provide migrant community aides and coordinator to support KCUSD migrant students and families.	\$272,007.25	Yes
3.11	Promoting Biliteracy and Cultural Awareness	Provide materials and supplies to promote biliteracy and cultural awareness.	\$10,533.08	Yes

Action #	Title	Description	Total Funds	Contributing
3.12	Language Acquisition Software and Supplemental Materials	Licensing for language acquisition software and supplemental materials for English learners and long-term English learners.	\$15,799.62	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Cohort Graduation Rate	All Students: 87.4% Low Income: 86.9% English Learners: 72.5% Foster Youth: N/A SWD: 57.7%			All Students: 90% Low Income: 90% English Learners: 82.5% Foster Youth: N/A SWD: 67.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income SWD: 72.2% English Learners SWD: 65.2% MVS Low Income: 52.7% MVS English Learners: 55.1% MVS Foster Youth: N/A Data Source: CA Dashboard 2022-2023, CALPADS			Low Income SWD: 82.2% English Learners SWD: 75.2% MVS Low Income: 62.7% MVS English Learners: 65.1% MVS Foster Youth: N/A	
4.2	A-G Completion Rate	All Students: 43.5% Low Income: 42.8% English Learners: 9.7% Foster Youth: 50% Data Source: CALPADS 2022-2023			All Students: 53.5% Low Income: 52.8% English Learners: 19.7% Foster Youth: 60%	
4.3	CTE Participation Rate	All Students: 58.2% Low Income: 57.5% English Learners: 28.21% Foster Youth: N/A Data Source: Local Data 2022-2023			All Students: 65.2% Low Income: 64.5% English Learners: 35.21% Foster Youth: N/A	
4.4	CTE Pathway Completion Rate	All Students: 51% Low Income: 49% English Learners: 20% Foster Youth: N/A			All Students: 58% Low Income: 56% English Learners: 27% Foster Youth: N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard 2022-2023				
4.5	A-G and CTE Pathway Completion Rate	All Students: 24% Low Income: 23.70% English Learners: 4% Foster Youth: N/A Data Source: CA Dashboard 2022-2023			All Students: 30% Low Income: 29.70% English Learners: 10% Foster Youth: N/A	
4.6	College and Career Readiness Indicator	All Students: 51% Low Income: 49.4% English Learners: 19.7% Foster Youth: N/A MVS All Students: 1.4% EL Students: 0% Low Income: 0.7% Hispanic: 0% KCHS: All Students: 9.5% Low Income: 2.4% Hispanic: 2.5% Data Source: CA Dashboard 2022-2023			All Students: 61% Low Income: 59.4% English Learners: 29.7% Foster Youth: N/A MVS All Students: 10% EL Students: 10% Low Income: 10% Hispanic: 10% KCHS: All Students: 20% Low Income: 20% Hispanic: 20%	
4.7	Attendance Rate	All Students: 94.6% Low Income: 94.6% English Learners: 94.5% Foster Youth: N/A			All Students: 96% Low Income: 96% English Learners: 96% Foster Youth: N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data 2022-2023				
4.8	School Connectedness - Survey Response	All Students - 83% of students in grades 3-12 report that "I feel like this school is the right place for me." Teachers - 90.3% of teachers feel connected at school. Data Source: Local Student Survey 2023-2024			All Students: 90% and above Teachers: 90% and above	
4.9	AP Passage Rate	All Students: 32% Data Source: AP Score Distribution Report 2022-2023, College Board			All Students: 38%	
4.10	Student access to a broad course of study	All Students: 100% Data Source: Local Indicator Data 2023-2024			All Students: 100%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Guidance and Support	Provide academic counselors for high schools to monitor graduation progress, A-G progress, and CTE pathway completion.	\$1,127,352.00	No
4.2	Supplemental Academic Counselors	Supplemental academic counselors for the two comprehensive high schools to improve student progress monitoring of graduation, CTE, and A-G requirements.	\$454,728.76	Yes
4.3	School Connections Counselors	Salary for one School Connections Counselor	\$149,807.75	Yes
4.4	Expansion of School Connections Program	Supplemental School Connections Counselor to provide counseling and mentoring support for students with disabilities (SWD).	\$184,429.97	No

Action #	Title	Description	Total Funds	Contributing
		<p>Graduation rates for our students with disabilities was 57.7% in 2022-2023. Analysis of both state and local data over the past three years highlighted the need to provide earlier identification and intervention for struggling students with disabilities. Educational partner input identified a need to support students with disabilities in accessing co and extra curricular clubs and activities to better connect with the school community and accessing social and academic resources on campus.</p> <p>This action will address the Following Red: LEA Level SWD: Grad Rate</p>		
4.5	College and Career Head Counselor	College and Career Head Counselor who will support A-G completion and college and career awareness	\$155,535.64	No
4.6	Student Transition Programs	Salaries for Student Transition Program staff and materials and supplies for the transition program activities. Activities include academic support, student connectivity, social-emotional support, college and career exploration, and opportunities for parent education.	\$1,072,502.18	Yes
4.7	Career Technical Education Program	Materials/Supplies and Stipends for Career Technical Education Pathways and CTE Advisory Stipends	\$1,302,390.18	No
4.8	Career Technical Education Support	Materials/supplies, salaries, and subs for CTE programs at the middle and high schools to support college and career readiness.	\$1,484,089.55	Yes
4.9	Agriculture Pathways	This action will provide funding for the maintenance and improvement of program facilities and industry standard equipment for agricultural pathways.	\$842,646.20	Yes

Action #	Title	Description	Total Funds	Contributing
4.10	K-8 College and Career Awareness	Materials/supplies for college and career awareness activities at K-8 schools. Activities include A-G workshops, college exploration, tutorials and mentoring, and career technical education exploration.	\$35,000.00	No
4.11	Athletics Programs	Provide opportunities for student engagement through elementary, middle, and high school athletics programs. This action includes materials and supplies and sub coverage for athletics coaches.	\$125,300.00	No
4.12	Supplemental Athletic Resources	Provide supplemental athletic resources which include administrative staff for the middle and high school athletics programs, transportation, supplemental services, materials, and supplies.	\$1,497,458.09	Yes
4.13	Health and Nutrition Fitness Program	Provide personnel for Health and Nutrition Program at Reedley and Orange Cove High Schools.	\$204,168.96	Yes
4.14	Visual and Performing Arts (VAPA)	Materials and supplies for performing arts/theater programs, including district music, and high school band and choir.	\$806,801.00	No
4.15	Increased Supports for VAPA	Provide funding for instrument maintenance and replacement, materials and supplies for visual and performing arts programs, VAPA techs, and a salary percentage for a district VAPA coordinator.	\$245,238.48	Yes
4.16	Gate Program	Supplemental pay for GATE program staff and materials/supplies for students.	\$163,548.15	Yes
4.17	Summer Learning	Teacher and administrative staff salaries and materials/supplies for summer school.	\$1,217,000.10	Yes

Action #	Title	Description	Total Funds	Contributing
4.18	Supplemental Instructional Support for Mountain View School	Continue to provide support at Mountain View School to include salaries for three full time teachers, a full-time learning director, and materials and supplies.	\$481,563.88	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	<p>All Students: 6.1%</p> <p>Low Income: 6.3%</p> <p>English Learners: 5.8%</p> <p>Foster Youth: 19.4%</p> <p>Homeless: 9.5%</p> <p>SWD: 9.1%</p> <p>White: 8.5%</p> <p>Alta</p> <p>All Students: 3.6%</p> <p>English Learners: 3.3%</p>			<p>All Students: 4.6%</p> <p>Low Income: 4.8%</p> <p>English Learners: 4.3%</p> <p>Foster Youth: 17.9%</p> <p>Homeless: 7.6%</p> <p>SWD: 7.6%</p> <p>White: 7%</p> <p>Alta</p> <p>All Students: 2.1%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Low Income Students: 4.2% Hispanic: 3.7%</p> <p>AL Conner Students with Disabilities: 9.1%</p> <p>Dunlap All Students: 13.6% Low Income Students: 13.4% Students with Disabilities: 25.5% Hispanic: 14.4% White: 13.4%</p> <p>Grant Students with Disabilities: 12.3%</p> <p>Great Western All Students: 5.7% Low Income Students: 6% Students with Disabilities: 12.5% Hispanic: 5.6% White: 7.5%</p> <p>Kings Canyon High School All Students: 13.1% English Learners: 24.2% Low Income Students: 13%</p>			<p>English Learners: 1.8% Low Income Students: 2.7% Hispanic: 2.2%</p> <p>AL Conner Students with Disabilities: 7.6%</p> <p>Dunlap All Students: 12.1% Low Income Students: 11.9% Students with Disabilities: 24% Hispanic: 12.9% White: 11.9%</p> <p>Grant Students with Disabilities: 10.8%</p> <p>Great Western All Students: 4.2% Low Income Students: 4.5% Students with Disabilities: 11.0% Hispanic: 4.1% White: 6%</p> <p>Kings Canyon High School All Students: 11.6%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: 17.9% Hispanic: 13.4%</p> <p>Navelencia English Learners: 13.3% Low Income Students: 12.2%</p> <p>Orange Cove High School Students with Disabilities: 18%</p> <p>Reedley High School English Learners: 13.3% Students with Disabilities: 16.2% White: 12%</p> <p>Silas Bartsch All Students: 6% English Learners: 5.4% Low Income Students: 6.1% Students with Disabilities: 8.0% Hispanic: 6.2%</p> <p>Data Source: CA Dashboard 2022-2023</p>			<p>English Learners: 22.7% Low Income Students: 11.5% Students with Disabilities: 16.4% Hispanic: 11.9%</p> <p>Navelencia English Learners: 11.8% Low Income Students: 10.7%</p> <p>Orange Cove High School Students with Disabilities: 16.5%</p> <p>Reedley High School English Learners: 11.8% Students with Disabilities: 14.7% White: 10.5%</p> <p>Silas Bartsch All Students: 4.5% English Learners: 3.9% Low Income Students: 4.6% Students with Disabilities: 6.5% Hispanic: 4.7%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Expulsion Rate	All Students: 0% Low Income: 0% English Learners: 0% Foster Youth: 0% Data Source: Local Data 2022-2023			All Students: 0% Low Income: 0% English Learners: 0% Foster Youth: 0%	
5.3	Attendance Rate	All Students: 95.4% Low Income: 95.5% English Learners: 95.3% Foster Youth: 95.7% Data Source: CALPADS, Local Data All Teen Parents: 84.5% Low Income Teen Parents: 87.0% Data Source: CALPADS, Local Data 2022-2023			All Students: 96% Low Income: 96% English Learners: 96% Foster Youth: 96% All Teen Parents: 90% Low Income Teen Parents: 90%	
5.4	Chronic Absenteeism Rate	All Students: 13.6% Low Income: 13.9% English Learners: 10.7% Foster Youth: 20.9% Homeless: 36% SWD: 23.6% White: 21.4% 2 or more races: 20.8%			All Students: 3.6% Low Income: 3.9% English Learners: 1% Foster Youth: 10.9% Homeless: 26% SWD: 13.6% White: 11.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Dunlap All Students: 35.9% English Learners: 25.9% Low Income: 38.5% Students with Disabilities: 51% Hispanic: 39.4% White: 34.2%</p> <p>Great Western All Students: 21.4% English Learners: 20.6% Low Income: 23.6% Students with Disabilities: 41.7% Hispanic: 21.5% White: 23.1%</p> <p>Sheridan All Students: 15% Low Income: 14.9% Students with Disabilities: 32.4% Hispanic: 14.7%</p> <p>Silas Bartsch All Students: 12.3% Low Income: 13.1% Hispanic: 12.5%</p> <p>Washington All Students: 11% Low Income: 10.9% Hispanic: 11.3%</p>			<p>2 or more races: 10.8%</p> <p>Dunlap All Students: 10% or less English Learners: 10% or less Low Income: 10% or less Students with Disabilities: 10% or less Hispanic: 10% or less White: 10% or less</p> <p>Great Western All Students: 10% or less English Learners: 10% or less Low Income: 10% or less Students with Disabilities: 10% or less Hispanic: 10% or less White: 10% or less</p> <p>Sheridan All Students: 10% or less Low Income: 10% or less Students with Disabilities: 10% or less Hispanic: 10% or less White: 10% or less</p> <p>Washington All Students: 10% or less Low Income: 10% or less</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard 2022-2023			Students with Disabilities: 10% or less Hispanic: 10% or less Silas Bartsch All Students: 10% or less Low Income: 10% or less Hispanic: 10% or less Washington All Students: 10% or less Low Income: 10% or less Hispanic: 10% or less	
5.5	Middle School Dropout Rate	All Students: 0% Low Income: 0% English Learners: NA Foster Youth: NA Data Source: CALPADS 2022-2023			All Students: 0% Low Income: 0% English Learners: 0% Foster Youth: 0%	
5.6	High School Dropout Rate	All Students: 0.25% Low Income: 0.22% English Learners: 0.12%			All Students: Maintain less than 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Foster Youth: 0%</p> <p>Data Source: CALPADS</p> <p>All Teen Parents: 0% Low Income Teen Parents: N/A</p> <p>Data Source: Local Data 2022-2023</p>			<p>Low Income: Maintain less than 1%</p> <p>English Learners: Maintain less than 1%</p> <p>Foster Youth: Maintain less than 1%</p> <p>All Teen Parents: Maintain less than 1%</p> <p>Low Income Teen Parents: Maintain less than 1%</p>	
5.7	Sense of Safety - Survey Response	<p>All Students - 81.2% of students feel safe on campus</p> <p>Teachers - 92% of teachers feel safe at school</p> <p>Data Source: Local Surveys 2023-2024</p>			<p>All Students- 90%</p> <p>Teachers- 90% and above</p>	
5.8	Safe and Orderly Environment- Parent Survey Response	<p>95.82% of parents rate KCUSD schools in the affirmative on "how effective personnel on this campus are in providing a safe and orderly environment for your child."</p>			<p>Maintain above 90%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Parent Survey 2023-2024				
5.9	Students Feel Welcome - Student Survey Response	All Students- 85% of students feel welcome at school Data Source: Local Student Survey 2023-2024			All Students 90%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	PBIS and Student Services	PBIS Program at all sites, to include materials and supplies, service contracts, health services and the expansion of Expanded Learning Programs	\$307,880.00	No
5.2	Supplemental PBIS Supports	This action includes personnel such as campus assistants for every school site, extra pay for Decisions Program staff, professional development for district and site leadership, and materials and supplies for school sites to support the implementation of PBIS practices.	\$3,384,399.98	Yes
5.3	PBIS Professional Development	<p>Suspension rates for our all-student group at KCUSD increased to 6.1%, slightly up from the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group and at the site level.</p> <p>Student groups at the following schools are in need of additional behavioral support as indicated by LEA level and site level suspension data.</p> <ul style="list-style-type: none"> • LEA Level- Foster Youth, Homeless, SWD, White • Alta- All Student, EL, Low Income Students, Hispanic • AL Conner - Students with Disabilities • Dunlap - All Student, Low Income Students, Students with Disabilities, Hispanic, White • Grant - Students with Disabilities • Silas Bartsch - All Student, English Learners, Low Income Students, Students with Disabilities, Hispanic • Great Western - All Student, Low Income Students, Students with Disabilities, Hispanic, White • Kings Canyon High School - All Student, English Learners, Low Income Students, Students with Disabilities, Hispanic • Navelencia - English Learners, Low Income Students • Orange Cove High School - Students with Disabilities • Reedley High School - English Learners, Students with Disabilities, White <p>Analysis of local data identified that most school suspensions are</p>	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>happening on campus outside of the classroom. District Advisory Committee and district administrator input suggests that we continue to provide behavior and socio-emotional support for students and provide training for staff to improve supervision efforts during unstructured times of the day. Our needs assessment highlighted two common needs among the above-mentioned student groups: 1) that many of these students need additional support related to academic and behavioral expectations at school, and 2) underscored the importance of schools building consistent, strategic support systems to ensure student success.</p> <p>To address the LEA red indicator for suspension rate for foster youth, homeless students, students with disabilities, and white students, LEA-level professional development will be provided to district social workers and psychologists and will incorporate social-emotional learning (SEL) skills specifically to meet the unique needs of Foster Youth, Homeless, Students with disabilities, and White students, such as self-regulation and conflict resolution. Social workers will utilize their PD to train school site RSP teachers, administration, and support staff across the district so that they can be better prepared to support students struggling with behavior.</p> <p>To address the following rates of lowest performance (red) for the suspension dashboard indicator at the school site level, KCUSD will provide professional development and ongoing training for school site personnel at Alta, AL Conner, Dunlap, Grant, Silas Bartsch, Great Western, Kings Canyon High School, Navelencia, Orange Cove High School, and Reedley High School focused on early behavior intervention, de-escalation, and supervision. This training is in addition to the LEA wide professional development for district social workers and psychologists. Professional development at the site level on supervision and de-escalation techniques can significantly contribute to reducing suspension rates and ensuring a campus where all diverse student groups feel safe, valued, and heard. Through ongoing training, staff will learn to intervene early when they notice signs of conflict or escalation. Staff will learn strategies to utilize with students to strengthen trust and relationships.</p> <p>To measure the effectiveness of this action, we will monitor the following metrics:</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Suspension Rate - LEA - Foster Youth, Homeless, SWD, White Suspension Rate - Alta- EL, Low Income Students, Hispanic Suspension Rate- AL Conner - Students with Disabilities Suspension Rate- Dunlap - Low Income Students, Students with Disabilities, Hispanic, White Suspension Rate- Grant - Students with Disabilities Suspension Rate- Silas Bartsch - English Learners, Low Income Students, Students with Disabilities, Hispanic Suspension Rate- Great Western - Low Income Students, Students with Disabilities, Hispanic, White Suspension Rate- Kings Canyon High School - English Learners, Low Income Students, Students with Disabilities, Hispanic Suspension Rate- Navelencia - English Learners, Low Income Students Suspension Rate- Orange Cove High School - Students with Disabilities Suspension Rate- Reedley High School - English Learners, Students with Disabilities, White</p>		
5.4	Chronic Absenteeism Support	<p>Provide collaborative opportunities for site leadership at the LEA level, Dunlap, Great Western, Sheridan, Silas Bartsch, and Washington to share best practices in attendance monitoring, reinforcement, and intervention to reduce chronic absenteeism rates. The action includes materials and supplies.</p> <p>At the LEA level, the following student groups are in need of additional support and resources specific to attendance as indicated by district wide attendance and chronic absenteeism data noted in the metric section:</p> <ul style="list-style-type: none"> • LEA - Homeless, Students with Disabilities, White, Students of Two or More Races <p>In addition, the following student groups at the following school sites are also in need of additional support and resources specific to school attendance:</p> <ul style="list-style-type: none"> • Dunlap- All Students, English Learners, Low Income, Students with Disabilities, White, Hispanic 	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Great Western- All Students, English Learners, Low Income, Students with Disabilities, White, Hispanic • Sheridan- All Students, Low Income, Students with Disabilities, Hispanic • Silas Bartsch- All Students, Low Income, Hispanic • Washington- All Students, Low Income, Hispanic <p>Our needs assessment highlighted two common needs among the above-mentioned student groups: 1) Earlier intervention and positive reinforcement to promote attendance and 2) clear communication with students and families about the importance of school attendance.</p> <p>To address district wide chronic absenteeism rates, all district principals will engage in collaborative meetings and professional development during quarterly Principal Meetings. At these meetings, site principals will share best practices specific to parent communication, early identification and intervention for chronically absent students, and strategies to build positive school climates.</p> <p>To address chronic absenteeism rates for the above mentioned student groups at school sites, KCUSD will implement The Chronic Absentee Recovery Effort Project (CARE). This project provides specific funding to support activities to teach students about the importance of attendance, improve parent outreach to chronically absent students and their families, and to provide incentives for students with improved attendance. The district attendance administrator will coordinate monthly collaborative opportunities with leadership teams at Dunlap, Great Western, Sheridan, Silas Bartsch, and Washington to review attendance data, discuss attendance interventions, and celebrate attendance improvement. Attendance programs built on a foundation of clear expectations, early intervention, positive campus cultures, and celebration of success will improve attendance rates for our all students.</p> <p>As a result of collaboration between administrators and leadership teams at district schools we expect to see chronic absenteeism decline. The following metrics will used to monitor the impact of this action:</p> <p>Chronic Absenteeism Rate - LEA - All Students, Low Income Students,</p>		

Action #	Title	Description	Total Funds	Contributing
		Foster Youth, Homeless, SWD, White, 2 or more races Chronic Absenteeism Rate - Dunlap - All Students, English Learners, Low Income, Students with Disabilities, White, Hispanic Chronic Absenteeism Rate - Great Western - All Students, English Learners, Low Income, Students with Disabilities, White, Hispanic Chronic Absenteeism Rate - Sheridan - All Students, Low Income, Students with Disabilities, Hispanic Chronic Absenteeism Rate - Silas Bartsch- All Students, Low Income, Hispanic Chronic Absenteeism Rate - Washington - All Students, Low Income, Hispanic		
5.5	CARE Project	Provide personnel to provide monitoring and outreach to our chronically absent students in partnership with our data and accountability team, provide funding to school sites to provide early intervention and attendance reinforcements for students.	\$222,014.10	Yes
5.6	Social and Emotional Support	Provide social workers and student and family clinicians to serve students/families at all school sites.	\$3,559,756.77	Yes
5.7	Additional Social Workers	Provide two additional social workers to provide social and emotional student support district wide, targeting schools with higher need.	\$389,723.87	No
5.8	Foster/Homeless Youth Liaison	Provide a full-time foster/homeless youth liaison to ensure socio-emotional, academic, behavior, and attendance support for our foster and homeless students.	\$210,661.55	Yes
5.9	Support for Homeless Students	Provide materials/supplies, services, and activities to engage and re-engage district homeless students.	\$87,246.53	No

Action #	Title	Description	Total Funds	Contributing
5.10	Behavior Intervention	This action is to provide a Behavior Intervention Team made up of psychologists, behavior case managers, and behavior techs to support students needing behavior intervention and support.	\$3,170,402.40	Yes
5.11	Restorative Justice Program	Provide restorative justice coordinators to continue supporting positive school culture and climate at middle and high schools.	\$484,516.30	Yes
5.12	School Culture and Climate	Continue to provide additional personnel at high needs schools, such as Orange Cove High School, Citrus Middle School, TL Reed, Silas Bartsch, and Grant Middle School, to support the implementation school activities that promote a positive school culture, school connectedness, and increased student engagement in school activities.	\$789,377.85	Yes
5.13	Teen Parent Support	Provide personnel and materials/supplies for the district teen parent support program.	\$541,202.16	Yes
5.14	School Based Health Center	This action is to provide a School Based Health Center Coordinator to serve as a liaison for students and families in KCUSD and the Jefferson Adventist Health Center and to provide materials/supplies student and family outreach related to health-related services.	\$125,505.83	Yes
5.15	Supplemental Health Services	Provide student care office health aides, nurses, and additional pay for health and wellness staff to increase services for students.	\$764,219.01	Yes
5.16	Student Health Services	This action provides personnel for student care health offices, medical material/supplies, and equipment to provide students with health services.	\$228,137.00	No

Action #	Title	Description	Total Funds	Contributing
5.17	Expanded Learning Program	This action is to provide expanded learning programs (after school programs- personnel, materials and supplies) for all school sites.	\$11,716,138.02	No
5.18	Family and Student Support Center	This action is to improve and increase accessibility to academic, health, and social services through the expansion of infrastructure and facilities needed to support students and family participation.	\$10,533.08	Yes
5.19	Title I Student Services	This action provides personnel for the Student Services Department.	\$318,475.73	No
5.20	Differentiated Assistance	<p>This actions is for materials, supplies, and supplemental pay for staff to participate on improvement teams.</p> <p>In collaboration with Fresno County Superintendent of Schools and the Executive Leadership Team, KCUSD staff will engage in a systematic approach, utilizing district improvement teams, to identify and prioritize student performance gaps related to suspension and implement evidence-based strategies to improve student outcomes. School sites will engage in cycles of testing, learning, and adapting in effort to reduce suspension rates at district schools. To measure the effectiveness of this action, we will monitor the following metrics:</p> <p>Suspension Rate - LEA - All Students, Homeless, SWD, White</p>	\$1,500.00	No

Goals and Actions

Goal

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Annual Parent Survey Return Rate	47% Return Rate Data Source: Local Data 2023-2024			60% Return Rate	
6.2	Quality of Schools - Parent Survey Response	97%- Quality of School is satisfactory, good, or excellent. Data Source: Local Data 2023-2024			Maintain 90% - Quality of School is satisfactory, good or excellent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	Welcome and Connected to School - Parent Survey Response	97% - Parents are greeted and made to feel welcome and connected to their child's school. Data Source: Local Data 2023-2024			Maintain above 90% - Welcome and Connected to School	
6.4	Sense of Safety- Parent Survey Response	96%- Sense of safety is satisfactory, good, or excellent Data Source: Local Data 2023-2024			Maintain above 90% - Sense of Safety is satisfactory, good or excellent	
6.5	School and District Communication - Parent Survey Response	97% - School and district communication keeps parents informed about events and news. Data Source: Local Data 2023-2024			Maintain above 90% - School and district communication keeps parents informed about events and news.	
6.6	More than 10 active parent engagement opportunities per school site.	100% of schools provided 10 or more active engagement opportunities. Data Source: Local Data 2023-2024			Maintain 100% of schools providing 10 or more active engagement opportunities.	
6.7	Seek parent input and promote participation in programs for unduplicated students	Full Implementation			Sustain Full Implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and students with exceptional needs.	Data Source: Local Indicator Report 2023-2024				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Parent Access to Student Information	Licensing for student information system that allows for parents to access their child's attendance and grades throughout the year.	\$63,919.43	Yes
6.2	Parent Survey	This action is to provide materials/supplies and services to distribute and analyze the annual Parent Surveys as a means for collecting feedback and input on the educational programs in KCUSD.	\$11,500.01	Yes

Action #	Title	Description	Total Funds	Contributing
6.3	Parent Academy	Materials/supplies and service providers to provide parents with opportunities for parent engagement and parent education at all school sites.	\$323,265.44	Yes
6.4	Bilingual Community Aides	Continue to provide bilingual community aides (BCA) at all school sites and expand BCA positions to include community support centers to support parents with communication, engagement, and school/district system navigation.	\$851,981.67	Yes
6.5	Support Center Bilingual Community Aid	Provide an additional bilingual community to serve community support centers to support parents with communication, engagement, and school/district system navigation.	\$84,264.62	No
6.6	Family Connection Techs	Provide Family Connection Techs at all school sites to support progress monitoring of EL students and attendance, and provide resources and support to families in their home language.	\$623,413.88	Yes
6.7	District and School Websites	Provide school and district websites to communication to students, parents, and community.	\$30,861.92	Yes
6.8	Unified Communication System	This action is continue utilizing Parent Square as a district wide communication system for student and parent communication.	\$46,025.34	Yes
6.9	Puente a Tecnologia for Parents	Provide extra pay for staff to facilitate educational opportunities for parents of English learners related to the use of digital tools to support their child's education. This action also includes the purchasing of chromebooks and replacement devices to be checked out by EL students to increase access to learning resources at home.	\$36,025.23	Yes

Action #	Title	Description	Total Funds	Contributing
6.10	Children's Day Parent Program	This action is for materials and supplies to continue to hold an annual "Children's Day" celebration to recognize student achievement as well as provide parents with education opportunities and access to community resources.	\$44,958.00	Yes
6.11	School to Home Communication	Provide a school to home communication team to coordinate communication to students and families using a variety of distribution methods.	\$301,957.00	Yes
6.12	Parent Engagement Team	Provide a Parent Education and Engagement Coordinator to promote and facilitate parent education and engagement opportunities across the district.	\$278,993.84	No
6.13	Site Parent Engagement Support	Support school sites with parent education and engagement through additional parent involvement funding.	\$53,733.44	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	<p>Within three years, Mountain View School (MVS) will increase the number of students that are prepared for college and/or career as measured by the College and Career Indicator on the CA School Dashboard. MVS will accomplish this by achieving the following subgoals:</p> <p>Mountain View School</p> <p>Graduation Rate (53.5%) - All Students, EL, LI, and Hispanic MVS will increase the graduation rate of all students, particularly English learners, low-income students, and Hispanic students, by 10% as measured by the CA Dashboard by June of 2027.</p> <p>ELA (167 points below standard)- All Students, LI and Hispanic All students at MVS, particularly low income and Hispanic students, will demonstrate an increase their performance on the ELA CAASPP by 50 points as measured by "distance from standard" data on the CA School Dashboard by June of 2027.</p> <p>Math (258.5 points below standard) - All Students, LI and Hispanic All students at MVS, particularly low income and Hispanic students, will increase their performance on the Math CAASPP by 25 points as measured by "distance from standard" data on the CA School Dashboard by June of 2025.</p> <p>CCI (Lowest Level) - All Students, EL, LI, and Hispanic MVS English learners, low-income students, and Hispanic students will increase their rating on the college and career readiness indicator by one level, from "very low" to "low", as measured by the CA Dashboard by June of 2027.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 7 was developed to address state priorities 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), and 8 (Other Pupil Outcomes). This goal was established to ensure that students leave Mountain View School prepared for community college, a technical training program, or the workforce, reaching their highest potential. Based on the CA School Dashboard, all students, including the low income, English learners, and Hispanic student groups at Mountain View School, have the lowest rating (red indicator) on the College and Career Readiness Indicator and Graduation Rate indicator. The all student, low income student, and Hispanic student groups at MVS had red indicators for both ELA and Math achievement as well. All of the aforementioned indicators are imperative to be prepared for college and career after high school.

Through our local needs assessment, utilizing input from our students, parents, and staff, we identified common needs for our low income, English learners, and Hispanic students at Mountain View School, such as a need to have access to high interest course options to increase motivation, access to additional social and emotional counseling to support emotional challenges such as anxiety and depression, and access to additional instructional support beyond their school day. Our low income students, English learners, and Hispanic students have limited access to educational resources and socio-emotional supports at home.

Both parents and staff supported the need for additional academic counseling, as MVS low income students, English learners, and Hispanic students enroll with gaps in graduation credits, requiring in depth analysis of student transcripts and student scheduling. In addition, partners highlighted that MVS students need clear guidance on program expectations for attendance calculation, credit attainment, behavior requirements, and graduation requirements, as independent study programs operate different than traditional brick and mortar schools. School Site Council input supported the need to increase opportunities for student connectedness and relationship building on campus.

This goal was deemed essential to ensure that all students, specifically low income students, English learners, and Hispanic students, learn necessary math and ELA skills, develop social and emotional skills to navigate challenging situations, and complete high school graduation requirements, so that they will be prepared for college and career and attain their highest potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Graduation Rate	MVS All Students: 53.5% EL Students: 45.7% Low Income: 49.7% Hispanic: 49.3%			MVS All Students: 83.5% EL Students: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard 2022-2023, CALPADS			Low Income: 80% Hispanic: 80%	
7.2	College and Career Indicator (CCI)	MVS All Students: 1.4% EL Students: 0% Low Income: 0.7% Hispanic: 0% Data Source: CA Dashboard 2022-2023			MVS All Students: 10% EL Students: 10% Low Income: 10% Hispanic: 10%	
7.3	Math CAASPP Distance from Standard	MVS All Students: 258.5 points below std. Low Income: 259.3 points below std. Hispanic: 264.4 points below std. Data Source: CA Dashboard 2022-2023			MVS All Students: 243.5 points below std. Low Income: 244.3 points below std. Hispanic: 249.4 points below std.	
7.4	ELA CAASPP Distance from Standard	MVS All Students: 167 points below std. Low Income: 165.9 points below std. Hispanic: 176.3 points below std. Data Source: CA Dashboard 2022-2023			MVS All Students: 152 points below std. Low Income: 150 points below std. Hispanic: 161 points below std.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Academic Counselor	<p>Provide a full-time academic counselor at Mountain View School.</p> <p>Based on local data and our needs assessment, MVS staff identified that students, particularly low income students, English learners, and foster youth at Mountain View School are missing required courses to meet graduation requirements. As a result of academic deficiencies and missing requirements, low income students, English learners, and Hispanic students at Mountain View School have few opportunities to take elective or Career Technical Education courses. These student groups lack connection with school and are therefore unmotivated to attend and complete work, ultimately resulting in a very low CCI rating on the CA Dashboard (red indicator). Providing a full-time counselor will provide students with additional transcript analysis, course recommendations, student transition support, and co/extra curricular connections to ensure all students, particularly EL, LI, and Hispanic students are on track to</p>	\$195,452.50	No

Action #	Title	Description	Total Funds	Contributing
		<p>graduate and to ensure preparedness for college and/or career (CCI). To measure the effect of this action, we will monitor the CCI data on the CA Dashboard for MVS EL students, low income students, and Hispanic students.</p> <p>This action will address the following Red Indicator: Mountain View School - CCI - All Students, Low Income, English Learners, Hispanic</p>		
7.2	Student Connectedness	<p>Provide an additional campus assistant at MVS to connect with students, facilitate structured activities, and promote a positive school climate. Research indicates that students thrive academically and socially when they attend schools fostering inclusive and supportive relationships, high levels of student engagement beyond the classroom, clear expectations, and a strong sense of safety.</p>	\$63,390.00	No
7.3	Co/Extra Curricular Activities	<p>This action is also to provide all MVS students, particularly English learners, low-income students, and Hispanic students, with opportunities to increase connectedness through co and extra curricular activities and therefore increase school engagement and overall graduation rates. This action includes materials/supplies and supplemental pay for staff to facilitate co and extracurricular activities.</p>	\$2,538.00	No
7.4	Additional Socio-emotional Support	<p>Provide an additional social worker to provide social and emotional support for Mountain View School students, particularly low-income students, English learners, and Hispanic students.</p> <p>Based on local data and our local needs assessment, the low income students, English learners, and Hispanic students that attend Mountain</p>	\$195,452.50	No

Action #	Title	Description	Total Funds	Contributing
		<p>View School struggle either socially, emotionally, or academically. These student groups lack access to socio-emotional resources at home. As a result of socio-emotional challenges such as stress, anxiety, and depression, MVS students, particularly LI, EL, and Hispanic students, struggle to engage at school, resulting in low graduation rates (red indicator). An additional social worker will provide students with the necessary social and emotional supports such as skills to cope with anxiety, stress, and depression so that they can engage in school academics and co-curricular activities, leading to improved attendance, increased academic performance, and higher graduation rates. To measure the effect of this action, we will monitor the Graduation Rate Indicator on the CA Dashboard for MVS EL students, low income students, and Hispanic students.</p> <p>This action will address the following Red Indicator: Mountain View School - Graduation Rate - All Students, Low Income, English Learners, Hispanic</p>		
7.5	Intervention	<p>Provide MVS students with intervention support in English Language Arts and Math, both in person and through online courses.</p> <p>Based on local and state achievement data, students that attend MVS have struggled to perform in core subject areas, particularly students from low income families and Hispanic students, resulting in red indicators for both ELA and Math on the CA School Dashboard. This has been a result of lack of academic support and intervention at school and lack of access to educational resources at home. Our local needs assessment highlighted the need for MVS low income and Hispanic students to have opportunities beyond their instruction time to receive additional support in ELA and Math. Providing students with additional intervention opportunities, both in person and online, will improve the achievement for students at Mountain View School, particularly in ELA and Math. As a result, all students, including low income and Hispanic students will improve performance on the state ELA and Math assessments as measured by the distance from met data for ELA and Math in the metric section.</p>	\$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This action will address the following Red Indicator: Mountain View School - ELA and Math Achievement - All Students, Low Income, Hispanic</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	<p>Within three years, Kings Canyon High School (KCHS) will increase the number of students that are prepared for college and/or career as measured by the College and Career Indicator on the CA School Dashboard. KCHS will accomplish this by achieving the following subgoals:</p> <p>Suspension Rate (13.1%) - All Students, EL Students, Low Income, SWD, Hispanic All students at KCHS, particularly English learners, low-income students, student with disabilities, and Hispanic students, will decrease their rate of suspension by 3% as measured by the CA Dashboard by June of 2027.</p> <p>ELPI (30.4% making progress) KCHS will increase the number of English learners making progress to English proficiency by 10% as measured by the English Language Proficiency Indicator on the CA Dashboard by June of 2027.</p> <p>CCI (Lowest level) - All Students, Low Income, Hispanic All students at KCHS, particularly low-income students and Hispanic students, will increase their rating on the college and career readiness indicator by one level, from "very low" to "low", as measured by the CA Dashboard by June of 2027.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 8 was developed to address state priorities 2 (State Standards), 4 (Pupil Achievement), 6 (School Climate), and 8 (Other Pupil Outcomes). This goal was established to ensure that students leave Kings Canyon High School prepared for community college, a technical training program, or the workforce, reaching their highest potential. Based on the 2022-2023 CA School Dashboard, the all student group, including the low income students and Hispanic students at Kings Canyon High School, had the lowest rating (red indicator) on the College and Career Readiness Indicator. All students at KCHS, particularly our English learners, low income students, Hispanic students, and students with disabilities, have a red rating on the suspension indicator. English learners at KCHS had the lowest rating (red indicator) on the

English Language Proficiency Indicator (ELPI). All of the aforementioned indicators measure skills that are imperative to ensuring students are prepared for college and/or career after high school.

Through ongoing consultation with Kings Canyon High School and their educational partners and as a result of our local needs assessment, it was apparent that our low income students, student with disabilities, and English learners, all have similar needs specific to their academic performance, meeting behavior expectations, and completing graduation requirements. Our low income students, English learners, and students with disabilities and KCHS all lack access to educational resources and language support at home. Common needs of these student groups also include a lack of connectedness with school and disinterest in the classes being offered. Educational partners highlighted that there is a need for additional academic counseling and student transition support. As students enroll in Kings Canyon High School, they need clear guidance on program expectations for attendance calculation, credit attainment, behavior requirements, and graduation requirements. As students graduate from KCHS, they need support in transitioning to community college, technical training programs, and/or the workforce. Teachers, support staff, and students at Kings Canyon High School also highlighted the need to provide activities after school hours for students to engage in on campus and more opportunities for academic support outside the regular school day.

To ensure students are prepared for college and career, students at KCHS must have fundamental skills in reading, writing, listening, and speaking, understand and meet social norms and behavioral expectations, earn a high school diploma, and have opportunities to explore possible education and career opportunities in alignment with their strengths and interests. Through consultation and engagement with students, parents, and staff, this goal was deemed essential to ensure all students, including low income students, English learners, and student with disabilities are prepared for college and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Suspension Rate	KCHS All Students: 13.1% EL Students: 24.1% Low Income: 13% SWD: 17.9% Hispanic: 13.4% Data Source: CA Dashboard 2022-2023			KCHS All Students: 11.6% EL Students: 22.6% Low Income: 11.5% SWD: 16.4% Hispanic: 11.9%	
8.2	English Learner Progress Indicator (ELPI)	KCHS EL: 30.4% making progress			EL Students: 39.4% making progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard 2022-2023				
8.3	College and Career Indicator (CCI)	KCHS: All Students: 9.5% Low Income: 2.4% Hispanic: 2.5% Data Source: CA Dashboard 2022-2023			KCHS: All Students: 20% Low Income: 20% Hispanic: 20%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Academic Counselor	<p>KCHS will add additional counseling FTE on their campus to support students, particularly low-income and Hispanic students, with both academic counseling and transition support to ensure they are college and career ready (CCI) upon graduation.</p> <p>Based on local data, all students at KCHS, particularly low income students and Hispanic students, are missing required courses to meet graduation requirements. Based on our local needs assessment, these students groups all share a common need, a lack of connectedness and motivation at school. These student groups have had few opportunities to take elective or Career Technical Education courses, opportunities that typically engage, connect, and motivate students. Providing additional counseling support will provide students with additional transcript analysis, course recommendations, student transition support, and co/extra curricular connections to ensure all students, particularly low-income and Hispanic students are on track to graduate and to ensure preparedness for college and/or career.</p> <p>This action will address the following Red Indicator: Kings Canyon High School - CCI - All Students, Low Income, Hispanic</p>	\$124,920.44	No
8.2	Academic Intervention	<p>Provide all KCHS students with access to intervention opportunities and online course options to increase recover learning in all subject areas, most specifically ELA and Math.</p> <p>Based on local and state achievement data, many students that attend KCHS have struggled to perform in core subject areas. This has oftentimes been a result of lack of academic support and intervention. By providing students with additional intervention opportunities, both in person and online, will improve the achievement for students at KCHS, particularly in ELA and Math. As a result, more students will meet or exceed standards on the state ELA and Math assessments, making them prepared on the College and Career Indicator (CCI).</p>	\$105,650.00	No

Action #	Title	Description	Total Funds	Contributing
8.3	Co/Extra Curricular Activities	<p>Provide all students at KCHS, particularly English learners, low-income students, students with disabilities, and Hispanic students materials/supplies and supplemental pay for staff to increase opportunities for student engagement and connectedness through co and extracurricular activities.</p> <p>Based on local data, all students at Kings Canyon High School share a common need, particularly low income students, English learners, Hispanic students, and student with disabilities, a lack connectedness at school, leading to lack of engagement, low achievement, behavior issues, and student suspensions (red indicator). Providing students with many opportunities to engage in school through both co and extracurricular activities will increase connectedness and belonging. Students that are connected with their school are less likely to break school rules and be suspended from school and more likely to engage in coursework.</p> <p>This action will address the following Red Indicator: Kings Canyon High School - Suspension Rate- All Students, Low Income, Hispanic, English Learners, Students with Disabilities</p>	\$10,565.00	No
8.4	Extended Day English Learner Support	<p>Provide additional extended day support for all English learner students at KCHS, specifically focusing on English language development standards. This action includes materials/supplies and supplemental pay for staff.</p> <p>English learners at Kings Canyon High School are not making enough progress on the state ELPAC assessment through whole class ELD instruction during the day, as evidenced by the red ELPI indicator. Our local needs assessment highlighted that English learners at KCHS lack access to language exposure and support at home. By providing students with ELD support outside of class time, we can focus on struggling EL students and support them with their specific English language needs. By differentiating supports by student need and increasing ELD support, we expect that the number of English learners making progress on the ELPI will increase.</p>	\$10,565.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will address the following Red Indicator: Kings Canyon High School - ELPI		
8.5	Career Technical Education	Provide materials and supplies for CTE courses and transportation throughout the year to Reedley College.	\$19,618.60	No
8.6	Supplemental Technology	Technology to increase student engagement.	\$40,156.45	No
8.7	Parent Engagement	Salaries/benefits for Parent Liaison for parent outreach and communication.	\$26,412.50	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$39,923,197	\$5,108,740

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
40.019%	4.474%	\$4,415,844.52	44.493%

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
2.2	<p>Action: Supplemental Instructional Resources</p> <p>Need: Kings Canyon Unified School District's low-income students are in need of additional academic support in comparison to all students as indicated in the metric section on state ELA and math assessments. Educational partner feedback, specifically from parents, indicates that many students identified as low-</p>	<p>This action will provide equity and access to our low-income students by ensuring access to supplemental instructional resources. KCUSD will provide supplemental instructional supplies to our low-income students to ensure that they are equipped with the resources necessary to be successful in the classroom and during extended day activities. These additional resources will help sites in addressing learning gaps through both intervention and enrichment. All expenditures are based on district and site needs assessments,</p>	<p>ELA CAASPP Meets/Exceeds Standard - Low Income Students, All Students</p> <p>Math CAASPP Meets/Exceeds Standard - Low Income Students, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>income are not able to provide their own supplemental instructional materials and supplies needed to fully access learning. Our local needs assessment highlighted the need to address this gap in access to supplemental instructional resources for our low-income students.</p> <p>Scope: LEA-wide</p>	<p>examining the unique needs of our low-income students. Supplementary instructional materials will primarily be utilized for literacy, numeracy, ELD, and interventions. Secondary site resources and supports will include actions and strategies to support credit recovery, additional academic counseling, expanded career counseling, and/or college readiness. This action is primarily designed to meet the needs most associated with low-income students. However, because we expect that all students struggling academically will benefit from additional instructional resources, this action is provided on an LEA-wide basis.</p>	
<p>2.4</p>	<p>Action: Supplemental Technology</p> <p>Need: Kings Canyon Unified School District's low-income students are in need of additional academic support in comparison to all students as indicated in the metric section on state ELA and math assessments. Educational partner feedback, specifically from parents, indicates that many students identified as low-income are not able to provide their own supplemental instructional materials and supplies, including technology, needed to fully access learning. Our local needs assessment highlighted that many low-income students do not have reliable access to their own technology in class or at home, which limits access to resources, potentially resulting in gaps in learning.</p> <p>Scope:</p>	<p>KCUSD will continue to provide supplemental technology support to promote access to academic resources and learning supports. These resources will ensure low-income students have supplemental technology in classrooms for both instruction and individual use, as well as at home. By ensuring all students have access to reliable, up to date supplemental technology tools, students will be able to fully access their education, engaging in opportunities for program solving, critical thinking and collaboration. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from the improved access to technology, this action is provided on an LEA-wide basis.</p>	<p>ELA CAASPP Meets/Exceeds Standard - Low Income Students, All Students Math CAASPP Meets/Exceeds Standard - Low Income Students, All Students Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	<p>Action: Outdoor Science Education</p> <p>Need: Kings Canyon Unified School District's English learners, low-income, and foster youth are in need of additional academic support in comparison to all students as indicated in the metrics section for CAST Meets/Exceeds Standard. Parent feedback also indicates that English learners, low-income, and foster youth students do not have access to experiential, hands on learning opportunities when compared to higher income students which can increase the achievement gap for English learners, low-income, and foster youth students. Our needs assessment further highlights that the lack of experiential, hands on learning opportunities for our unduplicated students, particularly for the science subject area, limits the opportunity for students to experience science concepts to deepen learning.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will provide English learners, foster youth, and low income students with access to an annual science based experiential learning activity. English learners, foster youth, and low income students will have the opportunity to attend a science camp where they will receive standards aligned lessons while experiencing science concepts in nature, deepening their understanding of difficult science ideas. This action is designed to meet the needs most associated with English learners, low-income, and foster youth students. However, because we expect that all students will benefit from an experiential learning opportunity, this action is provided on an LEA-wide basis.</p>	<p>CAST Meets/Exceeds Standards - Low Income Students, EL Students, Foster Youth Students, All Students Educational Partner Input</p>
2.6	<p>Action: Classroom Instructional Aides</p> <p>Need: Student achievement data indicates that Kings Canyon Unified School District's English</p>	<p>In order for our English learner and low-income students to have adequate support to readily acquire language and better access to core instruction, KCUSD will continue to hire instructional aides to provide small group and differentiated instruction. Instructional aides in</p>	<p>ELA CAASPP Meets/Exceeds Standard - Low Income Students, EL Students, All Students Math CAASPP Meets/Exceeds Standard -</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>learners and low-income students are performing much lower than all students as indicated in the metric section on state ELA and math assessments. Educational partner input from both parents and teachers support the continued need for classroom instructional aides to focus on supporting the individual student needs of struggling students. Our needs assessment further highlighted the continued need to increase opportunities for small group and differentiated instruction.</p> <p>Scope: LEA-wide</p>	<p>grades K-8 will provide individual support to students through small groups and scaffolding in order to increase language acquisition and performance in core subject areas during the regular school day. This support is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.</p>	<p>Low Income Students, EL Students, All Students</p>
<p>2.8</p>	<p>Action: Additional FTE for Physical Education Techs</p> <p>Need: Kings Canyon Unified School District's English learners, low-income, and foster youth students are in need of additional academic support in comparison to all students as indicated in the metric section on distance from standard on state ELA and math assessments. Based on local needs assessment and partner input from teachers and administrators, there is a continued need to increase collaboration focused on student performance data, instructional delivery, and intervention for struggling students.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will provide additional FTE for Physical Education (PE) instruction in grades 1-5. Increased time for PE instruction (made possible through additional FTE) allows for an increase in collaboration time for teachers. This collaboration time provides teachers with a consistent, weekly opportunity to analyze student performance data and create common formative assessments to guide instructional decisions specifically aligned to meeting the needs of low-income student students, foster youth, and English learners. This action is designed to meet the needs most associated with our low income students, foster youth, and English learners. However, because we expect that all students will benefit from increased teacher collaboration time, this action is provided on an LEA-wide basis.</p>	<p>ELA CAASPP Distance from Standard - Low Income, EL Students, Foster Students, All Students Math CAASPP Distance from Standard - Low Income, EL Students, Foster Students, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.10</p>	<p>Action: Supplemental Support for Unduplicated Students with Disabilities</p> <p>Need: Low-income students are in need of additional academic support in comparison to all students as indicated in the metric section on state ELA and math assessments. Based on a local needs assessment, KCUSD also identified a unique need for low-income students who are also students with disabilities. Out of all students with disabilities, 82% are low income students with a disability.</p> <p>Students that are dually identified (low income and Special Education) score lower than the overall SWD subgroup and therefore require varied additional academic and social emotional supports. Parent and administrator input support the need for intervention and extended day academic support for our low-income students with disabilities, as this subgroup of students often lacks academic support at home. Our local needs assessment also highlighted the need for additional social and emotional support for this subgroup of students, as our low income parents lack the skills to support their children with social and emotional challenges, such as anxiety and depression.</p> <p>Scope: LEA-wide</p>	<p>This action will provide additional resource specialist teachers and paraeducator support at school sites and provide Learning Center staff with additional work days in order to provide guidance to school site grade level teams to prescribe targeted intervention during the day, extended day academic support after school, and social and emotional support for our low-income students with disabilities.</p> <p>In addition, additional special education techs will be hired to support our school sites with a higher number of low-income students with disabilities. Additional staff will allow for greater individualized student supports through intervention, data analysis, and strategy support for general education teachers. This action is designed to meet the needs most associated with low income students with disabilities. However, because we expect that all students struggling academically will benefit from additional intervention and extended day support, this action is provided on an LEA-wide basis.</p>	<p>ELA CAASPP Distance from Standard - Low Income SWD, All SWD Math CAASPP Distance from Standard - Low Income SWD, ALL SWD</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.11</p>	<p>Action: Cultural Education and Enrichment Program</p> <p>Need: Based on local survey data and input from our low-income students, specifically those that are Native American, students struggle academically when they often do not see themselves represented in traditional curriculum. Input from parents suggested that low income, Native American students are less likely to engage in cultural awareness activities at home. This leads to a lack of sense of belonging and feeling disconnected from school. Our local needs assessment highlighted the need to provide opportunities for low-income Native American students to explore and affirm their cultural identity, foster a sense of belonging, and engage in activities that promote cross-cultural understanding and respect, in effort to create a more inclusive and equitable learning environment for all students. Of the Kings Canyon Unified Native American students, 70.4% are low income students.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will utilize materials, supplies, and supplemental resources to provide educational workshop series for both low income Native American students and their parents to provide culturally relevant opportunities to build a community of support for their children's academic learning needs. These resources utilized in workshops will aim to celebrate the rich heritage, traditions, and languages of indigenous people and provide a space for low income Native American students and their families to explore and affirm their cultural identity. By increasing the connectedness of our low income Native American students, we expect academic achievement to improve. This action is designed to meet the needs most associated with our low-income, Native American students. However, because we expect that all students will benefit from cultural awareness and diversity, this action is provided on an LEA-wide basis.</p>	<p>ELA CAASPP - Distance from Standard - Low Income Native American Students, All Native American Math CAASPP - Distance from Standard - Low Income Native American Students, All Native American</p> <p>Educational Partner Input</p>
<p>2.12</p>	<p>Action: Additional Student Support- Prevention and Intervention</p> <p>Need: KCUSD local data indicates that low-income students have a higher rate of identification for</p>	<p>KCUSD will provide program specialists focused on the design and recommendations of prevention and intervention strategies to mitigate the number of low income students requiring special education services. These positions will provide support to school sites through the Student Study Team process, in which academic interventions and</p>	<p>ELA CAASPP Distance from Standard - Low-Income, All Students Math CAASPP Distance from Standard - Low-Income, All Students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>special education services. Educational partner input suggested that more support be provided to students prior to qualification for special education services. Our local needs assessment indicated that low-income families often have limited access to resources such as early childhood education programs, socio-emotional supports, and educational support services outside of school. Input highlighted that prior to identifying low-income students for the special education program, students need academic, behavioral, and socio-emotional intervention.</p> <p>Scope: LEA-wide</p>	<p>socio-emotional supports will be prescribed to support low income students. Through the services provided by this action, students will have greater access to best first instruction (prevention) and interventions when appropriate. These additional resources are designed to meet the needs most associated with low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.</p>	<p>Educational Partner Input</p>
<p>2.14</p>	<p>Action: Supplemental Library Services</p> <p>Need: Kings Canyon Unified School District's English learners, low-income students, and foster youth are in need of additional academic support in comparison to all students as indicated in the metric section on distance from standard for state ELA and math assessments. Educational partner feedback, specifically from parents, indicates that many students identified as English learners, low-income students, and foster youth do not have access to supplemental instructional materials, reading material, and technology outside of school. In addition, students that attend schools out in the country, oftentimes lack the means of accessing the local library in town.</p>	<p>KCUSD will continue to fund personnel to provide library and media services and materials and supplies to ensure low income students, English learners, and foster youth have access to reading materials, supplemental instructional materials, and interactive technology at all school campuses. This action will allow for low income students, English learners, and foster youth to continue their learning beyond the classroom and have access to tools they would otherwise not have at home to promote language and literacy development and critical thinking skills. In addition, this action provides materials and shelving needed to expand library spaces to increase access for low-income, English learner, and foster youth students that do not have the means to access their local library in town. The increased access to additional resources and learning tools are designed to meet the needs most associated with English learners,</p>	<p>ELA CAASPP Distance from Standard - Low Income, EL Students, Foster Youth, All Students Math CAASPP Distance from Standard - Low Income, EL Students, Foster Youth, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our needs assessment identified these resource gaps as potential obstacles, impacting language and literacy development and the critical thinking skills of our English learners, low-income, and foster youth in comparison to all students.</p> <p>Scope: LEA-wide</p>	<p>low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.</p>	
<p>2.15</p>	<p>Action: Instructional Coaches</p> <p>Need: According to state data on the number of students that meet or exceed standard on ELA and Math assessments, Kings Canyon Unified School District's low-income students are in need of additional academic support. Our local needs assessment highlighted that struggling low income students lack exposure to academic vocabulary and linguistic support at home, both of which are essential in strengthening reading comprehension and critical thinking skills.</p> <p>Utilizing state assessment data and feedback from our district advisory committee and our district teacher's association, we identified the need for additional coaching and professional development through both stand alone workshops and the collaborative team process to support teachers in the use of evidence</p>	<p>KCUSD will continue to provide instructional coaches who will provide training and support for teachers to expand their use of evidence based strategies, such as word-learning strategies, context clues, and contextualized learning of new words to support the development of academic vocabulary, reading comprehension, and critical thinking skills for our low income students.</p> <p>This action will also provide on-site, real time professional development for teachers to more effectively support low income students through weekly grade level and department collaborative teams. The collaborative team process provides teachers with the opportunity to share best practices, correlating instructional strategies with student data and performance. Instructional coaches will provide modeling and feedback to collaborative teams to ensure they are focused on instructional strategies that promote the development of vocabulary, reading comprehension skills, and critical thinking and make adjustments based on the impact and effectiveness evidenced by student results.</p>	<p>ELA CAASPP Meets/Exceeds Standard - Low Income Students, All Students Math CAASPP Meets/Exceeds Standard - Low Income Students, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>based strategies that support the development of academic vocabulary.</p> <p>Scope: LEA-wide</p>	<p>The support provided by instructional coaches is designed to meet the needs most associated with low-income students. However, because we expect that all struggling students will benefit from intentional planning, best first instruction, and prescribed intervention, this action is provided on an LEA-wide basis.</p>	
<p>2.17</p>	<p>Action: Supplemental Professional Development</p> <p>Need: According to state data on distance from standard on ELA and Math assessments, Kings Canyon Unified School District's low-income students are in need of additional academic support. Low income students enter the classroom with academic gaps and deficits due to limited access to educational resources at home. As a result of our local needs assessment, we identified that struggling low income students need differentiated instruction, timely intervention, and extended day support at school. Utilizing state assessment data and feedback from our district advisory committee and our district teacher's association, we discovered a need for additional coaching and professional development for teachers to ensure the use of differentiated instructional strategies and timely intervention.</p> <p>Scope:</p>	<p>This action will fund an additional Assistant Superintendent for Curriculum and Instruction to support professional development and coaching in KCUSD and further work on collaborative teams and the PLC process, improving differentiated instruction, timely identification of struggling students, and intervention support for low-income students. This position will also serve as a leader on the District Instructional Leadership Team, supporting site leaders with the collaborative team process to more effectively identify our low-income students that are struggling with specific ELA and Math standards. Because low-income students lack educational resources at home, this action will also support school sites in the planning and implementation of after school academic interventions for low-income students.</p> <p>This action is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.</p>	<p>ELA CAASPP Distance from Standard - Low Income, All Students Math CAASPP Distance from Standard - Low Income, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.19	<p>Action: Expanded TK/Kindergarten Minutes</p> <p>Need: Through analysis of educational partner input and local data, our needs assessment indicated that our low income students, English learners, and foster youth often lack exposure to structure and routines, opportunities for social development, and foundational academic skills. Partner input highlighted that full day TK/Kindergarten has provided tremendous academic and socio-emotional benefits for English learners, low-income, and foster youth students in Kings Canyon Unified School District.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will provide supplemental support for academic achievement in ELA and math for TK/Kindergarten students through continued additional FTE for TK/Kindergarten teachers to increase instructional minutes beyond state requirements. This action will allow for more opportunities for child-centered, creative activities, structure and routines, as well as more opportunities for developing academic and social skills. This action will allow for greater amounts of individualized instruction, reinforcement of positive behavior, and greater progress in both social and academic skill development. The additional time is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students will benefit from increased exposure to structure and routines, socialization, and academic support, this action is provided on an LEA-wide basis.</p>	<p>ELA i-Ready Scores - 2nd Grade - All Students, LI, EL, FY Math i-Ready Scores- 2nd Grade - All Students, LI, EL, FY</p> <p>Educational Partner Input</p>
2.22	<p>Action: Supplemental Pre-School Supports</p> <p>Need: Through analysis of educational partner input and local data, our needs assessment indicated that our low income students, English learners, and foster youth often lack exposure to structure and routines, opportunities for social development, and foundational academic skills. Partner input highlighted that full day TK/Kindergarten has provided tremendous academic and socio-</p>	<p>Supplemental materials, supplies, and support will be provided to ensure students develop a strong social, emotional, and academic foundation for learning prior to entering Kindergarten. Supplemental materials and supplies specific to both foundational academic skills and social play opportunities will expose TK students to a strong academic foundation and social skills activities that they often times would not experience at home. State preschool programs at designated sites currently prioritize services for Foster youth students, low-income students and English learners. This supplemental support further</p>	<p>ELA CAASPP Meets/Exceeds Standard - 3rd Grade EL Students, 3rd Grade Low Income Students, 3rd Grade Foster Students, All 3rd Grade Students Math CAASPP Meets/Exceeds Standard - 3rd Grade EL Students, 3rd Grade Low Income Students, 3rd Grade</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>emotional benefits for English learners, low-income, and foster youth students in Kings Canyon Unified School District.</p> <p>Scope: LEA-wide</p>	<p>increases the quality of services delivered by providing additional staff, materials, facilities and supplies to meet the developmental needs of participating students, resulting in improved social and emotional skills and basic literacy and math skills. This action is designed to meet the needs most associated with English learners, low-income, and foster youth students. However, because we expect that many preschool aged students who might struggle to read by 3rd grade will benefit, this action is provided on an LEA-wide basis.</p>	<p>Foster Students, All 3rd Grade Students</p> <p>Educational Partner Input</p>
<p>2.23</p>	<p>Action: Opportunity Programs</p> <p>Need: Kings Canyon Unified School District's low-income students are in need of additional academic and behavior support in comparison to all students as indicated in the metric section on state ELA and math assessments. As a result of data analysis and educational partner feedback, our local needs assessment indicated that many of our struggling students need an alternative classroom setting that can provide them with a smaller environment that specifically supports social and emotional development, study skills, and more individualized academic and behavior support.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will continue to support an alternative education program for middle and high school low income struggling students to better support academic achievement and social/emotional health. Opportunity teachers will build positive relationships with low income students, provide social and emotional support, and ensure access to individualized academic interventions to meet unique student needs. This action is designed to meet the needs most associated with low-income students. However, because we expect that many middle and high school students who struggle academically will benefit from individualized academic and socio-emotional support, this action is provided on an LEA-wide basis.</p>	<p>ELA CAASPP Distance from Standard - Low Income Students, All Students</p> <p>Math CAASPP Distance from Standard - Low Income Students, All Students</p> <p>Educational Partner Input</p>
<p>2.24</p>	<p>Action: Elimination of Combination Classes</p>	<p>KCUSD will increase academic achievement for students at Dunlap and Sheridan Schools by</p>	<p>ELA CAASPP Meets/Exceeds Standard -</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: English learners and low-income students at Dunlap and Sheridan schools are in need of additional academic support in comparison to all students in Kings Canyon Unified as indicated in the metric section on state and ELA and math assessments. Through analysis of state data and educational partner input, our needs assessment highlighted the need to eliminate combination classes to decrease student variability within a single classroom and increase opportunities for targeted student support and differentiation.</p> <p>Scope: Schoolwide</p>	<p>providing additional teachers at both schools, eliminating grade level combination classes. This action will provide for effective implementation of grade level standards and increased differentiation opportunities to support individual student needs as a result of students being able to learn within their own grade as opposed to being in combination classes where specific grade level standards are not able to be taught with the same focus and intensity. The additional staff are designed to meet the needs most associated with English learners and low-income students at Dunlap School. However, because we expect that all students struggling academically will benefit from targeted support and differentiation, this action is provided on a school-wide basis.</p>	<p>Dunlap - EL Students, Low Income Students, All Dunlap Students ELA CAASPP Meets/Exceeds Standard - Sheridan - EL Students, Low Income Students, All Sheridan Students</p> <p>Math CAASPP Meets/Exceeds Standard - Dunlap- EL Students, Low Income Students, All Dunlap Students Math CAASPP Meets/Exceeds Standard - Sheridan- EL Students, Low Income Students, All Sheridan Students</p> <p>Educational Partner Input</p>
2.25	<p>Action: Additional Transportation to Reduce Loss of Instructional Time</p> <p>Need: Student math and ELA achievement data indicates that Kings Canyon Unified School District's English Learners and low-income students are performing lower than all students as evidenced by meets/exceeds standards CAASPP data in the metrics section. Using our analysis of achievement data and educational partner feedback, our needs assessment indicated that participation</p>	<p>In order for our English Learners and low-income students to participate in athletics and other co/extra-curricular activities and maximize their time in the classroom we will provide additional bus drivers who will be able to limit the amount of time students must leave their school site before dismissal time, thereby increasing instructional time and access to learning. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.</p>	<p>ELA CAASPP Meets/Exceeds Standard - Low Income Students, EL Students, All Students Math CAASPP Meets/Exceeds Standard - Low Income Students, EL Students, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>of English learners and low income students in athletics and other co/extracurricular activities increases self-esteem, social status, and academic success as long as it does not significantly reduce the amount of time spent in the classroom.</p> <p>Scope: LEA-wide</p>		
2.26	<p>Action: Data Systems and Accountability Team</p> <p>Need: State ELA and math assessment data indicates that Kings Canyon Unified School District's English learners, low-income, and foster youth are in need of additional academic support in comparison to all students as indicated in the distance from standard data in the metric section. Through analysis of achievement data and input from our District Advisory Committee and District English Language Advisory Committee, our needs assessment identified a need to more closely monitor academic progress throughout the school year, creating opportunities for more timely intervention and support for low income, English learners, and Foster youth students.</p> <p>Scope: LEA-wide</p>	<p>In order to close that achievement gap, Kings Canyon Unified School District will continue to monitor student achievement and instructional practices through the support of the Systems and Accountability Data Team. This team will support site leaders and teachers to identify achievement gaps and inform instructional and programmatic decisions. The academic needs of our low income students, English learners, and foster youth students are most efficiently addressed when teachers have the information and resources needed to target instruction. This action is designed to meet the academic needs of English learners, low-income and foster youth students, however, because all students could benefit from ongoing progress monitoring and timely intervention and support, this action is being provided on an LEA-wide basis.</p>	<p>ELA CAASPP Distance from Standard - Low Income, EL Students, Foster Students, All Students Math CAASPP Distance from Standard - Low Income, EL Students, Foster Students, All Students</p> <p>Educational Partner Input</p>
2.27	<p>Action: Educational Programs Department</p>	<p>In order to support our low income students, English learners, and foster youth, student</p>	<p>ELA CAASPP Distance from Standard - Low</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Kings Canyon Unified School District's English learners, low-income, and foster youth are in need of additional academic support in comparison to all students as evidenced by the distance from standard ELA and math data in the metric section. Through analysis of achievement data and input from our District Advisory Committee and District English Language Advisory Committee, our needs assessment identified a need to ensure the district action plan includes strategies to support high quality education, academic progress monitoring, timely intervention, intentional instruction for English learners, and enrichment opportunities for our low income students, English learners, and foster youth.</p> <p>Scope: LEA-wide</p>	<p>progress will be monitored at the District level to ensure equity and access for all students and the appropriate allocation of funds and services. Personnel in the Educational Programs Department will oversee the implementation and monitoring of LCAP effectiveness, with an intentional focus on closing achievement gaps for our unduplicated students. Monitoring educational progress through analysis of local and state assessments will provide necessary information for the district to target English learners, low-income, and foster youth student's learning needs and ensure the LCAP goals are met. The Educational Programs department also provides the district with direction and clearly articulated strategies based on data and educational partner feedback to address the learning needs of our most at-promise students within a multi-tiered system of support. This action is designed to meet the academic needs of English Learners, low-income and foster youth students, however, because all students could benefit this action is being provided on an LEA-wide basis.</p>	<p>Income, EL Students, Foster Students, All Students Math CAASPP Distance from Standard - Low Income, EL Students, Foster Students, All Students</p> <p>Educational Partner Input</p>
4.2	<p>Action: Supplemental Academic Counselors</p> <p>Need: Local and state data indicate the percentage of low income students and English Learners students that do not complete A-G requirements or a career technical education (CTE) pathway is high as compared to all students. After conducting an in-depth analysis of historical data, it was determined that additional resources would need to be devoted to decreasing the number of students</p>	<p>KCUSD will continue to fund supplemental academic counselors to support low income and English learner students who fall behind with credit recovery opportunities during the school day, after school, and during intersessions as well as social-emotional interventions. Supplemental counselors will allow for smaller caseloads in the 9th grade allowing for low income and English learners to be identified earlier for intervention, enrolled in more high interest CTE courses, and be connected with academic and socio-emotional supports so they do not fall behind. This action is designed to meet the needs most associated with low income students</p>	<p>A-G Completion Rate - All Students, Low Income Students, English Learners</p> <p>CTE Pathway Completion Rate - All Students, Low Income Students, English Learners</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>that transfer to alternative education programs. This analysis demonstrated the need to increase academic counseling and progress monitoring beginning in the 9th grade. Our local needs assessment highlighted a need for earlier identification of credit-deficient EL, and LI students. In addition, the needs assessment revealed a need for more intentional scheduling for credit recovery in effort to retain more of the identified students at the comprehensive school, giving them the greatest opportunity to complete A-G requirements and/or a CTE pathway.</p> <p>Scope: Schoolwide</p>	<p>and English learners. However, because we expect that all students enrolled at Orange Cove High School and Reedley High School will benefit from these additional supports, this action is provided on a school-wide basis.</p>	
<p>4.3</p>	<p>Action: School Connections Counselors</p> <p>Need: Kings Canyon Unified School District's graduation rates for English Learners and low-income students are lower than the all-student group. Within our data examination, we dug deeper to look at subgroups within our English Learner and Low-income groups to ensure we were addressing the root cause of the low graduation rate. We looked at low income students, low income students with disabilities, as well as English learners and English learner students with disabilities and discovered that these subgroups had a graduation rate that was even lower than those of the all-student group, as identified in the metric section. Our local needs assessment highlighted the</p>	<p>To meet these needs, this action will provide supplemental support for low-income, low income SWD, EL and EL students with disabilities through a "School Connections" counseling and mentoring program. School connection counselor will work individually with the identified students on intensive and individualized counseling to provide the specific support, tools, and resources for each student within the identified subgroups, to ensure they feel like part of their school community.</p> <p>This action is designed to meet the needs most associated with low-income, low-income SWD and EL, EL SWD students. However, because we expect that all students especially student with disabilities struggling academically will benefit, this action is provided on an LEA-wide basis.</p>	<p>Cohort Graduation Rate - All students, Low Income, Low Income SWD, EL Students, EL Students SWD</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>increasing need for the identified students to connect with a caring adult at school as early as possible to address the 8th to 9th grade transition challenge. Educational partner input also supported the need for more student to school connection support, such as mentoring, school resources, and counseling to ensure the identified students feel that they are accepted, part of their school community, and more likely to attend and engage in school.</p> <p>82% of SWD are low-income students. 31% of SWD students are English learners.</p> <p>Scope: LEA-wide</p>		
<p>4.6</p>	<p>Action: Student Transition Programs</p> <p>Need: Cohort Graduation Rate indicates that Low Income Students, and English Learners are not graduating at the same rate as the all-student group. Through analysis of graduation data and educational partner feedback, specifically parents, our local needs assessment highlighted the need for mentor and transition support, specifically in the 6th and 9th grades for the identified students.</p> <p>Educator partner feedback from low-income and English learner students and staff also indicates that the transition from middle school to high school is difficult for many low-income</p>	<p>To ensure students make successful transitions from elementary to middle school and middle school to high school and from high school to college and/or career, the Student Transition Program will be expanded to include the elementary to middle school component. The Student Transition Program will continue to support low income and English learner students with tutoring, academic support, student connectivity, and social-emotional support to mitigate the difficulty in transitioning from elementary to middle and middle school to high school. Additionally, the Student Transition Program provides parents of the identified students the opportunity to attend workshops, college trips and family centered activities to strengthen the parent-adolescent relationship, which is instrumental in assisting students through</p>	<p>Cohort Graduation Rate - All students, Low Income Students, English Learners</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students and English learner students because it is often difficult to connect to the bigger high school setting and navigate the various junior high and high school requirements and expectations. As a result, the identified students struggle to engage, often resulting in academic deficiencies and lower graduation rates.</p> <p>Scope: LEA-wide</p>	<p>these transitions. This action is designed to meet the needs and stresses most associated with low-income and English learner students. However, because we expect that all students struggling with the transitions from elementary to middle school and middle school to high school will benefit, this action is provided on an LEA-wide basis.</p>	
<p>4.8</p>	<p>Action: Career Technical Education Support</p> <p>Need: Local and state career technical education participation data shows that our English learners and low income students have a lower CTE participation rate than the "all student" group.</p> <p>Through analysis of CTE participation data and partner feedback, our local needs assessment highlighted the ongoing need to provide a wide array of career technical education and career exploration opportunities to enhance academic courses and engage English Learner and low income students in technical fields. Increased exposure will lead to informed goal setting and improved school connectedness.</p>	<p>KCUSD will continue its partnership with Valley ROP to provide low income students and English learners with a wide array of career technical education course options in both middle and high school. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration. CTE courses provide English learners and low-income students with a comprehensive set of skills, academic supports, and experiences designed to cultivate relationships and enhance both academic and technical skills. The ongoing implementation of CTE courses are designed to meet the needs most associated with English learners and low income students. However, because we expect that all students can benefit from being exposed to a wide range of career opportunities, this action is provided on an LEA-wide basis.</p>	<p>CTE Participation Rate- All Students, Low Income Students, English Learners</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>4.9</p>	<p>Action: Agriculture Pathways</p> <p>Need: Data shows that low-income students have a lower CTE participation rate as compared to the all-student group.</p> <p>A local needs assessment reveals that these identified students need additional access to CTE and A-G pathways. We discovered the need to expand high-interest pathways based on our rural community. By more intentionally expanding these CTE pathway opportunities, we believe we will better support our low income students' overall preparation for college and career.</p> <p>In addition, Educational partners stated that increasing agricultural opportunities at school is imperative, as it is a high interest and high demand area in our rural communities. Feedback expressed the importance of providing students with both a foundation of knowledge in agribusiness theories through an interactive and hands-on approach and access to state of the art tools and equipment that low income students would not otherwise experience.</p>	<p>In order to address these needs, KCUSD will continue to improve and sustain the expanded Agriculture CTE pathway. KCUSD will continue to pay for the costs associated with program expansion, including both the maintenance and improvement of the infrastructure, including program-specific facilities and industry-standard tools and equipment, needed to support low income student participation. These additional opportunities and expanded resources will increase low-income students' access to and knowledge of the principles of Agriculture Science. Providing industry standard tools and equipment will fill a gap for our low income students that would not otherwise interact with outside of school.</p> <p>This action is designed to meet the needs most associated with low-income students. However, we believe that all students will benefit, and therefore this action will be offered school-wide.</p>	<p>CTE Participation Rate - Low Income Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
<p>4.12</p>	<p>Action: Supplemental Athletic Resources</p> <p>Need: Local data also indicates that the participation of low-income students in athletics can positively impact their school performance. State attendance data highlights that our low income students have a lower attendance rate that the all-student group.</p> <p>Local experience indicates that when low-income students get involved in athletics, they have a greater sense of belonging and school pride, motivating them to have better attendance and to do well in school. Educational partner feedback indicates that many low-income students in Kings Canyon Unified School District are unable to participate in athletics outside of school due to the cost of participation. As a result of analysis of both partner feedback and local data, our needs assessment highlighted the need to ensure all of our low-income students have the opportunity to participate in a wide array of athletic opportunities at their school site.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will continue to provide school-based opportunities for low-income students to compete in school athletics and provide them with access to athletic competitions they otherwise would not have access to. This action will continue to provide transportation for students to and from practice and games/competitions, materials needed for the sport, services for game officials, and staff to coordinate schedules and to ensure these opportunities are available to low-income students. We believe that athletics can serve as a powerful motivator for low-income students, by offering them opportunities to engage in team sports and activities they are passionate about thus encouraging regular attendance. This participation not only fosters a sense of community and belonging for low-income students but also incentivizes students to maintain good attendance to remain eligible for their sports teams.</p> <p>This action is designed to meet the needs most associated with low-income students, however, because we expect that all students will benefit from a wide array of opportunities to participate in school athletics, this action is provided on an LEA-wide basis.</p>	<p>Attendance Rate - All Students, Low Income Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>4.13</p>	<p>Action: Health and Nutrition Fitness Program</p> <p>Need: Parent and student input shows that our low-income students have lower consumption of healthy foods and limited fitness opportunities. State attendance data highlights that our low income students have a lower attendance rate that the all student group.</p> <p>Through analysis of educational partner input and state attendance data, our local needs assessment shows that a gap in access to healthy eating habits and fitness opportunities has had adverse effects on overall health resulting in absences from school due to illness for the identified student group. Intentional efforts to educate students about appropriate nutrition and the importance of physical fitness is necessary.</p> <p>Scope: Schoolwide</p>	<p>KCUSD will provide personnel for a health/nutrition/fitness program at Reedley High School and Orange Cove High School. Through explicit instruction on health and nutrition, low-income students will learn about lifelong fitness as well as receive support on how to maintain healthy diets when not at school. Supporting low-income students with good exercise and healthy eating can support better sleep, regulate mood, and help low-income students stay healthy throughout the semester. Through improvements in overall health and greater engagement through this program, this action will result in an increase in low-income students' ability to make better nutritional decisions and improve overall wellness in order to increase their overall well-being and health allowing students to continue to attend school more frequently. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from an increased understanding of health and fitness, this action is provided on a school-wide basis.</p>	<p>Attendance Rate - Low Income Students</p> <p>Educational Partner Input</p>
<p>4.15</p>	<p>Action: Increased Supports for VAPA</p> <p>Need: State attendance data highlights that our low-income students have a lower attendance rate than the all-student group. Local data indicates</p>	<p>This action is provided to support low-income students with VAPA programs at school.</p> <p>This action will increase access to the Visual and Performing Arts (VAPA) program by supporting performing arts opportunities such as:</p>	<p>Attendance Rates - All Students, Low Income Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>that the participation of low-income students in VAPA can positively impact students' attendance and overall performance in school.</p> <p>A report from the National Endowment for the Arts shows that low-income students with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. As a result of local data analysis and partner feedback, our needs assessment continues to support the ongoing need to provide and expand school based visual and performing arts opportunities for our low income students, who would otherwise have limited or no exposure, to improve attendance, increase achievement, and prepare students for college and community.</p> <p>Educational partners have noted that many low-income students often miss out on visual and performing arts (VAPA) opportunities due to cost and access issues outside of school. They also mentioned that addressing these barriers could serve as a strong incentive for these students to attend school.</p> <p>Scope: LEA-wide</p>	<p>KC Showcase Art Exhibitions Oral Interpretation Festival Poetry and Prose Festival Field trips to local theater - Gr. 1-5 High School Digital and Traditional Art Secondary Music Festival Performance Opportunities</p> <p>This action is designed to ensure low-income students have an increased motivation to attend school and achieve academically through access to VAPA while still ensuring they have access to the maximum instructional time for all of their classes. Through participation in the VAPA program, students will be encouraged to explore their emotions, expand their imagination, and help them develop their own unique voices. This action is designed to meet the needs most associated with low-income students. However, because we expect all students to benefit from participation in visual and performing arts, this action is provided on an LEA-wide basis.</p>	
<p>4.16</p>	<p>Action: Gate Program</p> <p>Need:</p>	<p>KCUSD will continue to provide early exposure to accelerated learning experiences and supplemental instructional opportunities for low-income students through the purchasing of supplemental materials and supplies for GATE</p>	<p>CAASPP- All Students, Low Income Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>State and local ELA and Math data indicate that our low income students perform lower than the all-student group in Kings Canyon Unified.</p> <p>As a result of data and input analysis, our needs assessment identified a need to continue supporting the GATE program, as this provides an engagement opportunity for low income students, making sure they are excited to attend and engage in school and challenged by the educational activities provided. By providing greater access to GATE, our identified students will have enrichment and hands-on learning opportunities that better prepare them for ELA and Math state and local assessments.</p> <p>Parent input highlighted the need to increase opportunities to challenge low-income students who are ahead of grade level or are exceeding performance on specific standards.</p> <p>Scope: LEA-wide</p>	<p>activities. These opportunities are beneficial to low-income students' overall learning and achievement, as they provide increased exposure to state standards, project-based learning, and 21st-century skills in rigorous interactive learning environments that promote collaboration and higher-order thinking. While this action is designed to meet the needs most associated with low-income students, we expect that all students will benefit. Therefore, this action is provided on a LEA-wide basis.</p>	
4.17	<p>Action: Summer Learning</p> <p>Need: As noted in the metric section, low income students and English learners have a lower graduation rate than the all-student group in Kings Canyon Unified. KCUSD local data indicates that an extended school year has</p>	<p>KCUSD will provide robust supplemental educational and co-curricular activities to strengthen the engagement of low-income students and English learners through the summer school/extended school year. These activities will support learning through the summer to mitigate learning loss during the summer months through extension activities like foundational skills instruction, language development, writing across</p>	<p>Graduation Rates - All Students, Low Income Students, English Learners</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>helped mitigate summer learning loss, supports in closing achievement gaps for disadvantaged students, and improves the graduation rate for our English learners and low income students. Research on summer learning loss indicates that students, particularly those from low-income backgrounds, tend to experience a decline in academic skills over the summer months when they are not engaged in educational activities. As a result of data analysis, partner input, and our needs assessment, we highlighted the need to continue to provide summer learning opportunities for the identified students to minimize learning loss and promote academic success.</p> <p>Scope: LEA-wide</p>	<p>the curriculum, credit recovery, and enrichment activities. Focus for summer instruction is based on the gaps identified through state and local assessments and serve to close gaps in learning and mitigate learning loss, especially for English learners and low income students. This action is designed to meet the needs most associated with English learners and low income students. However, because we expect that all students will benefit from summer intervention and/or summer enrichment, this action is provided on an LEA-wide basis.</p>	
4.18	<p>Action: Supplemental Instructional Support for Mountain View School</p> <p>Need: State graduation rate and attendance data indicates that low-income students, English learners, and foster youth students attending Mountain View School (MVS) struggle more than the all-student group for Kings Canyon Unified. Parent, student, and teacher input also suggest that MVS students need more academic support. By analyzing both data and input from educational partners, our needs assessment has underscored the necessity of offering MVS students additional on-campus</p>	<p>Through discussions related to MVS's status as a CSI school and reviewing historical school data, it was determined that additional resources would need to be devoted to improving attendance and graduation rates, especially for low income, English learner, and Foster Youth students at MVS. KCUSD will invest in additional teachers to support the delivery of instruction, credit recovery, and academic and social-emotional interventions. Additionally, KCUSD will continue to provide a Learning Director who is dedicated to only the MVS campus to allow for a focus on the individualized needs of the identified student groups at MVS. These additional staff will be able to focus on working directly with student on a more frequent basis, supporting students through case</p>	<p>Graduation Rate- MVS - All Students, Low Income Students, English Learners, Foster Youth Attendance Rate - MVS - All Students, Low Income Students, English Learners, Foster Youth Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>time for in-person instruction and academic support provided by qualified teachers.</p> <p>Scope: LEA-wide</p>	<p>management, following up with families to connect students to supports, goal setting, and guidance. This action is designed to meet the needs most associated with low-income students, English learners, and foster youth at Mountain View School. However, because we expect that all students will benefit from these additional supports, this action is provided on a school-wide basis.</p>	
<p>5.2</p>	<p>Action: Supplemental PBIS Supports</p> <p>Need: Low-income students and foster youth are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. District Advisory Committee and district administrator input suggests that we continue to provide behavior and socio-emotional support for low income and foster students. Our needs assessment highlighted that many students from low income and foster households need additional support related to academic and behavior expectations at school and underscored the importance of clear communication of school wide expectations and consistent monitoring and reinforcement of expectations. In addition, our local data shows that Positive Behavior Intervention & Support (PBIS) has been effective in reducing behaviors that lead to suspensions of low-income and foster students.</p> <p>Scope:</p>	<p>KCUSD will continue to support the implementation of PBIS at all sites through district PBIS coaching and funding specific to PBIS implementation, such as behavior reinforcers and tools to proactively teach school wide expectations. District leadership will also provide refresher PBIS professional development for site leadership to ensure that new administrators and new staff have the necessary understanding of PBIS structures to ensure strategies are implemented with fidelity at all school sites. PBIS incorporates the delivery of social emotional learning, focusing on social skills, decision making, self-awareness, self-efficacy, self-management, and relationship skills. PBIS is a behavior-based systems approach that enhances the capacity of schools, families, and communities and designs effective environments for learning through proactive approaches to teaching and monitoring school wide expectations. Through proactively teaching expectations, acknowledging our low income and foster youth students for achievement, improving active supervision strategies, and providing low income and foster youth students with alternatives to suspension (Decisions Program), we expect to see suspension rates decrease for low income and foster youth across</p>	<p>Suspension Rate - Low Income Students, Foster Youth, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	the district. These supplemental supports are designed to meet the needs most associated with low-income students and foster youth. However, because we expect that all students will benefit from this PBIS approach, this action is provided on an LEA wide basis.	
5.5	<p>Action: CARE Project</p> <p>Need: Low-income students and foster youth are in need of additional attendance intervention support in comparison to all students as indicated by district wide attendance and chronic absenteeism data. Low income students had a 13% chronic absenteeism rate in 22-23 and our foster youth had a 17.9% chronic absenteeism rate. When compared to the all student group, it is evident that these student groups need additional support.</p> <p>Site administrator and teacher input suggest that often times our school sites don't intervene early enough to prevent students from becoming chronically absent. As a result of analysis of both data and educational partner input, our need assessment identified the ongoing need for earlier intervention and positive reinforcement for students with poor attendance and clear communication with students and families about the importance of school attendance.</p> <p>Scope:</p>	<p>KCUSD will continue to implement The Chronic Absentee Recovery Effort Project (CARE). This project has been successful in reducing the number of low-income students who qualify as chronically absent by providing additional monitoring and outreach to chronically absent students and their families. However, additional support continues to be needed. The CARE project will provide District attendance liaisons who will support sites with data analysis and connect with the families of low-income and foster students who are chronically absent. In addition, sites will receive additional resources to establish attendance incentive programs to improve attendance for low-income and foster students. Attendance programs build on a foundation of clear expectations, early intervention, positive campus cultures, and celebration of success will improve attendance rates for our low income and foster students. This action is designed to meet the needs most associated with our low income and foster youth students. However, because we expect that all students will benefit from positive recognition and early attendance intervention, this action is provided on an LEA-wide basis.</p>	<p>Chronic Absenteeism Rate - Low Income Students, Foster Youth, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
5.6	<p>Action: Social and Emotional Support</p> <p>Need: Low-income students and foster youth are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. District Advisory Committee and district administrator input suggests that we continue to provide behavior and socio-emotional support for low income and foster students. Parent feedback also showed a great appreciation for the counseling services, socio-emotional and behavioral provided by school social workers. Our needs assessment highlighted that many students from low income and foster households need additional support related to academic and behavior expectations at school and underscored the importance of clear communication of school wide expectations and consistent monitoring and reinforcement of expectations.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will continue to provide school social workers and student and family clinicians at all school sites to support low income and foster youth through behavior and socio-emotional support. In addition, school social workers and student and family clinicians have proven to be effective in positively reinforcing expected academic and behavior expectations for low income and foster youth students, as well as supporting students with social skills, self-regulation, boundaries, and anxiety. Low income and foster youth students that struggle to manage their emotions often engage in behaviors that lead to suspension. Through collaboration with students, parents, teachers, and other support staff, social workers and student and family clinicians can ensure students have the strategies and resources they need to reach their highest potential.</p> <p>This action is designed to meet the needs most associated with low-income and foster youth students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis.</p>	<p>Suspension Rate - Low Income Students, Foster Youth, All Students</p> <p>Educational Partner Input</p>
5.10	<p>Action: Behavior Intervention</p> <p>Need: Low-income students and foster youth are in need of additional behavioral support in</p>	<p>KCUSD will help cultivate a safe and nurturing environment to support social skills and social emotional development of our low income and foster youth students through the Behavior Intervention Team and School Psychologists. In addition, these support staff support teachers so</p>	<p>Suspension Rate - Low Income Students, Foster Youth, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>comparison to all students as indicated by district wide suspension data. District Advisory Committee and district administrator input suggests that we continue to provide behavior and socio-emotional support for low income and foster students. Parent feedback also showed a great appreciation for the counseling services, socio-emotional, and behavioral support provided by school support staff. Our needs assessment highlighted that many students from low income households and foster youth students need additional support related to academic and behavior expectations at school and underscored the importance of clear communication of school wide expectations and consistent monitoring and reinforcement of expected behaviors.</p> <p>Scope: LEA-wide</p>	<p>that they have the tools necessary to prevent and respond to misbehaviors through consistent communication about classroom expectations, consistent monitoring of expectations, restorative chats, equipping low income and foster students with skills to avoid behaviors, and social skills coaching. Behavior intervention teams will continue to support low income, foster youth students and their families, teachers, and school site staff by helping to identify student needs through observation and data analysis and providing suggestions for behavioral interventions.</p> <p>The behavior intervention teams will meet with site administration bi-weekly to discuss individual student needs, support plans, and student progress.</p> <p>This action is designed to meet the needs most associated with low-income and foster youth students. However, because we expect that all students struggling behaviorally will benefit from behavior team supports, this action is provided on an LEA-wide basis.</p>	
5.11	<p>Action: Restorative Justice Program</p> <p>Need: Low-income students are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. Feedback from educational partners indicates that there is a continued need to utilize restorative practices to reduce the suspensions of our low income students</p>	<p>KCUSD will implement a restorative justice program to create systematic alternatives to suspension while supporting a positive climate and culture within the school setting which will reduce the behaviors that lead to suspension. KCUSD Restorative Justice counselors will teach low income students to take ownership of their actions, be held accountable for repairing relationships, when appropriate, and learn to resolve conflict using healthy strategies. Restorative practices will provide opportunities for our low income</p>	<p>Suspension Rate - Low Income Students, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>through a balance of mending harm, inclusion, and accountability, as many low-income students come from environments where conflict resolution skills are not prioritized or taught. Our local needs assessment also highlighted the continued need to provide a differentiated approach to student misbehavior and meaningful consequences that promote a positive change in student behavior.</p> <p>Scope: LEA-wide</p>	<p>students to learn and practice these skills in a supportive setting, which can help them navigate conflicts more effectively both in and out of school. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis.</p>	
<p>5.12</p>	<p>Action: School Culture and Climate</p> <p>Need: Local and state data indicate that low-income students and foster youth are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. Analysis of local data also identified that most school suspensions of low income and foster youth are happening on campus, outside of the classroom. District Advisory Committee and district administrator input suggests that we continue to provide behavior and socio-emotional support for low income and foster students and to improve supervision efforts during unstructured times of the day. Our needs assessment highlighted that many low income and foster youth students require clear communication and consistent monitoring of school norms and expectations and benefit from support</p>	<p>KCUSD will continue to fund a second learning director at Orange Cove High School, Citrus Middle School and Grant Middle School and additional staff at Silas Bartsch and TL Reed to support the implementation of school wide PBIS structures such as providing active supervision so that adults are readily accessible to students that need support, school wide expectations, structured activities during unstructured times of the day, and multi-tiered support systems for our low income students and foster youth. These structures and systems will increase student engagement of our low income students and foster youth through reduced behavior issues, less suspensions, and more time participating in classroom and co-curricular activities. These additional supports will also allow school sites to improve the clarity in which school expectations and norms are communicated to low income students and foster youth and the consistency in which the school wide expectations are monitored, as lack of clarity and consistency can often confuse students and transpire into discipline issues that can result in</p>	<p>Suspension Rate - Low Income Students, Foster Youth, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>structures that promote social, behavioral, and overall academic achievement.</p> <p>Scope: LEA-wide</p>	<p>suspension. The additional resources are designed to meet the needs most associated with low-income students and foster youth. However, because we expect that all students struggling behaviorally will benefit from increased social, emotional, and behavior support, this action is provided on a school-wide basis.</p>	
<p>5.13</p>	<p>Action: Teen Parent Support</p> <p>Need: Local data indicates that low income students have a higher rate of teen pregnancy in comparison to all students which can lead to poor attendance and academic deficiencies. Analysis of data and input from educational partners highlighted that students who fall behind academically often drop out of school. Our local needs assessment identified the need to educate our low income students about teen pregnancy as well as the need to provide resources and support for teen parents so that they can continue their high school education.</p> <p>Scope: LEA-wide</p>	<p>KCUSD is committed to continuing to support our low income students and families through our Teen Parent program. The program will provide a safe and nurturing environment for low income teen parents to learn about child development, nutrition, and parenting skills. In addition, the program will provide childcare opportunities for their children so that they, themselves, can attend school during the day, preparing them to leave KCUSD with a high school diploma. By providing teen parents with education and actual childcare support, teen parents will not have to dropout of school and can continue their learning, preparing them for a successful future. This action is designed to meet the needs most associated with low income students. However, because we expect that all teen parents enrolled in KCUSD school will benefit, this action is provided on an LEA-wide basis.</p>	<p>Drop Out Rate - Low Income Teen Parents, English Learner Teen Parents, Foster Youth Teen Parents, All Teen Parent Students</p> <p>Educational Partner Input</p>
<p>5.14</p>	<p>Action: School Based Health Center</p> <p>Need: Attendance and chronic absenteeism data indicate that low-income students have lower attendance rates and higher absenteeism</p>	<p>KCUSD will provide increased access to health services through a School Based Health Center Coordinator who will serve as a liaison between KCUSD and Adventist Health Jefferson School-Based Health Center to support the delivery of health services for low-income students to mitigate students missing school as a result of not having</p>	<p>Attendance Rates - Low Income Students, All Students Chronic Absenteeism Rate - Low Income Students, All Students</p>

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	<p>rates than the all-student group. Educational partner feedback collected from parents and school sites indicates that low-income students are also less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. Our local needs assessment suggests that this gap in access to medical professionals can lead to an increase in absences due to illness for our low-income students</p> <p>Scope: LEA-wide</p>	<p>adequate health services. Through effective student and family outreach, this action has been successful in connecting low-income students with reliable and affordable health care. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.</p>	<p>Educational Partner Input</p>
<p>5.15</p>	<p>Action: Supplemental Health Services</p> <p>Need: Attendance and chronic absenteeism data indicate that low-income students have lower attendance rates and higher absenteeism rates than the all-student group. Educational partner feedback collected from parents and school sites indicates that low-income students are also less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists. Our local needs assessment suggests that this gap in access to medical professionals can lead to an increase in absences due to illness for our low-income students.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will provide increased access to health services by providing additional hours for District LVN and additional nursing services as well as increasing the duty day for school-based health aides. The increased services will allow for greater opportunity to see low income students during the school day and provide referrals to specialists when needed, resulting in greater health intervention for low-income students. Chronic health conditions, such as asthma, diabetes, or untreated infections, can lead to frequent absences if not managed properly. Increased access to health services will provide students with more timely consultation and recommendations for treatment, improving student attendance. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit on campus health services, this action is provided for all students on an LEA-wide basis.</p>	<p>Attendance Rates - Low Income Students, All Students</p> <p>Educational Partner Input</p>

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<p>5.18</p>	<p>Action: Family and Student Support Center</p> <p>Need: Based on CAASPP data, attendance rates, chronic absenteeism rates, and suspension rates, our English Learners, Low-income and Foster Youth students are in need of additional academic support, behavioral support, mental and physical health resources, and social services. Our local needs assessment highlighted that families and students are more likely to take advantage of these services and supports if they are offered within their local community and available across a wide range of hours.</p> <p>Scope: LEA-wide</p>	<p>In order to address the needs of our low income students, English learners, and foster youth, KCUSD will continue to improve and expand centralized wrap-around services for our most at-risk students. This expansion includes both facilities and materials and supplies needed to support student and parent participation. The Family and Student Support Center will provide a hub for parent engagement opportunities, migrant services, English learner supports, Restorative Justice, foster and homeless youth assistance, as well as mental health support and counseling. Based on local feedback, we believe this will be a practical approach to addressing the barriers to success at school for low income, English learners, and foster youth. The Family and Student Support Center will provide wrap-around services as a comprehensive approach to providing support and services to students and families with complex needs, often involving multiple systems or agencies. This facility will be a safe place designed for low-income students, English learners, and foster youth to access appropriate supports specific to their needs, in a welcoming, collaborative environment, and will increase accessibility to resources and trust between families and the school district.</p> <p>This action is designed to meet the needs most associated with low-income students, English learners, and foster youth. However, we believe that increasing access to wrap-around services will benefit all students, this action will be available for all students, LEA wide.</p>	<p>Chronic Absenteeism Rate- Low Income Students, English Learners, Foster Youth, All Students Suspension Rate - Low Income Students, English Learners, Foster Youth, All Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>6.1</p>	<p>Action: Parent Access to Student Information</p> <p>Need: Feedback received from parents of English learners, low-income, and foster youth students through the District-wide parent survey includes requests to provide multiple means of parent communication, as not all parents utilize the same communication tools. Our needs assessment highlighted that in order for parents to have ample access to student information such as grades and attendance, we must provide parent access to their child's information in our student information system.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will provide parents of low income students, English learners, and foster youth with access to the student information system through the PowerSchool parent portal and support parents in understanding how to navigate the system to keep them informed of student progress in support of student achievement. Providing the identified parents access to student grades and attendance information through our student information system is an effective best practice for parent communication, particularly for socio-economically disadvantaged families where parents are not always available to attend parent conferences. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.</p>	<p>School and District Communication Survey Response</p> <p>Educational Partner Input</p>
<p>6.2</p>	<p>Action: Parent Survey</p> <p>Need: Feedback received from educational partners included requests to continue user-friendly ways to communicate with site and District leaders and means of collecting site input in order to support English learners, low-income and foster youth students. Our needs assessment showed that the use of an annual parent survey was an effective way of collecting feedback from parents across the district.</p>	<p>KCUSD will continue to provide a parent survey written in parent friendly language to allow for greater interaction and quality input on KCUSD programs. This survey will be easy to access as it will be available on an online platform. This survey will allow for increased engagement for parents of low income students, English learners, and foster youth and continued parent input to inform the development of programs for students by:</p> <ul style="list-style-type: none"> • Empowering families by providing them with an opportunity to voice their suggestions and concerns • Creating channels of communication between home and school 	<p>Parent Survey Return Rate</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> Offering an array of opportunities for families to participate in school planning, leadership and volunteering <p>The parent survey is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all parents will benefit from user-friendly communication tools, this action is provided on an LEA-wide basis.</p>	
<p>6.3</p>	<p>Action: Parent Academy</p> <p>Need: Input from educational partners indicates that parents of English learners, low-income, and foster youth students often need support navigating the structures of the education system. In addition, our needs assessment highlighted the need for parent education opportunities on a variety of topics, such as parenting, supporting their kids with academic support, and community resources and ensuring workshops provide interpretation support.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will ensure that parents of low income students, English learners, and foster youth have the opportunity to engage in activities to connect with schools and the District through Parent Academy programs at every site to provide parent education and engagement that supports our identified parents in navigating through an often complicated system. The KCUSD Parent Academy supports student achievement through providing opportunities for the identified parents in multiple programs including but not exclusive to: Parenting Partners, Latino Family Literacy Project, and Parent Involvement in Quality Education. These programs, along with translation support for parents who do not speak English, will help parents learn how to support their student at home and how to gain support from school sites and the District when needed. Parent Academy programs are designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all families will benefit from understanding how to navigate our system, this action is provided on an LEA-wide basis.</p>	<p>More than 10 active parent engagement opportunities per school site.</p> <p>Educational Partner Input</p>

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<p>6.4</p>	<p>Action: Bilingual Community Aides</p> <p>Need: Feedback from English learner and low-income parents indicates that they often feel disconnected from the school system. Our needs assessment highlighted that bilingual community aides have been effective in reducing the disconnect for our non-English speaking parents over the past year by speaking their native language and being relatable.</p> <p>Scope: LEA-wide</p>	<p>Bilingual community aides will continue to assist parents of low income students and English learners with communication, advocacy, and understanding of the school system. Connections with trained parent educators with similar cultural backgrounds and who speak their language can help continue to bridge this gap. Bilingual community aides will be able to address the needs most associated with English learners and low-income students. However, because we expect that all parents will benefit, this action is provided on an LEA-wide basis.</p>	<p>Quality of Service - Parent Survey Response</p> <p>Educational Partner Input</p>
<p>6.6</p>	<p>Action: Family Connection Techs</p> <p>Need: Feedback from English learner and low-income parents indicate that they often feel disconnected from the school system. Our needs assessment highlighted that parents are more likely to engage with the school when they feel valued and welcome on campus.</p> <p>Scope: LEA-wide</p>	<p>Family connection technicians will be provided to build relationships with parents of low income students and English learners through personal parent outreach and support. They also support families and schools with some of the translation and interpretation needed to aid in communication. Providing resources and support to families in their home language allows for a better school to home connection, helping parents to feel comfortable and welcome at school events/activities, resulting in more parent involvement and ultimately more student growth. Family connection technicians promote Parent Academy opportunities, assist parents with communication, help parents to understand the school system, and support the progress monitoring of EL students. While the responsibilities of Family Connections Techs are designed to meet the needs most associated with our low income students and English learners, we</p>	<p>Quality of Service - Parent Survey Response</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		expect that all families will benefit from understanding how to navigate our system, this action is provided on an LEA-wide basis.	
6.7	<p>Action: District and School Websites</p> <p>Need: Feedback from parents of English learners, low-income, and foster youth students indicates that some parents are more likely to utilize digital media as a means of getting district and school site communication. While our needs assessment highlighted the importance of providing multiple methods of parent communication, the majority of our low income, English learner, and foster youth families heavily relied on digital means of communication, such as social media post and school and district website communication, as it is easily accessible from school issued chromebooks and cell phones.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will continue to provide parents of low income students, English learners, and foster youth with access to district and school site information through both district and site websites as it is preferred by our low income, English learner, and foster youth families for communication. Efficient communication is imperative in connecting the identified parents with critical resources and parent education/engagement opportunities. Websites have been redesigned using the latest technology to create a user-friendly experience accessible to a greater audience and allow parents that would otherwise not be in contact with school sites. Websites provide easy access to the information they require. The improved web-sites are designed to meet the needs most associated with English learners, low-income, and foster youth parents. However, because we expect that all parents will benefit from having greater access to digital media for parent engagement, this action is provided on an LEA-wide basis.</p>	<p>School and District Communication- Survey Response</p> <p>Educational Partner Input</p>
6.8	<p>Action: Unified Communication System</p> <p>Need: Feedback received through an in-depth study on parent engagement found that parents with children at multiple schools were receiving school communication through a variety of platforms. Parents of English learners, low-income, and foster youth students expressed</p>	<p>KCUSD will continue to utilize Parent Square as its unified communication system to help mitigate the variability among sites in how communication takes place among schools. Parent surveys indicate that a greater percentage of low income families, parents of English learners, and foster youth families prefer digital communication from schools and the District. This system is designed to meet the needs most associated with English learners, low-income, and foster youth. However,</p>	<p>School and District Communication - Parent Survey Response</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>that this was often confusing and resulted in difficulty communicating when they had children at multiple schools. Our needs assessment highlighted the need to streamline communication efforts and to utilize a unified communication platform district wide.</p> <p>Scope: LEA-wide</p>	<p>because this system will support continued improvements in how schools communicate with parents across all grade levels and provide a two-way communication system for parents in multiple languages, this action is provided on an LEA-wide basis.</p>	
<p>6.10</p>	<p>Action: Children's Day Parent Program</p> <p>Need: Research conducted by Abdul Latif Jameel, Poverty Action Lab shows the importance of parent engagement and involvement with schools and their children's educational experiences. Feedback from parents of English learners, low-income and foster youth students in KCUSD have requested that the District continue to provide an annual opportunity for parents to engage in a multicultural parent education program and student recognition event "Children's Day" in support of connecting parents to engagement opportunities in the District. Our needs assessment also highlighted the continued need to engage parents with our schools through non-threatening, celebratory opportunities.</p> <p>Scope: LEA-wide</p>	<p>Children's Day is an annual opportunity for parents to engage in a multicultural parent education program and student recognition event. Children's Day is also an opportunity for community resources to be available for families related to education, health, and social services. Providing parents of low income students, English learners, and foster youth with celebratory engagement opportunities is a great way to get them involved in their child's education without feeling overwhelmed or intimidated. "Children's Day" is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect all students can benefit from increased parent engagement, this action is provided on an LEA-wide basis.</p>	<p>School and District Communication - Parent Survey Response</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
6.11	<p>Action: School to Home Communication</p> <p>Need: Parents of English learners, low-income, and foster youth students have expressed that they appreciate the frequency of communication from Kings Canyon Unified, as it supports parents' access to tools and resources to help improve their child's achievement. Our needs assessment identified a need to provide communication and outreach to parents of low income students, English learners, and foster youth in both digital and non digital ways. Our assessment highlighted the importance of providing multiple methods of parent communication to reach as many parents of low income students, English learners, and foster youth as possible.</p> <p>Scope: LEA-wide</p>	<p>KCUSD will continue to improve communication through the School to Home Communication Officer and Production Specialist positions to coordinate and prepare communication tools in both digital and print mediums to meet the needs of our parents of low income students, English learners, and foster youth students. Through this improved communication team, parents of English learners, low-income, and foster youth students will be better connected to information and more informed about engagement and education opportunities in the District. The communication team is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all parents will benefit from improved communication systems, this action is provided on an LEA-wide basis.</p>	<p>School and District Communication - Parent Survey Response</p> <p>Educational Partner Input</p>

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
3.1	<p>Action: Bilingual Instructional Aides</p>	<p>Bilingual instructional aides will provide support to English learners in the classroom by providing additional support to emerging language students</p>	<p>Percentage of students reclassified as Fluent</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Kings Canyon Unified School District’s English learners are in need of additional academic support in comparison to all students as evidenced by our Reclassification Rate indicated in the metric section. Educational partner feedback indicates that EL students need academic support available to them in their home language. The results of our needs assessment suggest that additional support should be available for students in both English and Spanish.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>in their classroom/core content course during math, science, language arts, social studies. The additional materials and supplies will provide another layer of bilingual support for English Learners. Bilingual Instructional Aides will provide cultural experiences to assist students with bilingual/ bicultural needs and support students in both English and Spanish. This action has contributed to improving services for English learners by supporting students' language goals, needs and progress.</p>	<p>English Proficient- EL Students</p> <p>Educational Partner Input</p>
<p>3.3</p>	<p>Action: ELD Instruction and Professional Development</p> <p>Need: Analysis of English Learner progress (ELPI) on the annual ELPAC assessment at AL Conner, Dunlap, Sheridan, Washington, Great Western, Kings Canyon High School, and Reedley High School revealed a need to provide EL students with additional academic support in comparison to non-EL students. Educational partner input, a significant piece in KCUSD's needs assessment process revealed that EL students need increased access to structured talk opportunities, exposure to academic vocabulary, and varying levels of support. Our needs assessment for the aforementioned schools suggests that EL students would greatly benefit from evidence based, high leverage instructional strategies.</p>	<p>Professional development opportunities will be provided to teachers in the area of ELD standards, integration of ELA and ELD standards (integrated ELD) and effective evidence based EL strategies to increase learning. Additionally, classroom instructional aides will be provided with professional development focused on the implementation of effective evidence based EL strategies. Professional learning will take place throughout the school year at the following school sites: AL Conner, Dunlap, Sheridan, Washington, Great Western, Kings Canyon High School, and Reedley High School. Evidence based instructional strategies such as scaffolding, differentiation, content based instruction, and vocabulary development have been shown through research to be effective. Therefore, use of such evidence based instructional strategies by both classroom teachers and instructional aides will increase student achievement, particularly for</p>	<p>Percentage of EL students making progress toward English language proficiency (ELPI):</p> <p>AL Conner- EL Students Dunlap- EL Students Sheridan- EL Students Washington- EL Students Great Western- EL Students Kings Canyon High School- EL Students Reedley High School- EL Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>our English learners. This action is designed to meet the needs most associated with our English learners.</p>	
<p>3.4</p>	<p>Action: Long Term English Learner Support - Support and Professional Development</p> <p>Need: Analysis of the percentage English learners that are classified as long-term English learners (percentage of LTEL students) revealed a need to provide long term EL students with more academic support in comparison to non-EL students. Educational partner input, a significant piece in KCUSD's needs assessment process, revealed that our long term English learners would benefit from increased access to instructional practices focused on academic language and cultural relevant content. Our needs assessment highlighted the need to increase teacher training on best practices for long term English learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>KCUSD will continue provide English learner teachers on special assignment (TSA). However, the role of the EL TSA will shift to prioritize classroom instruction focused on the EL Program, specifically the instruction of our long term English learners. TSAs will work with teachers, instructional coaches, and instructional aides to provide professional development and support specific to teaching academic language and utilizing cultural relevant content when working with LTEL students with the goal of accelerating student progress towards reclassification. Additionally, TSAs will support site teams with parent outreach, analysis of student progress data, and providing professional development to teachers and instructional aides to support the needs of long term English learners. EL TSAs will provide EL program support throughout the school year on an ongoing basis.</p>	<p>Reduce the Percentage of LTEL students (LTELs)</p> <p>Educational Partner Input</p>
<p>3.5</p>	<p>Action: ELD Program Specialist</p> <p>Need:</p>	<p>KCUSD will provide an ELD Program Specialist to coordinate the ELD program for the district, including the planning and facilitation of training for staff. The ELD Program Specialist will work closely with the ELD Instructional Coach and EL</p>	<p>CAASPP ELA Distance from Met - English Learners</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Analysis of English Learner academic achievement on state ELA and math assessments revealed a need to provide EL students with additional academic support in comparison to non-EL students. Educational partner input, a significant piece in KCUSD's needs assessment process, revealed that EL students need access to structured talk opportunities, exposure to vocabulary, and varying levels of support. Our needs assessment highlighted the need to increase the use of evidence based, high leverage instructional strategies with our English learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>TSA's to plan and implement training at all district school sites, in person, on Wednesday afternoons throughout the school year. Trainings will include EL student progress monitoring, evidence based instructional strategies, and intervention and support practices. In addition, the ELD Program Specialist will coordinate EL student support by assigning TSA's to specific school sites to work with teachers and students in the classroom. By providing training for staff, EL students will have increased access to evidence based strategies and teachers will be able to better utilize progress monitoring data to make instructional decisions and vary levels of student support.</p>	<p>CAASPP Math Distance from Met - English Learners</p> <p>Educational Partner Input</p>
<p>3.7</p>	<p>Action: Extended Day Intervention</p> <p>Need: Analysis of annual reclassification data revealed a need to provide EL students with additional academic support in comparison to non- EL students. Educational partner input revealed that EL students often need additional instructional time to master both core content and ELD standards. Our needs assessment suggests that offering extended day support opportunities would be beneficial for EL students, providing them with more time to learn.</p> <p>Scope:</p>	<p>Supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math, ELA) through Extended Day Interventions held after school, and Saturday Academic Language Academies (SALA), held on Saturdays in both the Spring and Fall. These additional academic support programs provided for EL students will accelerate the acquisition of language through the reinforcement of academic language, speaking and listening activities, and individualized support. Students benefit from increased time to learn in a small group settings and through the use of online resources and tools. This action is principally directed towards our English learners.</p>	<p>Percentage of students reclassified as Fluent English Proficient- English Learners</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.8	<p>Action: ELD Progress Monitoring</p> <p>Need: Analysis of English learner progress on the annual ELPAC state assessment revealed a need to more closely monitor the progress of EL students throughout the school year, creating opportunities for more timely intervention. Input from our District Advisory Committee and District English Language Advisory Committee and the results of our needs assessment identified the need to assess and monitor students often so that we can support struggling students with timely intervention and support throughout the year.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Progress monitoring is an integral and required strategy for the academic achievement for EL students. To maximize intervention and support efforts, student progress must be monitored to ensure appropriate student placement in support programs. Supplemental pay will be provided for staff to facilitate assessments and monitor student progress throughout the school year, ensuring students are appropriately placed in ELD and support programs.	<p>ELPAC Proficiency- EL Students</p> <p>Educational Partner Input</p>
3.10	<p>Action: Migrant Program- Supplemental Supports</p> <p>Need: Analysis of English Learner progress on the annual ELPAC assessment revealed a need to provide EL students with additional academic support in comparison to non-EL students. Input from parents at LCAP Community Input Meetings also revealed that there is a continued need to support EL migrant students and their families. Our needs assessment highlighted the need to increase academic support for our EL migrant students and</p>	Many of Kings Canyon English Learner students are migrant students. Kings Canyon Unified School District will provide supplemental support for EL migrant students who are from migrant families, and who may not be able to access appropriate instructional support due to frequent moves and socio-economic instability. Academic supports and parent education opportunities will be coordinated and facilitated through Migrant Community Aides and the Migrant Coordinator. These supplemental supports will allow EL students to receive the additional help they need to continue to increase academic achievement. Parent education opportunities will be made	<p>Percentage of EL students making progress toward English language proficiency (ELPI)- EL Students</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>provide parent education on navigating the school system and accessing school and community resources.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>available throughout the year to support parents in understanding and navigating the school system, ensuring they have the tools necessary to support their children.</p>	
<p>3.11</p>	<p>Action: Promoting Biliteracy and Cultural Awareness</p> <p>Need: Analysis of the English Learner Progress Indicator (ELPI) and input from educational partners (DELAC) revealed that most EL students do not recognize the importance of being biliterate. Our needs assessment suggests we continue to explore ways to educate students about the importance of biliteracy in today's society, increasing student motivation to reclassify as fluent English proficient. DELAC feedback suggests that many students don't recognize the importance of being biliterate, especially in central California.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Promoting bilingualism and cultural awareness will both educate students about the importance of biliteracy and motivate students to want to become biliterate, giving them an advantage in many careers in our local area. The purchase of materials and supplies will allow KCUSD to facilitate district activities focused on promoting biliteracy and cultural awareness while also fostering strengths of English learners. Activities that promote biliteracy and cultural awareness include cultural festivals and celebrations that showcase language skills and traditions, implementing bilingual book clubs, and ensuring school libraries have books written in different languages, showcasing various cultures.</p>	<p>English Learner Progress Indicator (ELPI)- English Learners</p> <p>Educational Partner Input</p>
<p>3.12</p>	<p>Action: Language Acquisition Software and Supplemental Materials</p> <p>Need: Analysis of English Learner and long term English learner academic achievement on state and local ELA and math assessments</p>	<p>Language acquisition software will be purchased to support English language learners in reaching language proficiency. This software will better meet the individual needs of EL students. In addition, local data has shown that some English learners may respond more readily to instruction delivered through technology. Adaptive software will also prescribe the most appropriate</p>	<p>CAASPP ELA Distance from Met - English Learners, LTEL</p> <p>CAASPP Math Distance from Met - English Learners, LTEL</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>revealed a need to provide EL students with additional academic support in comparison to non EL students. Educational partner input, a significant piece in KCUSD's needs assessment process, revealed that EL students need access to supplemental resources and individualized language support. Input also highlighted that our long term English learners need additional support with academic language and access to culturally relevant content.</p> <p>Our needs assessment highlighted the need to increase the use of adaptive tools to meet individual needs of students and enrichment opportunities to better connect with the curriculum.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>instruction/support for the development of academic vocabulary for our long term English learners. Supplemental materials will provide opportunities for differentiation and enhance the learning experience for English learners as well as provide culturally relevant content to better engage our long term English learners.</p>	
<p>5.8</p>	<p>Action: Foster/Homeless Youth Liaison</p> <p>Need: Foster Youth in KCUSD are in need of additional support in comparison to all students as indicated in chronic absenteeism and suspension data noted in the metric section. The suspension rate for foster students was over double the suspension rate for the all-student group. Input from site administrators, district social workers, and parents also suggests that Kings Canyon Unified provide more resources for foster</p>	<p>A foster/homeless youth liaison will be provided to ensure foster and homeless youth are supported academically, behaviorally, and socially. The liaison will be responsible for ensuring the identified students are connected to resources they may be lacking (clothing, food, medical support, counseling, etc.) that directly impacts attendance, social skills, and academic achievement. The liaison will provide monthly mailings to be sent to any Foster or Homeless students, encouraging their active participation in all facets of their education, increasing foster youth engagement and sense of belonging at the school. Through these additional supports, Foster Youth</p>	<p>Chronic Absenteeism - Foster Youth Suspension Rate - Foster Youth</p> <p>Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>students such as access to mental health services, behavior support, stable housing, and healthcare to address some of the basic needs necessary for students to access their education.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>and homeless students will be connected with resources that will support full participation in school, access to additional resources, behavior support, and guidance/counseling so that students have every opportunity to graduate from high school prepared for college or career. This action is designed to meet the socio-emotional and academic needs most associated with our foster students.</p>	
6.9	<p>Action: Puente a Tecnologia for Parents</p> <p>Need: Parents of English learners have expressed a need to continue the Puente a Tecnologia program to support EL parents on how to better help their children at home utilizing digital tools and resources. Our needs assessment also highlighted the need for additional learning time for our EL students. Since many learning activities and educational resources are hosted online, access to technology at home is imperative to increasing reclassification rates of our English learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>KCUSD will continue to conduct the Puente a Tecnologia program at all school sites in response to this feedback. Supplemental pay will be provided to staff to plan and facilitate educational workshops for parents of English learners after school hours, specific to utilizing technology at home. Through educational workshops, parents of English learners will learn how they can support their children at home utilizing digital tools and resources. This action meets the needs most associated with our English Learners.</p>	<p>Reclassification Rate: English Learners</p> <p>Educational Partner Input</p>

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.

NA

Additional Concentration Grant Funding

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

LEAS that have a high concentration of students who are English learners, foster youth and/or low-income received an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in the LEA. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-risk students.

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

Goal 2.6 - Additional Instructional Aides: Additional hours for Instructional Aides

Goal 2.8 - Additional FTE for Physical Education Techs

Additional hours were added to PE Techs for the purpose of coordinating and organizing more effective delivery of services.

Goal 2.10 - Supplemental Support for Unduplicated Students with Disabilities

Additional supplemental hours for LC staff and paraeducators. Add on funding also allowed for additional hiring of SPED techs and Resource Specialists.

Goal 2.12 - Additional Special Education Support- Prevention and Intervention

Additional Program Specialists and an additional Psychologist to ensure early intervention for unduplicated students prior to qualification for special education services.

Goal 2.14 - Supplemental Library Services

Provide additional hours for Library Techs to provide access at all sites. Action expands all positions to 8 hours to ensure services throughout the day and increased access to books and services.

Goal 2.15 - Instructional Coaches

Additional FTE for an instructional coach to serve high needs school sites.

Goal 2.23 - Opportunity Program

Based on local data and need, an additional Opportunity Program teacher was added to Orange Cove High School to provide additional support for high needs students.

Goal 3.1-Bilingual Instructional Aides

Additional hours for Bilingual Instructional Aides

Goal 3.4 - Long Term English Learner Support - Support and Professional Development
Teachers on Special Assignment (TSA) hired to provide targeted support for LTELs

Goal 4.2 - Supplemental Academic Counselors
Additional counselor to decrease counselor caseload and improve student progress monitoring.

Goal 4.6- Student Transition Program
Additional liaison positions to support Middle School students and increase hours for existing liaison at Orange Cove High School.

Goal 4.12- Health and Nutrition Fitness Program
Additional certificated teacher for Orange Cove High School

Goal 4.13 - Supplemental Athletic Resources
Additional classified athletics secretary to increase effectiveness of athletics programs.

Goal 4.18 - Additional Support for Mountain View School
Additional certificated teachers and Learning Director for Mountain View School.

Goal 5.2 - Supplemental PBIS Supports
Increase FTE for all existing campus assistants to increase students supervision and structure for students.

Goal 5.5 - Social and Emotional Support
Provide additional School Social Workers and student and family clinicians to support student social and emotional well-being.

Goal 5.9 - Behavior Intervention
Additional School Psychologist, behavior case manager, and behavior techs to increase services across the district.

Goal 5.10 - Restorative Justice Program
Increased FTE for Restorative Justice Counselors

Goal 5.12 - School Culture and Climate
Additional Learning Directors at sites with greatest need based on a comprehensive needs assessment, PBIS data, and suspensions.

Goal 5.12 - Teen Parent Support
Additional classified staff to support Teen Parent Program

Goal 5.14 - Supplemental Health Services
Additional Health Aide hours at all school sites and an additional district nurse

Goal 6.4 - Bilingual Community Aides

Additional Bilingual Community Aides to ensure every school site has support with parent outreach.

Goal 6.5 - Family Connections Techs

Additional hours for Family Connection Techs to ensure that every school site has sufficient support for parent outreach, attendance monitoring, and English Learner support.

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	15:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	18:1

2024-25 Total 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	99,760,608	39,923,197	40.019%	4.474%	44.493%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$110,207,348.42	\$75,930,433.38	\$308,137.00	\$7,181,534.72	\$193,627,453.52	\$97,856,356.12	\$95,771,097.40

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	Credentialed Teachers	All	No			All Schools	Ongoing	\$0.00	\$44,527,780.00	\$18,496,823.00	\$26,030,957.00			\$44,527,780.00	0
1	1.2	District and Site Support	All	No			All Schools	Ongoing	\$6,054,673.71	\$632,882.47	\$6,652,683.18	\$34,873.00			\$6,687,556.18	0
1	1.3	Operating Costs	All	No			All Schools	Ongoing	\$13,964,466.00	\$8,722,963.53	\$22,687,429.53				\$22,687,429.53	0
1	1.4	District Facilities	All	No			All Schools	Ongoing	\$9,808,479.00	\$7,970,575.19	\$12,932,483.46	\$4,846,570.73			\$17,779,054.19	0
1	1.5	Transportation	All	No			All Schools	Ongoing	\$5,522,551.00	\$1,309,163.00		\$6,831,714.00			\$6,831,714.00	0
1	1.6	Special Education	All	No			All Schools	Ongoing	\$13,243,544.45	\$1,374,588.29		\$10,683,444.18		\$3,934,688.56	\$14,618,132.74	0
1	1.7	Site Lottery Funds	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$1,818,817.00		\$1,818,817.00			\$1,818,817.00	0
2	2.1	Instructional Materials	All	No			All Schools	Ongoing	\$0.00	\$476,861.22	\$200,000.00	\$276,861.22			\$476,861.22	0
2	2.2	Supplemental Instructional Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$844,794.20	\$844,794.20				\$844,794.20	0
2	2.3	Technology Department	All	No			All Schools	Ongoing	\$1,196,926.00	\$1,226,319.57	\$1,366,660.98	\$1,056,584.59			\$2,423,245.57	0
2	2.4	Supplemental Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$230,411.00	\$644,267.34	\$874,678.34				\$874,678.34	0
2	2.5	Outdoor Science Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$112,010.21	\$141,294.73	\$253,304.94				\$253,304.94	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
2	2.6	Classroom Instructional Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$628,920.00	\$33,526.31	\$662,446.31				\$662,446.31	0
2	2.7	Physical Education Techs	All	No			All Schools	Ongoing	\$864,787.00	\$18,000.00	\$864,787.00	\$18,000.00			\$882,787.00	0
2	2.8	Additional FTE for Physical Education Techs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$54,313.00	\$2,895.30	\$57,208.30				\$57,208.30	0
2	2.9	Intervention Teachers	All	No			All Schools	Ongoing	\$2,048,843.00	\$109,219.21		\$993,852.74		\$1,164,209.47	\$2,158,062.21	0
2	2.10	Supplemental Support for Unduplicated Students with Disabilities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,163,819.11	\$62,040.58	\$1,225,859.69				\$1,225,859.69	0
2	2.11	Cultural Education and Enrichment Program	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$11,500.01	\$11,500.01				\$11,500.01	0
2	2.12	Additional Student Support- Prevention and Intervention	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$389,610.00	\$20,769.23	\$410,379.23				\$410,379.23	0
2	2.13	Library Services	All	No			All Schools	Ongoing	\$361,532.00	\$94,797.70	\$361,532.00	\$94,797.70			\$456,329.70	0
2	2.14	Supplemental Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,293,485.00	\$489,159.37	\$1,782,644.37				\$1,782,644.37	0
2	2.15	Instructional Coaches	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$3,449,135.00	\$199,665.24	\$3,648,800.24				\$3,648,800.24	0
2	2.16	New Teacher Instructional Coach	All	No			All Schools	Ongoing	\$185,854.00	\$9,907.46				\$195,761.46	\$195,761.46	0
2	2.17	Supplemental Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$265,193.00	\$154,078.51	\$419,271.51				\$419,271.51	0
2	2.18	Early Literacy Coordinator	All	No			All Schools	Ongoing	\$140,000.00	\$7,463.09		\$147,463.09			\$147,463.09	0
2	2.19	Expanded TK/Kindergarten Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,329,991.00	\$70,898.83	\$1,400,889.83				\$1,400,889.83	0
2	2.20	Infant CVRC	All	No			All Schools Specific Schools:	Ongoing	\$4,221,370.00	\$612,620.55		\$4,833,990.55			\$4,833,990.55	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
							KC Kids									
2	2.21	State Preschool Program	All	No			All Schools	Ongoing	\$2,999,815.00	\$977,887.96		\$3,977,702.96			\$3,977,702.96	0
2	2.22	Supplemental Pre-School Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$631,984.65	\$631,984.65				\$631,984.65	0
2	2.23	Opportunity Programs	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Grant MS, Citrus MS, Orange Cove HS, Reedley HS	Ongoing	\$504,552.00	\$26,896.53	\$531,448.53				\$531,448.53	0
2	2.24	Elimination of Combination Classes	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: Dunlap School, Sheridan Elementary	Ongoing	\$468,098.00	\$24,953.25	\$493,051.25				\$493,051.25	0
2	2.25	Additional Transportation to Reduce Loss of Instructional Time	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$30,080.00	\$1,603.50	\$31,683.50				\$31,683.50	0
2	2.26	Data Systems and Accountability Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$585,440.00	\$59,562.48	\$645,002.48				\$645,002.48	0
2	2.27	Educational Programs Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$357,122.00	\$19,037.37	\$376,159.37				\$376,159.37	0
2	2.28	Collaborative Team Professional Development	Students with Disabilities	No			All Schools Specific Schools: Citrus MS, Grant MS	Ongoing	\$1,000.00	\$0.00				\$1,000.00	\$1,000.00	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	3.1	Bilingual Instructional Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$1,564,273.00	\$136,053.26	\$1,700,326.26				\$1,700,326.26	0
3	3.2	ELD Instructional Coach	All	No			All Schools	Ongoing	\$182,653.00	\$9,736.82				\$192,389.82	\$192,389.82	0
3	3.3	ELD Instruction and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: AL Conner, Dunlap, Sheridan, Washington, Great Western, Kings Canyon High School, and Reedley High School.	Ongoing	\$3,749,930.00	\$305,231.11	\$4,055,161.11				\$4,055,161.11	0
3	3.4	Long Term English Learner Support - Support and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$362,299.00	\$19,313.34	\$381,612.34				\$381,612.34	0
3	3.5	ELD Program Specialist	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$208,286.00	\$11,103.26	\$219,389.26				\$219,389.26	0
3	3.6	Intervention Teachers - Newcomers	Newcomer EL Students	No			All Schools	Ongoing	\$162,924.00	\$8,685.11		\$171,609.11			\$171,609.11	0
3	3.7	Extended Day Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$21,066.16	\$21,066.16				\$21,066.16	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
					s)											
3	3.8	ELD Progress Monitoring	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$50,000.00	\$2,665.39	\$52,665.39				\$52,665.39	0
3	3.9	Migrant Program	Migrant Students	No			All Schools	Ongoing	\$224,305.35	\$13,922.74				\$238,228.09	\$238,228.09	0
3	3.10	Migrant Program-Supplemental Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$206,857.00	\$65,150.25	\$272,007.25				\$272,007.25	0
3	3.11	Promoting Biliteracy and Cultural Awareness	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$10,533.08	\$10,533.08				\$10,533.08	0
3	3.12	Language Acquisition Software and Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$15,799.62	\$15,799.62				\$15,799.62	0
4	4.1	College and Career Guidance and Support	All	No			All Schools	Ongoing	\$1,127,352.00	\$0.00	\$1,127,352.00				\$1,127,352.00	0
4	4.2	Supplemental Academic Counselors	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools Specific Schools: Orange Cove High School, Reedley High School	Ongoing	\$431,715.00	\$23,013.76	\$454,728.76				\$454,728.76	0
4	4.3	School Connections Counselors	English Learners Low Income	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$142,226.00	\$7,581.75	\$149,807.75				\$149,807.75	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
						Low Income										
4	4.4	Expansion of School Connections Program	Students with Disabilities	No			All Schools	Ongoing	\$175,096.00	\$9,333.97		\$184,429.97			\$184,429.97	0
4	4.5	College and Career Head Counselor	All	No			All Schools	Ongoing	\$147,664.00	\$7,871.64		\$155,535.64			\$155,535.64	0
4	4.6	Student Transition Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$892,743.00	\$179,759.18	\$1,072,502.18				\$1,072,502.18	0
4	4.7	Career Technical Education Program	All	No			All Schools	Ongoing	\$9,910.00	\$1,292,480.18		\$1,139,570.89		\$162,819.29	\$1,302,390.18	0
4	4.8	Career Technical Education Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$45,278.00	\$1,438,811.55	\$1,484,089.55				\$1,484,089.55	0
4	4.9	Agriculture Pathways	Low Income	Yes	School wide	Low Income	All Schools	Ongoing	\$0.00	\$842,646.20	\$842,646.20				\$842,646.20	0
4	4.10	K-8 College and Career Awareness	All	No			All Schools K-8 and 6-8 schools	Ongoing	\$0.00	\$35,000.00			\$35,000.00		\$35,000.00	0
4	4.11	Athletics Programs	All	No			All Schools	Ongoing	\$0.00	\$125,300.00	\$2,500.00	\$122,800.00			\$125,300.00	0
4	4.12	Supplemental Athletic Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$488,656.00	\$1,008,802.09	\$1,497,458.09				\$1,497,458.09	0
4	4.13	Health and Nutrition Fitness Program	Low Income	Yes	School wide	Low Income	All Schools Specific Schools: Reedley High School, Orange Cove High School	Ongoing	\$0.00	\$204,168.96	\$204,168.96				\$204,168.96	0
4	4.14	Visual and Performing Arts (VAPA)	All	No			All Schools	Ongoing	\$724,081.00	\$82,720.00	\$806,801.00				\$806,801.00	0
4	4.15	Increased Supports for VAPA	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$79,730.00	\$165,508.48	\$245,238.48				\$245,238.48	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
4	4.16	Gate Program	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$140,641.00	\$22,907.15	\$163,548.15				\$163,548.15	0
4	4.17	Summer Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$604,245.28	\$612,754.82	\$1,217,000.10				\$1,217,000.10	0
4	4.18	Supplemental Instructional Support for Mountain View School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$457,192.00	\$24,371.88	\$481,563.88				\$481,563.88	0
5	5.1	PBIS and Student Services	All	No			All Schools	Ongoing	\$25,000.00	\$282,880.00	\$262,880.00		\$45,000.00		\$307,880.00	0
5	5.2	Supplemental PBIS Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$1,241,233.00	\$2,143,166.98	\$3,384,399.98				\$3,384,399.98	0
5	5.3	PBIS Professional Development	All FY, Homeless, SWD, White, EL, low income, Hispanic, SWD	No			All Schools Specific Schools: Conner Elem, Alta Elem, Dunlap Elem, Grant M S, Great Western Elem, Navelenc ia M S, Orange Cove H S, Reedley H S, Silas Bartsch	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	0
5	5.4	Chronic Absenteeism Support	All LI, FY, EL, SWD, White, 2 or more, Hispanic	No			All Schools Specific Schools: LEA- Wide, Dunlap, Great Western, Sheridan, Silas Bartsch, Washingt	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	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
							on									
5	5.5	CARE Project	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	Ongoing	\$131,553.00	\$90,461.10	\$222,014.10				\$222,014.10	0
5	5.6	Social and Emotional Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$3,369,598.00	\$190,158.77	\$3,559,756.77				\$3,559,756.77	0
5	5.7	Additional Social Workers	All	No			All Schools	Ongoing	\$370,000.00	\$19,723.87				\$389,723.87	\$389,723.87	0
5	5.8	Foster/Homeless Youth Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$200,000.00	\$10,661.55	\$210,661.55				\$210,661.55	0
5	5.9	Support for Homeless Students	Foster and Homeless Youth	No			All Schools	Ongoing	\$0.00	\$87,246.53				\$87,246.53	\$87,246.53	0
5	5.10	Behavior Intervention	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$2,959,224.00	\$211,178.40	\$3,170,402.40				\$3,170,402.40	0
5	5.11	Restorative Justice Program	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$310,995.00	\$173,521.30	\$484,516.30				\$484,516.30	0
5	5.12	School Culture and Climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$749,427.55	\$39,950.30	\$789,377.85				\$789,377.85	0
5	5.13	Teen Parent Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$493,812.00	\$47,390.16	\$541,202.16				\$541,202.16	0
5	5.14	School Based Health Center	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$110,432.00	\$15,073.83	\$125,505.83				\$125,505.83	0
5	5.15	Supplemental Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$725,542.00	\$38,677.01	\$764,219.01				\$764,219.01	0
5	5.16	Student Health Services	All	No			All Schools	Ongoing	\$228,137.00	\$0.00			\$228,137.00		\$228,137.00	0
5	5.17	Expanded Learning Program	All	No			All Schools	Ongoing	\$383,985.00	\$11,332,153.02		\$11,716,138.02			\$11,716,138.02	0
5	5.18	Family and Student Support Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,533.08	\$10,533.08				\$10,533.08	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
5	5.19	Title I Student Services	All	No			All Schools	Ongoing	\$293,241.51	\$25,234.22				\$318,475.73	\$318,475.73	0
5	5.20	Differentiated Assistance	All	No			All Schools	Ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	0
6	6.1	Parent Access to Student Information	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$63,919.43	\$63,919.43				\$63,919.43	0
6	6.2	Parent Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$11,500.01	\$11,500.01				\$11,500.01	0
6	6.3	Parent Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$26,286.56	\$296,978.88	\$323,265.44				\$323,265.44	0
6	6.4	Bilingual Community Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$808,863.00	\$43,118.67	\$851,981.67				\$851,981.67	0
6	6.5	Support Center Bilingual Community Aid	All	No			All Schools	Ongoing	\$80,000.00	\$4,264.62				\$84,264.62	\$84,264.62	0
6	6.6	Family Connection Techs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$591,863.00	\$31,550.88	\$623,413.88				\$623,413.88	0
6	6.7	District and School Websites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$30,861.92	\$30,861.92				\$30,861.92	0
6	6.8	Unified Communication System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$46,025.34	\$46,025.34				\$46,025.34	0
6	6.9	Puente a Tecnologia for Parents	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$9,202.00	\$26,823.23	\$36,025.23				\$36,025.23	0
6	6.10	Children's Day Parent Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,683.00	\$41,275.00	\$44,958.00				\$44,958.00	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
6	6.11	School to Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$286,675.00	\$15,282.00	\$301,957.00				\$301,957.00	0
6	6.12	Parent Engagement Team	All	No			All Schools	Ongoing	\$198,874.00	\$80,119.84				\$278,993.84	\$278,993.84	0
6	6.13	Site Parent Engagement Support	All	No			All Schools	Ongoing	\$0.00	\$53,733.44				\$53,733.44	\$53,733.44	0
7	7.1	Academic Counselor	All English learners, low income students, and Hispanic students	No			All Schools Specific Schools: Mountain View School	Ongoing	\$185,000.00	\$10,452.50		\$195,452.50			\$195,452.50	0
7	7.2	Student Connectedness	All Low income students, Hispanic students	No			All Schools Specific Schools: Mountain View School	Ongoing	\$60,000.00	\$3,390.00		\$63,390.00			\$63,390.00	0
7	7.3	Co/Extra Curricular Activities	All English learners, low income students, and Hispanic students	No			All Schools Specific Schools: Mountain View School	Ongoing	\$0.00	\$2,538.00		\$2,538.00			\$2,538.00	0
7	7.4	Additional Socio-emotional Support	All Low income students, English learners, Hispanic students	No			All Schools Specific Schools: Mountain View School	Ongoing	\$185,000.00	\$10,452.50		\$195,452.50			\$195,452.50	0
7	7.5	Intervention	All Low Income Students	No			All Schools Specific Schools: Mountain View	Ongoing	\$30,000.00	\$50,000.00				\$80,000.00	\$80,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
8	8.1	Academic Counselor	All Low Income Students, Hispanic Students	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	\$118,239.89	\$6,680.55		\$124,920.44			\$124,920.44	0
8	8.2	Academic Intervention	All	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	\$0.00	\$105,650.00		\$105,650.00			\$105,650.00	0
8	8.3	Co/Extra Curricular Activities	All English learners, low income students, students with disabilities, and Hispanic students	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	\$0.00	\$10,565.00		\$10,565.00			\$10,565.00	0
8	8.4	Extended Day English Learner Support	English learners	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	\$0.00	\$10,565.00		\$10,565.00			\$10,565.00	0
8	8.5	Career Technical Education	All	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	\$0.00	\$19,618.60		\$19,618.60			\$19,618.60	0
8	8.6	Supplemental Technology	All	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	\$0.00	\$40,156.45		\$40,156.45			\$40,156.45	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
8	8.7	Parent Engagement	All	No			All Schools Specific Schools: Kings Canyon High School	Ongoing	\$26,412.50	\$0.00		\$26,412.50			\$26,412.50	0

2024-25 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
99,760,608	39,923,197	40.019%	4.474%	44.493%	\$44,438,916.27	0.000%	44.546 %	Total:	\$44,438,916.27
								LEA-wide Total:	\$35,247,059.75
								Limited Total:	\$6,975,247.25
								Schoolwide Total:	\$2,216,609.27

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Supplemental Instructional Resources	Yes	LEA-wide	Low Income	All Schools	\$844,794.20	0
2	2.4	Supplemental Technology	Yes	LEA-wide	Low Income	All Schools	\$874,678.34	0
2	2.5	Outdoor Science Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,304.94	0
2	2.6	Classroom Instructional Aides	Yes	LEA-wide	English Learners Low Income	All Schools	\$662,446.31	0
2	2.8	Additional FTE for Physical Education Techs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,208.30	0
2	2.10	Supplemental Support for Unduplicated Students with Disabilities	Yes	LEA-wide	Low Income	All Schools	\$1,225,859.69	0
2	2.11	Cultural Education and Enrichment Program	Yes	LEA-wide	Low Income	All Schools	\$11,500.01	0
2	2.12	Additional Student Support-Prevention and Intervention	Yes	LEA-wide	Low Income	All Schools	\$410,379.23	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Supplemental Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,782,644.37	0
2	2.15	Instructional Coaches	Yes	LEA-wide	Low Income	All Schools	\$3,648,800.24	0
2	2.17	Supplemental Professional Development	Yes	LEA-wide	Low Income	All Schools	\$419,271.51	0
2	2.19	Expanded TK/Kindergarten Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,400,889.83	0
2	2.22	Supplemental Pre-School Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$631,984.65	0
2	2.23	Opportunity Programs	Yes	LEA-wide	Low Income	All Schools Specific Schools: Grant MS, Citrus MS, Orange Cove HS, Reedley HS	\$531,448.53	0
2	2.24	Elimination of Combination Classes	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Dunlap School, Sheridan Elementary	\$493,051.25	0
2	2.25	Additional Transportation to Reduce Loss of Instructional Time	Yes	LEA-wide	English Learners Low Income	All Schools	\$31,683.50	0
2	2.26	Data Systems and Accountability Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$645,002.48	0
2	2.27	Educational Programs Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$376,159.37	0
3	3.1	Bilingual Instructional Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,700,326.26	0
3	3.3	ELD Instruction and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: AL Conner, Dunlap, Sheridan, Washingt	\$4,055,161.11	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 (%)
						on, Great Western, Kings Canyon High School, and Reedley High School.		
3	3.4	Long Term English Learner Support - Support and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$381,612.34	0
3	3.5	ELD Program Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$219,389.26	0
3	3.7	Extended Day Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$21,066.16	0
3	3.8	ELD Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$52,665.39	0
3	3.10	Migrant Program-Supplemental Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$272,007.25	0
3	3.11	Promoting Biliteracy and Cultural Awareness	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,533.08	0
3	3.12	Language Acquisition Software and Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,799.62	0
4	4.2	Supplemental Academic Counselors	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Orange Cove High School, Reedley High School	\$454,728.76	0
4	4.3	School Connections Counselors	Yes	LEA-wide	English Learners Low Income	All Schools	\$149,807.75	0
4	4.6	Student Transition Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,072,502.18	0
4	4.8	Career Technical Education Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,484,089.55	0
4	4.9	Agriculture Pathways	Yes	Schoolwide	Low Income	All Schools	\$842,646.20	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 (%)
4	4.12	Supplemental Athletic Resources	Yes	LEA-wide	Low Income	All Schools	\$1,497,458.09	0
4	4.13	Health and Nutrition Fitness Program	Yes	Schoolwide	Low Income	All Schools Specific Schools: Reedley High School, Orange Cove High School	\$204,168.96	0
4	4.15	Increased Supports for VAPA	Yes	LEA-wide	Low Income	All Schools	\$245,238.48	0
4	4.16	Gate Program	Yes	LEA-wide	Low Income	All Schools	\$163,548.15	0
4	4.17	Summer Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,217,000.10	0
4	4.18	Supplemental Instructional Support for Mountain View School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$481,563.88	0
5	5.2	Supplemental PBIS Supports	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,384,399.98	0
5	5.5	CARE Project	Yes	Schoolwide	Foster Youth Low Income	All Schools	\$222,014.10	0
5	5.6	Social and Emotional Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,559,756.77	0
5	5.8	Foster/Homeless Youth Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$210,661.55	0
5	5.10	Behavior Intervention	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,170,402.40	0
5	5.11	Restorative Justice Program	Yes	LEA-wide	Low Income	All Schools	\$484,516.30	0
5	5.12	School Culture and Climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$789,377.85	0
5	5.13	Teen Parent Support	Yes	LEA-wide	Low Income	All Schools	\$541,202.16	0
5	5.14	School Based Health Center	Yes	LEA-wide	Low Income	All Schools	\$125,505.83	0
5	5.15	Supplemental Health Services	Yes	LEA-wide	Low Income	All Schools	\$764,219.01	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 (%)
5	5.18	Family and Student Support Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,533.08	0
6	6.1	Parent Access to Student Information	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,919.43	0
6	6.2	Parent Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,500.01	0
6	6.3	Parent Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$323,265.44	0
6	6.4	Bilingual Community Aides	Yes	LEA-wide	English Learners Low Income	All Schools	\$851,981.67	0
6	6.6	Family Connection Techs	Yes	LEA-wide	English Learners Low Income	All Schools	\$623,413.88	0
6	6.7	District and School Websites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,861.92	0
6	6.8	Unified Communication System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,025.34	0
6	6.9	Puente a Tecnologia for Parents	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$36,025.23	0
6	6.10	Children's Day Parent Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,958.00	0
6	6.11	School to Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$301,957.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$183,720,183.86	\$183,420,036.70

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	Credentialed Teachers	No	\$44,647,214.92	43907296
1	1.2	Basic Operating Expenses	No	\$26,699,836.30	26,855,246.30
1	1.3	Provide and Maintain Facilities	No	\$16,213,700.02	17,349,752.22
1	1.4	Transportation	No	\$6,102,147.32	6,719,256.92
1	1.5	Guidance and Learning Center - Special Education	No	\$11,551,414.03	12,069,746.68
1	1.6	Site Base Allocations	No	\$1,741,357.10	1,452,709.87
2	2.1	Alignment of Instruction	No	\$1,261,389.14	585,660
2	2.2	Teacher Resources for Instruction	Yes	\$68,370.00	0
2	2.3	Baseline VAPA and Physical Education Techs	No	\$1,344,364.00	1490941.84
2	2.4	Additional Instructional Aides	Yes	\$569,947.00	585,818.56
2	2.5	Transportation to Reduce Loss of Instructional Time	Yes	\$31,580.43	31,580.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	System and Accountability Team	Yes	\$567,187.00	641,877.59
2	2.7	Instructional Coaches	Yes	\$3,224,788.00	3,574,149.60
2	2.8	Educational Programs Department	Yes	\$364,648.95	373,500.50
2	2.9	Foster/Homeless Youth Liaison	Yes	\$180,584.00	201,729.93
2	2.10	Infant CVRC	No	\$4,589,343.00	6139412
2	2.11	State Preschool Program	No	\$1,844,470.55	3,205,216.32
2	2.12	Technology Department	No	\$2,184,176.98	2,430,335.86
2	2.13	Supplemental Technology	Yes	\$616,930.00	660,135.88
2	2.14	Supplemental Instructional Resources	Yes	\$781,551.00	150,596.64
2	2.15	NGSS Support	No	\$98,292.71	189,289.37
2	2.16	Supplemental Support for English Learner, low-income and foster students with Disabilities	Yes	\$685,407.11	921,337.14
2	2.17	Expanded TK/Kindergarten Minutes	Yes	\$1,325,273.87	1,454,064.51
2	2.18	Elimination of Combination Classes at Dunlap and Sheridan	Yes	\$353,741.00	486,345.55

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.19	Supplemental Professional Development	Yes	\$400,327.24	236,654.31
2	2.20	Sci-Con	Yes	\$240,485.21	235,554.42
2	2.21	Mitigating Potential Overidentification in Special Education	Yes	\$524,696.96	403,824.22
2	2.22	Intervention Teachers	No	\$2,646,067.00	2,034,681.27
2	2.23	Baseline Library Services	No	\$425,873.00	455,004.10
2	2.24	Opportunity Program	Yes	\$306,731.00	531,558.93
2	2.25	Additional FTE for VAPA and PE Techs	Yes	\$127,142.00	161,938.18
2	2.26	Supplemental Supports for Preschool	Yes	\$1,099,107.91	0
2	2.27	Supplemental Library Services	Yes	\$1,602,913.38	1,661,583.47
2	2.28	Homeless Supports	No	\$82,831.00	75,083.67
3	3.1	Bilingual Instructional Aides	Yes	\$1,204,375.20	1,439,611.29
3	3.2	ELD Instructional Coach	No	\$126,636.00	0
3	3.3	ELD Instruction and Professional Development	Yes	\$5,113,159.97	3,561,257.21
3	3.4	Language Acquisition Software and Supplemental Materials	Yes	\$5,000.00	1,247.27

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	3.5	Promoting Biliteracy and Cultural Awareness	Yes	\$10,000.00	2500
3	3.6	Extended Day Intervention	Yes	\$139,556.00	6,699.56
3	3.7	ELD/Migrant Program Specialist	Yes	\$196,352.01	202,943.06
3	3.8	ELD Monitoring Progress	Yes	\$380,410.63	293,147.12
3	3.9	Extra Support for Assessments	Yes	\$18,000.00	16,131.00
3	3.10	Migrant Program	No	\$283,576.00	279,782.29
3	3.11	English Learner Support - TSAs	Yes	\$356,616.00	210,406.00
3	3.12	Supplemental Supports for Migrant Program	Yes	\$356,952.00	437260
4	4.1	College and Career Guidance and Support	No	\$1,021,832.00	1,083,092.70
4	4.2	Career Technical Education Support	No	\$1,215,515.00	740115.56
4	4.3	K-8 College and Career Readiness and Awareness	No	\$103,389.00	60626.24
4	4.4	Co-Curricular Activities	No	\$1,122,360.00	1,114,340.30
4	4.5	Supplemental Athletic Resources	Yes	\$1,314,601.00	\$1286933.93

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)
4	4.6	Performing Arts	No	\$80,330.00	\$78603.20
4	4.7	GATE Program	Yes	\$159,648.00	173,492.35
4	4.8	Increased Supports for VAPA	Yes	\$200,341.00	\$155062.29
4	4.9	Summer Extended Learning	Yes	\$1,155,408.00	\$118,264.88
4	4.10	Student Transition Programs	Yes	\$1,048,725.00	\$1031078.84
4	4.11	School Connections Counselor	Yes	\$141,294.00	\$149216.09
4	4.12	Health and Nutrition Fitness Program	Yes	\$135,721.00	\$189421.56
4	4.13	CTE Support - VROP	Yes	\$1,692,145.00	\$1,798,949
4	4.14	Native American Education Enrichment Program	Yes	\$10,918.00	\$4696.75
4	4.15	College and Career Head Counselor	No	\$203,532.00	\$154309.36
4	4.16	Additional Support for Mountain View School	Yes	\$664,435.00	\$331,289.52
4	4.17	Additional Academic Counselors	Yes	\$437,658.00	\$441443.31
4	4.18	Agriculture and CTE Pathway	Yes	\$600,000.00	\$0
4	4.19	Expansion of School Connections Program	No	\$130,158.00	\$138,622.09

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)
5	5.1	PBIS and Student Services	No	\$212,527.00	\$270,902.38
5	5.2	Title I Student Services	No	\$93,469.00	\$38731.08
5	5.3	Supplemental PBIS	Yes	\$3,608,345.00	\$2,889,630.31
5	5.4	Expanded Learning Program (After School Programs)	No	\$11,319,080.00	13,672,435.09
5	5.5	CARE Project	Yes	\$206,587.00	\$168098.48
5	5.6	Teen Parent Support	Yes	\$558,525.56	\$538289.54
5	5.7	Social Workers	Yes	\$3,035,138.56	\$3362610.93
5	5.8	Behavior Intervention Team and Psychologists	Yes	\$2,773,608.00	2,802,835.88
5	5.9	School Based Health Center Health Coordinator	Yes	\$98,857.00	\$106014.48
5	5.10	Supplemental Health Services	Yes	\$602,337.00	\$493724.25
5	5.11	Restorative Justice Program	Yes	\$452,149.00	\$412676.85
5	5.12	Additional Learning Directors	Yes	\$738,090.00	\$605176.76
5	5.13	Medi-Cal Reinvestment	No	\$847,407.00	\$418036.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.14	Family and Student Support Center	Yes	\$2,607,563.00	2,885,062.12
6	6.1	Parent Access to Student Information	Yes	60,684.48	\$60684.48
6	6.2	Parent Survey	Yes	\$10,918.00	\$3945.81
6	6.3	Parent Academy	Yes	\$311,229.02	\$141128.10
6	6.4	Bilingual Community Aides	Yes	\$683,402.00	\$678328.98
6	6.5	Family Connection Techs	Yes	\$568,596.00	\$486183.25
6	6.6	District and School Websites	Yes	\$29,300.00	\$29300
6	6.7	School Based Health Center Outreach	Yes	\$18,804.30	\$16172.52
6	6.8	Unified Communication System	Yes	\$43,696.00	\$42,844.20
6	6.9	Puente a Tecnologia for Parents	Yes	\$62,155.00	0
6	6.10	Children's Day Parent Program	Yes	\$34,439.00	\$23,135.46
6	6.11	School to Home Communication Team	Yes	\$284,284.00	\$154281.73
6	6.12	Parent Engagement Team	No	\$296,000.00	\$330882.06
6	6.13	Site Parent Engagement Support	No	\$30,460.00	\$16500

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)

2023-24 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)
\$39,021,085	\$45,194,035.79	\$40,063,425.02	\$5,130,610.77	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)
2	2.2	Teacher Resources for Instruction	Yes	\$68,370.00	0	0	
2	2.4	Additional Instructional Aides	Yes	\$569,947.00	585,818.56	0	
2	2.5	Transportation to Reduce Loss of Instructional Time	Yes	\$31,580.43	31,580.43	0	
2	2.6	System and Accountability Team	Yes	\$567,187.00	641,877.59	0	
2	2.7	Instructional Coaches	Yes	\$3,224,788.00	3,574,149.60	0	
2	2.8	Educational Programs Department	Yes	\$364,648.95	373,500.50	0	
2	2.9	Foster/Homeless Youth Liaison	Yes	\$180,584.00	201,729.93	0	
2	2.13	Supplemental Technology	Yes	\$616,930.00	660,135.88	0	
2	2.14	Supplemental Instructional Resources	Yes	\$781,551.00	150,596.64	0	
2	2.16	Supplemental Support for English Learner, low-income and foster students with Disabilities	Yes	\$685,407.11	921,337.14	0	
2	2.17	Expanded TK/Kindergarten Minutes	Yes	\$1,325,273.87	1,454,064.51	0	
2	2.18	Elimination of Combination Classes at Dunlap and Sheridan	Yes	\$353,741.00	486,345.55	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	2.19	Supplemental Professional Development	Yes	\$400,327.24	236,654.31	0	
2	2.20	Sci-Con	Yes	\$240,485.21	235,554.42	0	
2	2.21	Mitigating Potential Overidentification in Special Education	Yes	\$524,696.96	403,824.22	0	
2	2.24	Opportunity Program	Yes	\$299,331.00	531,558.93	0	
2	2.25	Additional FTE for VAPA and PE Techs	Yes	\$127,142.00	161,938.18	0	
2	2.26	Supplemental Supports for Preschool	Yes	\$1,099,107.91	0	0	
2	2.27	Supplemental Library Services	Yes	\$1,602,913.38	1,661,583.47	0	
3	3.1	Bilingual Instructional Aides	Yes	\$1,204,375.20	1,439,611.29	0	
3	3.3	ELD Instruction and Professional Development	Yes	\$5,113,159.97	3,561,257.21	0	
3	3.4	Language Acquisition Software and Supplemental Materials	Yes	\$5,000.00	1,247.27	0	
3	3.5	Promoting Biliteracy and Cultural Awareness	Yes	\$10,000.00	2500	0	
3	3.6	Extended Day Intervention	Yes	\$139,556.00	6,699.56	0	
3	3.7	ELD/Migrant Program Specialist	Yes	\$196,352.01	202,943.06	0	
3	3.8	ELD Monitoring Progress	Yes	\$380,410.63	293,147.12	0	
3	3.9	Extra Support for Assessments	Yes	\$18,000.00	16,131.00	0	
3	3.11	English Learner Support - TSAs	Yes	\$356,616.00	210,406.00	0	
3	3.12	Supplemental Supports for Migrant Program	Yes	\$356,952.00	437260	0	
4	4.5	Supplemental Athletic Resources	Yes	\$1,314,601.00	1286933.93	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)
4	4.7	GATE Program	Yes	\$159,648.00	173,492.35	0	
4	4.8	Increased Supports for VAPA	Yes	\$200,341.00	\$155062.29	0	
4	4.9	Summer Extended Learning	Yes	\$1,155,408.00	118,264.88	0	
4	4.10	Student Transition Programs	Yes	\$1,048,725.00	\$1031078.84	0	
4	4.11	School Connections Counselor	Yes	\$141,294.00	\$149216.09	0	
4	4.12	Health and Nutrition Fitness Program	Yes	\$135,721.00	\$189421.56	0	
4	4.13	CTE Support - VROP	Yes	\$1,692,145.00	1,798,949	0	
4	4.14	Native American Education Enrichment Program	Yes	\$10,918.00	\$4696.75	0	
4	4.16	Additional Support for Mountain View School	Yes	\$664,435.00	331,289.52	0	
4	4.17	Additional Academic Counselors	Yes	\$437,658.00	\$441443.31	0	
4	4.18	Agriculture and CTE Pathway	Yes	\$600,000.00	0	0	
5	5.3	Supplemental PBIS	Yes	\$3,608,345.00	2,889,630.31	0	
5	5.5	CARE Project	Yes	\$206,587.00	\$168098.48	0	
5	5.6	Teen Parent Support	Yes	\$558,525.56	\$538289.54	0	
5	5.7	Social Workers	Yes	\$3,035,138.56	\$3362610.93	0	
5	5.8	Behavior Intervention Team and Psychologists	Yes	\$2,773,608.00	2,802,835.88	0	
5	5.9	School Based Health Center Health Coordinator	Yes	\$98,857.00	\$106,014.48	0	
5	5.10	Supplemental Health Services	Yes	\$602,337.00	\$493,724.25	0	
5	5.11	Restorative Justice Program	Yes	\$452,149.00	\$412,676.85	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)
5	5.12	Additional Learning Directors	Yes	\$738,090.00	\$605,176.76	0	
5	5.14	Family and Student Support Center	Yes	\$2,607,563.00	2,885,062.12	0	
6	6.1	Parent Access to Student Information	Yes	\$60,684.48	\$60684.48	0	
6	6.2	Parent Survey	Yes	\$10,918.00	\$3945.81	0	
6	6.3	Parent Academy	Yes	\$311,229.02	\$141128.10	0	
6	6.4	Bilingual Community Aides	Yes	\$683,402.00	\$678328.98	0	
6	6.5	Family Connection Techs	Yes	\$568,596.00	\$486183.25	0	
6	6.6	District and School Websites	Yes	\$29,300.00	\$29300	0	
6	6.7	School Based Health Center Outreach	Yes	\$18,804.30	\$16172.52	0	
6	6.8	Unified Communication System	Yes	\$43,696.00	\$42,844.20	0	
6	6.9	Puente a Tecnologia for Parents	Yes	\$62,155.00	0	0	
6	6.10	Children's Day Parent Program	Yes	\$34,439.00	\$23,135.46	0	
6	6.11	School to Home Communication Team	Yes	\$284,284.00	\$154281.73	0	

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
98,701,348	\$39,021,085	5.53%	45.065%	\$40,063,425.02	0.000%	40.591%	\$4,415,844.52	4.474%

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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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